DIFFICULTIES OF FIRST-YEAR BUSINESS TEACHERS AND THE RELATIONSHIP OF THESE DIFFICULTIES TO THEIR STUDENT-TEACHING EXPERIENCE

> Thesis for the Degree of Ed. D. MICHIGAN STATE UNIVERSITY Warron Stanley Theune 1960

This is to certify that the

thesis entitled

Difficulties of Beginning Business Teachers and the Relationship of These Difficulties to Their Student-Teaching Experiences presented by

Warren Stanley Theune

has been accepted towards fulfillment of the requirements for

Doctor's degree in Education

Atrites Decken Major professor

:-

ł

Date_April 15, 1960

O-169

DIFFICULTIES OF FIRST-YEAR BUSINESS TEACHERS AND THE RELATIONSHIP OF THESE DIFFICULTIES TO THEIR STUDENT-TEACHING EXPERIENCE

By

WARREN STANLEY THEUNE

A THESIS

Submitted to the School for Advanced Graduate Studies of Michigan State University of Agriculture and Applied Science in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Department of Administrative and Educational Services

ACKNOWLEDGMENTS

Acknowledgment is due the 242 beginning business teachers whose co-operation provided the data for this study. The writer wishes to express his appreciation to Dr. Stanley E. Hecker, his major advisor, for his counsel during the entire period of graduate study; to Dr. Mary Virginia Moore for her constructive criticisms and guidance in directing this study: to the other members of the conmittee, Dr. William H. Roe and Dr. Louise Sause, for their help and counsel; to Dr. William W. Farguhar and Dr. Willard G. Warrington for their suggestions concerning research; to the heads of business education departments who supplied names and addresses for the study; to the reference librarians at Michigan State University for their splendid interlibrary lean service; and to the writer's wife, Virginia, whose continuous encouragement, help, and co-operation were instrumental in bringing this study to its completion.

WARREN STANLEY THEUNE

ABSTRACT

This study was concerned with the difficulties of first-year business teachers and the relationship of these difficulties to the student teaching they experienced. The altimate purpose was to obtain information which would be helpful to teacher education institutions in evaluating and improving their program of student-teacher training. The specific purposes of the investigation were: (1) To determine whether certain first-year teaching problems listed by previous investigation were of great or some concern or little or no concern for the respondents during their first year of teaching. (2) To determine whether certain studentteaching experiences were of great or some value or little or no value in minimizing first-year problems. (3) To determine the relationship which existed between first-year difficulties and student-teaching experiences. (4) To determine whether there was any significant difference between respondents who had experienced full-day student teaching and respondents who had experienced one-period per day student teaching in terms of: exposure to student-teaching experiences, the value of student-teaching experiences, and the degree of concern for first-year teaching difficulties.

The data for this study were derived from returns of questionnaires from 242 first-year business teachers who graduated from sixteen business teacher education institutions in eight states, located in the central region of the United States.

Major findings were these: (1) First-year teaching difficulties of great or some concern were concentrated in the areas of Teaching Subject Matter, Personal Consideration for Students, Classroom Organization, Discipline, and Testing and Measurement. (2) First-year business teachers tended to attach high value to the specific student-teaching experiences included in all areas of the teaching process except Co-curricular Activities. (3) Student-teaching experiences even of high value did not result in similar firstyear difficulties of little or no concern. (4) Student teachers assigned to the full-day student-teaching program were exposed to significantly more experiences than were the student teachers who engaged in a one-period per day program. (5) In terms of value derived from student-teaching experiences, there was no real difference between the fullday group and the one-period per day group, except for four of 60 specific experiences. (6) In terms of degree of concern for first-year difficulties, there was no real difference between the full-day group and the one-period per day group, except for five of 60 specific first-year difficulties tested.

ABSTRACT

TABLE OF CONTENTS

	Page
Acknowledgments	ii
List of Tables	vi
CHAPTER	
I. INTRODUCTION	1
Introduction	1 5 6 7 8 10
II. REVIEW OF RELATED RESEARCH	11
Related Research on Beginning Teacher Diffi- culties and Student-Teaching Experiences .	12
Difficulties	18
Related Research on Student-Teaching Experiences	22 27
III. SOURCES OF DATA AND METHODS OF PROCEDURE	28
Source of Data	28 28 34 36 37
IV. BACKGROUND INFORMATION CONCERNING THE RESPOND- ENTS WHO PARTICIPATED IN THE STUDY	38
V. PRESENTATION OF DATA SECURED FROM 242 FIRST- YEAR BUSINESS TEACHERS	53
Degree of Concern for First-Year Teaching Difficulties	53 77

TABLE OF CONTENTS (continued)

CHAPTER	Page
The Relationship Between Value Teaching Experiences and Degr For First-Year Teaching Diffi	of Student- ee of Concern culties 102
Summary	
VI. PRESENTATION OF DATA SECURED FROM CONCERNING DIFFERENCES EXISTING FULL-DAY STUDENT TEACHING AND C	RESPONDENTS BETWEEN
PER DAY STUDENT TEACHING	
Relationship Between the Full-I Teaching Group and the One-Pe Student-Teaching Group in Ter nosure to Certain Student-Tea	ay Student- priod Per Day ms of Ex- posing Experi-
ences Relationship Between the Full-L Teaching Group and the One-Pe Student-Teaching Group Concer	ay Student- riod Per Day ning the
Relationship Between the Full-I Teaching Group and the One-Pe Student-Teaching Group Concer	aning Experi- 130 ay Student- priod Per Day pring the De- Difficul-
	$\bullet \bullet $
Summary	•••••• 158
VII. SUMMARY, CONCLUSIONS, AND RECOMME	NDATIONS 160
Conclusions	
Recommendations	•••••• 175
BIBLIOGRAPHY	
APPENDIX	
Exhibit A. Final Questionnaire	186
Exhibit B.	
B. 1. Copy of Letter to Direct	ors of Busi-
ness Education Departmen	
B. 3. Conv of Follow-In Letter	194
Teachers	••••••••• 195
Exhibit C. Contingency Tables .	

TABLE OF CONTENTS (continued)

APPENDIX Page Exhibit D. Comments by First-Year Business

-

Exhibit D.	Comments by First-Year Business	
	Teacher Respondents Concerning	
	Student Teaching	205

LIST OF TABLES

TABLE		Page
I.	Number of Respondents From Each of the Participating Colleges and Universities	33
II.	States in Which 242 Respondents Taught During Their First Year of Teaching	34
III.	Summary of the Participation by Sex for 242 Respondents	39
IV.	Type School in Which Beginning Teachers Taught During Their First Year	40
۷.	Size of High School in Which Respondents Taught During Their Student Teaching and During Their First Year of Teaching	4 2
VI.	Subjects Taught by 242 Beginning Business Teachers During the First Year and During Student Teaching	45
VII.	Length of Time Assigned to Student Teaching	48
VIII.	Amount of Daily Student Teaching Experienced .	50
IX.	Over-all Rating of Student Teaching	51
X.	Degree of Concern for First-Year Teaching Difficulties Involving Testing and Measurement.	55
XI.	Degree of Concern for First-Year Teaching Difficulties Involving Classroom Organization and Management	58
XII.	Degree of Concern for First-Year Teaching Difficulties Involving Teaching Subject Matter.	60
XIII.	Degree of Concern for First-Year Teaching Difficulties Involving Teaching Aids and Techniques	62
XIV.	Degree of Concern for First-Year Teaching Difficulties Involving Personal Considerations.	64

TABLE

XV.

XVI.

XVII.

XVIII.

XIX.

XX.

XI.

XXII.

XXIII.

XIV.

XXV.

XXVI.

XXVII.

XXVIII.

	Page
Degree of Concern for First-Year Teaching Difficulties Involving Discipline	66
Degree of Concern for First-Year Teaching Difficulties Involving Co-Curricular Activities	68
Degree of Concern for First-Year Teaching Difficulties Involving Administrative Duties .	71
Ranking of 60 Specific First-Year Difficulties Which Were of Great or Some Concern to 242 Business Teachers During Their First-Year of	5 1.
	(4
Value of Student-Teaching Experiences Involving Testing and Measurement	78
Value of Student-Teaching Experiences Involving Classroom Organization and Management	81
Value of Student-Teaching Experiences Involving Teaching Subject Matter	83
Value of Student-Teaching Experiences Involving Teaching Aids and Techniques	86
Value of Student-Teaching Experiences Involving Personal Consideration of Students .	88
Value of Student-Teaching Experiences Involving Discipline	90
Value of Student-Teaching Experiences Involving Co-Curricular Activities	92
Value of Student-Teaching Experiences Involving Administrative Duties	95

Ranking of 60 Specific Student-Teaching Experi-

Results of Phi Coefficient Correlations Between Student-Teaching Experiences of High and Low Value and First-Year Teaching Difficulties of High and Low Concern

 vii

99

TABLE

XXIX.	Frequencies of the Student-Teaching Experi- ences of Respondents Who Completed a Full- Day Student-Teaching Program and by Respond- ents Who Completed a One-Period Per Day Student-Teaching Program	118
XXX.	Results of Chi-Square Tests of Significance Concerning the Exposure to Student-Teaching Experiences by Teachers Who Had Experienced a Full-Day Student-Teaching Program and Teach- ers Who Had Experienced a One-Period Per Day Student-Teaching Program	122
XXXI.	Frequencies of the Value of Student-Teaching Experiences Reported by Teachers Who Had Experienced a Full-Day Student-Teaching Pro- gram and by Teachers Who Had Experienced a One-Period Per Day Student-Teaching Program	132
XXXII.	Results of Chi-Square Tests of Significance Concerning the Value of Student-Teaching Experiences by Teachers Who Had Experienced a Full-Day Student-Teaching Program and Teachers Who Had Experienced a One-Period Per Day Student-Teaching Program	136
XXIII.	Frequencies of the Degree of Concern for First-Year Difficulties Reported by Teachers Who Had Experienced a Full-Day Student- Teaching Program and by Teachers Who Had Experienced a One-Period Per Day Student- Teaching Program	ւրի
XXXIV.	Results of Chi-Square Tests of Significance Concerning the First-Year Teaching Difficulties Reported by First-Year Teachers Who Had Ex- perienced a Full-Day Student-Teaching Program and First-Year Teachers Who Had Experienced a One-Period Per Day Student-Teaching Program	٦١.0
	one-terror ter hel pendenterescurut Llogiam · ·	що

Page

CHAPTER I

INTRODUCTION

Student teaching is recognized by leaders in the field of teacher education as an essential part of the preservice preparation of the prospective teacher. It is the culmination of nearly four years of preparation, the high point of training for teaching. "This is the proving ground. A critical issue for every teacher education institution to consider is the quality of experiences provided in student teaching."1

The importance of student teaching is expressed by Trytten. He says:

The most important element of the teacher education program is the student teaching experience. The professional courses in educational theory which precede practice teaching, even at their best, require a term of practice teaching to enable the student to see how general theories apply to individual situations, and to study their validity and the bounds within which they apply.²

^{1.} Edward L. Ruman and Dwight K. Curtis, "The Supervising Teacher in Future Teacher Education Programs," <u>The</u> <u>Supervising Teacher</u>, Thirty-eighth Yearbook of the Association for Student Teaching, (Cedar Falls, Iowa: Association for Student Teaching, 1959), p. 97.

^{2.} John M. Trytten, "Student Teaching--On or Off Campus?," <u>National Association of Business Teacher-Training</u> <u>Institutions Bulletin</u>, LX, (1954), p. 13.

- · ·

•

-

•

--- · · ·

AL SOLUTION

Dat,

tea

Wh0

acti

5<u>1 t</u>u

\$21e

1

iter.

jete:

basia

Stratemeyer gives added support to this statement when

she says:

. . . .many of their (student teachers) past experiences, both within and without the school, have been in contradiction to the basic ideas essential to their professional preparation--working with organized subjects of study rather than the situations and problems of daily living, following the plan of action proposed by teachers rather than sharing in the selection and development of experiences, recalling material in a text rather than knowing and using resources in finding the solution to a problem faced, mastering facts rather than using facts and trends to understand the here and how, carrying out a common assignment exactly as required rather than making modifications to meet individual needs and concerns, depending upon evaluation by those responsible rather than developing competence in self-evaluation.³

It is the opinion of many educators that the extent and nature of the experiences to be encountered by the student teacher should be similar to those of a full-time teacher who is confronted with many various teaching and non-teaching activities. Malsbary points out that the greater number of situations the student teacher successfully copes with under supervised conditions, the fewer will be the new and unfamiliar problems with which he is unprepared to deal with when he assumes his first regular teaching position. In determining types of experiences for student teachers of business subjects he suggests that:

. . . . the experiences of student teachers should be similar to those of a typical business teacher during

^{3.} Florence Stratemeyer, "The Expanding Role of Direct Experience," Off Campus Student Teaching, Thirty-first Yearbook of the Association for Student Teaching, (Lock Haven, Pennsylvania: Association for Student Teaching, 1951), p. 5.

e de la construcción de la constru La construcción de la construcción d

- ····

_____.

-

•

••••

a typical teaching day. . . An analysis of a typical teaching day will reveal a number of different teaching and non-teaching activities. Among these are conducting the homeroom session, making lesson plans, presenting the lessons, constructing and grading tests, supervising study, planning and conducting field trips, maintaining discipline, assisting students to make up work missed, and helping students plan and carry on co-curricular activities.4

Further importance of engaging in a wide variety of experiences is expressed by Mosher who points out that high quality experiences encountered in student teaching contribute to a more effective beginning teacher.

There is certainly some degree of positive correlation between the quality and scope of the experiences inherent in the student-teaching situation and the success of the same teacher the first year or two on the job. Since this is true, your first major concern as a student teacher will be to participate in as wide a range of activities as practicable.⁵

These are examples of opinions which support the notion that high-quality experience in a wide variety of activities during the student-teaching period can contribute to a more effective beginning business teacher. These opinions express the belief that student-teaching experiences should strongly influence the performance of the student in his future teaching. These opinions also suggest that student-teaching experiences should extend beyond the walls of the classroom. They should involve the total school program and some aspects

^{4.} Dean R. Malsbary, "Providing for a Variety of Worthwhile Experiences," <u>National Association of Business Teacher-</u> <u>Training Institutions Bulletin</u>, LX, (1954), p. 21.

^{5.} Howard H. Mosher, "The Modern Secondary School," <u>National Association of Business Teacher-Training Institutions</u> <u>Bulletin, LXV, (December, 1956), p. 7.</u>

• – -- . - . ---

•

-. . **_** ·

_ ____

- terreter terreter .

· · · · · -

• • • • • • •

of community life. There should be experiences representing a fair sampling of the things a teacher needs to do in and also outside the classroom.

One basis for the evaluation and improvement of studentteaching experiences is a knowledge of the difficulties that were experienced by first-year teachers who only recently completed their student-teacher training. Until the difficulties that are likely to confront the beginning teacher have been determined, the student-teaching program cannot render efficient help in avoiding them. The student-teaching program needs to help student teachers to avoid as many firstyear difficulties as possible and to help them overcome the difficulties that cannot be avoided.

Another basis for the evaluation and improvement of student teaching is a knowledge of the value of student-teaching experiences in minimizing first-year teaching difficulties. It is reasonable to assume that the student-teaching program will be strengthened if student-teaching experiences which minimize first-year teaching difficulties are incorporated into the student-teaching program.

This study did not seek to analyze all the studentteaching experiences nor all the difficulties experienced during the first year of teaching. This list of experiences and problems could be exhaustive. However, it was decided to select from previous research the problems and experiences which beginning teachers indicated were problems for them during their first-year of teaching. This study was then concerned with whether certain "recognized" problems were of great or some concern or little or no concern for the respondents during their first year of teaching. It was a further purpose of this study to determine what effect, if any, certain student-teaching experiences had in minimizing these problems.

"The profession is faced with a tremendous responsibility in the development of high quality student-teaching programs."⁶ Continuous evaluation of the student-teaching program is essential to effective and adequate preparation of teachers. It is hoped that this study will focus attention on the difficulties experienced by first-year teachers, the experiences to which student teachers are currently being exposed to, the value of these experiences in minimizing first-year difficulties, and as a result of this analysis, pave the way for implementing the present day business education student-teaching program in teacher education institutions.

Statement of the Problem

This study was an attempt to determine the difficulties experienced by first-year business teachers during their first year of teaching and the relationship of these

6. Ruman and Curtis, op. cit., p. 97.

difficulties to the student teaching they experienced. Answers to these questions were sought as a basis for solving the problem.

- 1. What were the problems incurred during the first year of teaching?
- 2. What was the value of certain student-teaching experiences?
- 3. What relationship existed between student-teaching experiences and first-year problems?

Purpose of the Study

The ultimate purpose of this study was to obtain information which would be helpful to teacher education institutions in evaluating and improving their programs of student-teacher training. This study was to serve as a basis for a more effective administration of a student-teaching program in the preparation of prospective business education teachers. If improvement in student teaching is effected for this one group, a very real contribution might result, not only to business education, but to other subject areas as well.

The specific purposes of the investigation were:

- 1. To determine whether certain first-year teaching problems listed by previous investigation were of great or some concern or little or no concern for the respondents during their first year of teaching.
- 2. To determine whether certain student-teaching experiences were of great or some value, or little or no value, in minimizing first-year problems.

- 3. To determine the relationship which exists between first-year difficulties and student-teaching experiences.
- 4. To determine whether there was any significant difference between respondents who had experienced full-day student teaching, and respondents who had experienced one-period per day student teaching in terms of: exposure to student-teaching experiences, the value of student-teaching experiences, and the degree of concern for first-year teaching difficulties.

Delimitations of the Problem

Delimitations as to teaching field. This study was directed toward improving the student-teaching program offered to one specific group of secondary teachers--the business teacher. If improvement in student teaching is effected for this one group, a very real contribution might result, not only to business education, but to other teaching areas as well.

Delimitations as to personnel being studied. This study was concerned with the student-teaching experiences and the first-year teaching difficulties encountered by 242 1957-58 business education graduates. The respondents were beginning business teachers who graduated from sixteen colleges and universities in eight mid-west states. All respondents had completed their student-teacher training and were completing their first year of full-time teaching.

Delimitations as to kinds of institutions. This study Was concerned only with the student-teaching experiences offered by teacher education institutions in a certain geographical area of the United States. For purposes of this study, sixteen selected colleges and universities from eight states set up by the United Business Education Association (called the CRUBEA region) were considered. This area consisted of the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin.

Delimitations as to kinds of first-year difficulties and student-teaching experiences studied. This study sought to analyse sixty first-year difficulties and sixty studentteaching experiences which were reported by previous research. This study did not seek to analyze all the student-teaching experiences nor all the problems experienced during the first year. This was not to imply that all first-year problems and all student-teaching experiences were not important for consideration, but such a list would become exhaustive. It was thus decided that a selected list of sixty specific firstyear problems and sixty specific student-teaching experiences, would be used for this study. The sixty specific difficulties and experiences were categorized into eight broad areas representing various aspects of the total teaching program.

Definition of Terms Used in the Study

Certain terms are used frequently throughout this study

•

• •

•

and are defined as follows:

<u>Business education</u>: "That area of education which develops skills, attitudes, and understandings essential for the successful direction of business relationships."⁷ Business education was considered to have a twofold purpose: (1) prepare for vocational competency, including skill training and development of occupational intelligence, and (2) provide a nonvocational education which will create proficient consumers who will possess an appreciation and an understanding of the business world in which they live.⁸

<u>Business teacher</u>: The terms business teachers, business education teachers, teachers in the field, and classroom teachers were all used interchangeably. For this study such terms were used to designate those teachers actually engaged in classroom instruction of some phase of business education.

<u>Teacher</u> <u>education</u> <u>institution</u>: Teacher education institution was the term used to refer to those colleges and universities which train, among others, business education majors.

^{7.} Carter V. Good, <u>Dictionary of Education</u> (New York: McGraw-Hill Book Company, 1945), p. 54.

^{8.} Alvin C. Beckett, "Objectives and Curricular Pattern of Basiness Education in the Secondary School," <u>National</u> <u>Association of Business Teacher-Training Institutions Bulletin</u>, LAV, (December, 1956), p. 15.

:

•

• • • • • • • • •

<u>Student teaching</u>: Part of the pre-service professional training offered by teacher education institutions in which the student teacher observes, participates with, and teaches pupils in a classroom situation and engages in experiences outside the classroom in order to increase his capability for directing the total learning of pupils.

<u>Student teacher</u>: A college student who is acquiring student-teaching experience under the guidance of a college supervisor and/or high school supervising teacher.

<u>First-year teacher</u>: For use in this study, the firstyear teacher was a teacher who was completing his first year of full-time teaching. The major portion of his teaching was in the business education area.

Basic Assumptions Upon Which the Study Was Predicated

The following assumptions were accepted as fact or truth before the study was made:

- 1. That student-teaching experience is one of the important phases in the preparation of the good business teacher.
- 2. That a need exists for periodic appraisal and revision of the student-teaching program.
- 3. That first-year business teachers can recognize the difficulties they experience and can evaluate them in terms of the student teaching they experienced.
- 4. That the recollection of student-teaching experiences were not biased by first-year teaching experience.

- •

- •
- •
- - ·

CHAPTER II

REVIEW OF RELATED RESEARCH

Considerable research has been dene concerning the difficulties encountered by beginning teachers, especially at the secendary level, in a variety of teaching fields. Humerous studies have also been made concerning various aspects of the student-teaching program. Many of these studies were attempted primarily for the purpose of evaluating the effectiveness of the over-all undergraduate professional training. Fewer studies have been made in relating firstyear difficulties to specific aspects of the teacher education program.

All of the studies reviewed are related in some way to the present study; yet none of them duplicates it in scope, organization, or presentation of data. The related research pertinent to the background of this study is divided into the following three areas:

- 1. Studies surveying beginning business teacher difficulties and student-teaching experiences.
- 2. Studies surveying primarily beginning business teacher difficulties.
- 3. Studies surveying primarily student-teaching experiences.

-

• -

_ . .

• • • •

• · · · · ·

Un!

le

It

钻

ti

er,

ter

the

101

tes

Related Research on Beginning Teacher Difficulties and Student-Teaching Experiences

<u>Gress's study</u>.¹ A study, completed at Hunter College, was made to determine the major teaching difficulties of beginning business teachers and wherein the teachers did or did not receive help in their professional and specialized undergraduate training. The data were obtained by questionnaires from 271 beginning business teachers who had graduated from 153 teacher education institutions and from 177 administrators of the schools in which the teachers were employed. The 271 returns from beginning business teachers accounted for a 70.5 per cent usable return figure.

At the end of their first year of teaching, these 271 beginning business teachers were again contacted by personal letters and asked to complete and return another check list. It was reasoned that, after a year's teaching experience, these beginning business teachers would be in a better position to comment upon their undergraduate training, teaching experiences, and classroom difficulties. The beginning teachers were asked to list their teaching difficulties as they experienced them, and not as they might be presented for them to check. Completed returns were received from 169 teachers, or a return of 62.4 per cent.

^{1.} John Gress, "Teaching Difficulties of Beginning Business Teachers as Basis for Improvement of Business Teacher Education" (unpublished Ed.D. dissertation, New York University, 1951).

∽ • •

-· · •

•

• · ·

۱. .

•

• •

• • Gress classified teaching difficulties into eight major areas of the teaching process. Under each of the eight major areas, specific difficulties were listed in sequence of greatest difficulty. It was from this list of specific difficulties that check list items for this study were selected.

I. Testing and Grading Difficulties

- 1. Test construction
- 2. Grading
- 3. Interpretation of test results
- 4. Administration of tests
- 5. Testing what has been taught
- 6. Grading budgets and projects
- 7. Preparing a good shorthand test
- 8. Determining what to include in tests
- 9. Converting test scores into grades
- 10. Weighting parts of the test
- II. Discipline Difficulties
 - 1. Incessant talking of students
 - 2. Lack of respect for authority
 - 3. Getting student attention
 - 4. Back talk of students
 - 5. Inability to control classroom situation
 - 6. Getting too "chummy" with students
 - 7. Dealing with the "smart alec" student
 - 8. Getting students to study
 - 9. Lack of patience
 - 10. Inability to solve classroom problems
- III. Teaching Subject Matter Difficulties
 - 1. Lesson Planning
 - 2. Maintaining student interest
 - 3. Individual differences
 - 4. Teaching subjects for which not prepared
 - 5. Motivation
 - 6. Student co-operation and participation
 - 7. Speed building in skill subjects
 - 8. Presentation of subject matter
 - 9. Teaching advanced work
 - 10. Developing study habits

- IV. Classroom Organization and Management Difficulties
 - 1. Organization of class work
 - 2. Inability to cover term's work
 - 3. Assignments
 - 4. Class attendance and other records
 - 5. Establishing standards in course work
 - 6. Securing proper equipment
 - 7. Setting up a course of study
 - 8. Textbook selection
 - 9. Keeping machines repaired
 - 10. Learning pupil names and characteristics
 - V. Student Activities Difficulties
 - 1. Create and maintain student interest
 - 2. Properly organize activities
 - 3. Carry the heavy load assigned
 - 4. Make an activity enjoyable
 - 5. Overcome lack of training in this field
- VI. Personal Considerations
 - 1. Too heavy a teaching schedule
 - 2. Personal shortcomings
 - 3. Physical strain
 - 4. Maintaining an interest in teaching
 - 5. Speech and forceful delivery
- VII. Teaching Aids and Techniques Difficulties
 - 1. Lack of training in the proper use of the blackboard
 - 2. Poor penmanship
 - 3. Lack of speed and proficiency in subject matter
 - 4. Weak voice qualities
- VIII. Administrative Difficulties
 - 1. Administrative duties and problems
 - 2. Co-operation of principal
 - 3. Co-operation with faculty
 - 4. Conforming to department rulings

Also, of particular interest to this study was that this group of beginning business teachers felt that many of the difficulties that they experienced during their first year of teaching might have been avoided if they had had proper student-teaching experiences as undergraduates. The primary suggestion concerning student teaching emphasized the importance of letting the student teacher carry the full teaching day schedule for an extended period; and, further, that more responsibility be delegated to the student teacher. Sixty-one of these business teachers stated that something should be done to bridge the gap between student teaching and the actual teaching situation, and that the "Utopian" model and campus high schools should be eliminated from the student-teaching program.

<u>Wey's study</u>.² Wey's study was an analysis of the difficulties encountered by beginning teachers and by student teachers. The data were collected through the use of periodic written reports submitted by 138 secondary school student teachers, 38 supervising teachers, 95 secondary school beginning teachers who graduated from the Appalachian State Teachers College in 1948 who were doing their first year of teaching during the school year of 1948-49, and 78 supervisors of the beginning teachers. The written reports were supplemented by conferences held with approximately 90 per cent of the participants.

^{2.} Herbert Walter Wey, "A Study of the Difficulties of Student Teachers and Beginning Teachers in the Secondary Schools as a Basis for the Improvement of Teacher Education With Particular Reference to the Appalachian State Teachers College" (unpublished Ed.D. dissertation, Indiana University, 1950).

Wey compiled a list of 5,539 difficulties of student teachers. He found that 59.2 per cent of the student-teacher difficulties were related to only ten major types of difficulties. Ranked in descending order of the number of times they were reported, these ten types of difficulties were:

- Handling problems of pupil control and discipline. 1.
- 2. Motivating pupil interest and response.
- Handling routine phases of classroom management. 3.
- 4. Adjusting to deficiencies in school equipment. physical condition, and materials.
- 5. Handling broader aspects of teaching techniques.
- 6. Lack of command over subject matter and instructional materials.
- Lack of effective teaching voice. 7•
- 8 Presenting the lesson and guiding pupil discussion.
- Adapting to the needs, interests, and abilities of 9. pupils.
- 10. Difficulties involved in planning and organizing activities, materials, and procedures.

Of the difficulties encountered by beginning teachers,

47.2 per cent related to only eight specific types of diffi-

culties. These eight types of difficulties, ranked in de-

scending order of the number of times they were reported are:

- 1. Handling problems of pupil control and discipline.
- 2. Adjusting to deficiencies in school equipment, physical conditions, and materials.
- 3. Difficulties related to the teaching assignment.
- 4. Adapting to the needs, interests, and abilities of pupils.
- 5. Motivating pupil interest and response.
- 6. Keeping records and making reports.
- Handling broader aspects of teaching techniques.
- **7** 8. Being able to establish and maintain proper relationships with supervisors and administrators.

Among the findings of Wey's study, the following seemed particularly pertinent in regard to student-teaching diffi-

culties:
· · · · ·

· -- . •

• •

• •

. . t . . •

- . • • * * •

•

· • •

•

- - -

:

- 1. Approximately three out of four of all difficulties encountered by student teachers are associated with the general area of difficulties related to instructional activities, and approximately one out of four is associated with the general area of difficulties related to deficiencies in the personal characteristics of student teachers.
- 2. Student teachers and supervising teachers are not in agreement with the nature, scope, frequency, and persistency of difficulties encountered in student teaching.

Among the findings of Wey's study, the following seemed particularly pertinent in regard to beginning teacher difficulties:

- 1. Approximately three out of four of all difficulties encountered by beginning teachers are associated with the general area of difficulties related to instructional activities, and approximately one out of five is associated with the general area of difficulties related to deficiencies in the personal characteristics of beginning teachers.
- 2. In general, beginning teachers and supervisors are not in agreement with respect to the nature, scope, frequency, and persistency of difficulties encountered during the first year of teaching.
- 3. According to beginning teachers, they encounter on an average approximately one and one-half times as many difficulties as their supervisors report for them.

Among the findings of Wey's study, the following seemed particularly pertinent in regard to the differences in student-teacher and beginning-teacher difficulties:

- 1. Handling problems of pupil control and discipline was the one specific type of difficulty encountered most frequently by both student teachers and beginning teachers and is also the difficulty that has the greatest tendency to persist throughout student teaching and the first year of teaching.
- 2. In general, the difficulties encountered by student

•

•

•

teachers and beginning teachers are somewhat different in nature, scope, and frequency of occurrence.

3. Beginning teachers encounter many more difficulties in relation to the teaching load and assignment, physical conditions affecting teaching, extra-curricular activities, keeping records and making reports, and exercising originality and initiative than do student teachers; whereas, beginning teachers encounter considerably fewer difficulties in relation to motivation, knowledge of subject matter and materials, routine phases of classroom management, use of correct grammar, and teaching voice than do student teachers.

Related Research on Beginning Teacher Difficulties

<u>Burras's study</u>.³ Burras's study was undertaken to obtain a picture for one year of the important factors-performance; growth in competencies and attitudes; difficulties reported; and feelings of success, elation, discouragement, and frustration experienced--that affected beginning business teacher satisfaction with his teacher position.

Weekly interviews were held with 21 beginning business teachers, weekly reports were received from selected teachers, and personal visits were made to participating principals.

Among the findings which are of particular interest to this study are these:

^{3.} Darrell V. Burras, "Business Teachers' First Year of Experiences--Selected Case Studies" (unpublished Ph.D. dissertation, University of Michigan, 1956).

- •

The first few weeks are a period of adjustment, anxiety, worry, and uncertainty.

The teachers who are the least adequately prepared and have the greatest need for good supervision are likely to be hired in positions where they are least likely to receive good supervision.

The insecurity of beginning teachers is intensified when they are given assignments for which they are not prepared, or for which they feel themselves inadequately prepared.

The peak of insecurity is associated with the first marking period.

Adjustment to the teaching situation is helped by identifying oneself with, and living in the community.

Administrators in some small schools expect a rapid teacher turnover and consider their schools training stations for beginning teachers, without having the experience and resources necessary to give the supervision such a role demands.

<u>Canfield's study</u>.⁴ Problems likely to confront the beginning business teacher were determined from three sources: (1) an examination of doctoral studies concerned with beginning teachers' problems, (2) an examination of the literature in the field of business education, and (3) a group conference with thirteen experienced business teachers.

Of interest to this study were the problems of beginning business teachers which were grouped into ten major problem areas:

1. Teaching procedures or teaching subject matter.

^{4.} Mary Brower Canfield, "A Handbook for the Beginning Business Teacher" (unpublished Ed.D. dissertation, New York University, 1955).

•

• •

_ ;

•

• • •

- 2. Testing and grading.
- 3. Vocational guidance, including community relationships and resources.
- 4. Equipment and supplies.
- 5. Classroom organization and management, including discipline.
- 6. Teaching aids and techniques.
- 7. Instructional materials.
- 8. Professional growth and personal considerations.
- 9. Administration (keeping records, cooperation with the principal and faculty, etc.).
- 10. Extracurricular or student activities assignments.

<u>Bell's study</u>.⁵ Bell completed a study of the relationship between the problems encountered by 63 beginning business teachers and the learning experiences provided in their professional education courses. The respondents had graduated from Ball State Teachers College during the years of 1948, 1949, 1950, and 1951. The problems were discerned by professional visitation to the schools of these 63 beginning business teachers.

Bell determined possible problem areas in which teachers would probably experience difficulties. The problem areas investigated were organization and administration, teaching procedures, professional considerations, nonteaching

^{5.} Robert Paul Bell, "The Relationship Between the Problems Encountered by Selected Beginning Business Teachers and the Learning Experiences Provided in Their Professional Education Courses" (unpublished Ed.D. dissertation, Indiana University, 1952).

•

•

• •

•

•

• .

activities, second teaching field, and professional training.

The problems encountered by beginning business teachers were numerous, and they varied widely in nature. Many of them were closely related, and they fell into 26 categories or problem areas.

Four conclusions with respect to relationship between problem area and educational experiences in professional courses were:

- 1. The experiences provided in the professional courses had been or may have been inadequate in quantity.
- 2. The experiences provided had been or may have been ineffective.
- 3. The exposure of the 63 teachers as a group to the educational experiences provided had been or may have been inadequate.
- 4. There had been or may have been co-ordinate elements of inadequacy, ineffectiveness, and/or insufficient exposure in the learning experiences.

<u>Bellis's study</u>.⁶ An investigation to determine the problems of teachers in their first year of teaching and what values these teachers placed on their previous teacher training was made by Bellis at Northwestern University in 1939.

Questionnaires were sent to 700 beginning high school teachers, elementary teachers, and interns, who had

^{6.} Bertha Mary Bellis, "The Problems of Beginning Teachers and Their Implications for Teacher Development" (unpublished doctor's dissertation, Northwestern University, 1939).

-

•

•

•

•

- -·

graduated from selected colleges and universities in 1936. A second questionnaire was sent to the teacher's principal or superintendent asking for an evaluation of the teacher's work. Replies were returned by 255 beginning teachers, or 34.4 per cent. Only 178 of these replies could be matched with the replies from their administrators.

Findings revealed that beginning teachers have chief difficulties in the areas of instructional planning, instructional guidance, community relationships, and professional growth.

In evaluating their professional training, the beginning teachers expressed the opinion that this training would have been more valuable if it had included more actual teaching, more observation of desirable teaching, more experiences with disciplinary cases, and more opportunity to participate in and direct extracurricular activities.

Of special interest to this study was the finding that all the beginning teachers emphasized that more realistic and practical experience in practice teaching would have made them better teachers.

Related Research on Student-Teaching Experiences

Culver's study.7 In 1958, Culver made a study to

^{7.} Gordon F. Culver, "An Analysis of Student Teaching Experience in Selected High School Business Subjects" (unpublished Ed.D. dissertation, University of Nebraska, 1958).

determine the general and specific experiences which student teachers should have when teaching high school classes in bookkeeping, general business, shorthand, and typewriting. Questionnaires containing detailed general and subject matter experiences for student teachers were submitted to selected chairmen of departments of business education in teacher training institutions. superior supervising high school business teachers, and authors of textbooks. The experiences were ranked in order of relative importance.

On the basis of the findings. certain conclusions were drawn which have bearing on this study. It was concluded that:

Chairmon of departments of business education in teacher training institutions and supervising high school business teachers placed great importance on experiences that:

- 1. Provide for the teaching of subject matter.
- 2. Involve classroom management and control.
- 3. Provide a better understanding of total school program.
- Develop and strengthen desirable personal qualities. 4.

Department chairmen, supervising high school business teachers, and textbook authors placed great importance on subject matter experiences that:

- Require careful preliminary planning. 1.
- 2. Assure a thorough knowledge of subject matter.
- Assure having class time well planned. 3. 4.
- Stimulate interest in the subject.

- 5. Recognize and provide for individual differences.
- 6. Provide for evaluation and remedial teaching.
- 7. Involve testing and grading.

<u>Adams's study</u>.⁸ The purpose of Adam's study was to determine the status of the ongoing programs for prospective business teachers and to compare the results with those of similar studies in other sections of the United States. In 1957 she reported on this analysis of the preservice preparation of business teachers. Among her findings which were of particular interest to this study were these:

The professional laboratory experiences do not cover every business instructional area in which the prospective teacher will participate.

The purposes of the programs for the preparation of business teachers are not clearly defined and definitely stated.

Business teacher education practices in the Southern Region compare favorably to those in other areas of the United States in length of preservice training, curricular content, differentiated curricula, business experience, and student teaching.

<u>Swanson's study</u>.⁹ The purpose of Swanson's study was to state some principles that should guide the high school teacher who supervises business student teachers and to describe some practices that show promise of implementing the principles.

^{8.} Lucy Rose Adams, "An Analysis of the Preservice Preparation of Business Teachers in Institutions Accredited by the Southern Association of Colleges and Secondary Schools" (unpublished Ph.D. dissertation, Ohio State University, 1957).

^{9.} Robert M. Swanson, "The Principles and Practices of the Supervision of Student Teachers in Business Education" (unpublished Ed.D. dissertation, Teachers College, Columbia University, 1953).

•

- •

•

-•

:

E

·

-• t i serie i se • • •

: • •

-

•• • •

• • .

Interviews were held with high school teachers and student teachers of business subjects to discover new ideas and practices. Professional publications, research studies, and yearbooks were examined to obtain material which would serve as the basis for the principles.

Of interest to this study were the following suggested guides for those who help plan student-teacher experiences:

- 1. The student teacher should be treated as a member of the faculty.
- 2. The supervising teacher and the student teacher should share in planning the activities which are a part of the student-teaching experiences, performing the teacher's normal activities both in and out of the classroom, and evaluating the student-teaching experiences.

The study further pointed out that the supervising teachers are interested in doing the best job possible in their work with business student teachers, and that they would like to have materials, in-service training, and continuing assistance from the colleges to help improve the student-teaching experiences.

<u>Musgrave's study</u>.¹⁰ In 1944 Musgrave completed a study which included a survey of the curricula for the training of commercial teachers in 92 teachers colleges of the United States. Only those schools which were members of the American Association of Teachers Colleges were included in the study.

^{10.} Alvin William Musgrave, "Commercial Teacher Training in 92 Teachers Colleges in the United States" (unpublished Ed.D. dissertation, University of Texas, 1944).

One of the findings of interest to this study was that the most frequently reported weaknesses in commercial teacher training were the lack of proper practice-teaching facilities, lack of equipment, and lack of sufficient business courses.

The most frequently reported desired changes in commercial teacher training included broadening of the business curriculum, better selection of students, more methods courses, practice teaching in public high schools instead of in colleges, and required work experience.

It was of interest to note that over fifteen years ago, Musgrave advocated practice teaching in public high schools instead of in colleges.

Batchelder's study.¹¹ A study to determine the difficulties of student teachers was done by Batchelder at the University of Michigan in 1942. Written reports from student teachers and supervisors of student teaching revealed 4,380 difficulties which were analyzed and classified into forty-nine groups. Eighty per cent of the difficulties student teachers encountered were related to twelve out of the forty-nine classifications. Listed in descending order of frequency reported, these twelve major classifications of student-teacher difficulties were:

^{11.} Howard T. Batchelder, "An Analysis of Student Teachers' Difficulties in Directed Teaching" (unpublished dector's dissertation, University of Michigan, 1942).

- Handling problems of pupil control and discipline. 1.
- Motivating pupil interest and response. 2.
- Presenting the lesson and guiding pupil discussion. 3.
- Lack of an effective teaching voice. 4.
- Lack of dynamic qualities in personality.
- 5. Lack of poise, self-confidence, assurance, and emotional stability.
- Planning and organizing learning activities, mate-7. rials, and procedures.
- 8. Adapting to the needs, interests, and abilities of pupils.
- Handling broader aspects of teaching techniques. 9.
- Questioning. 10.
- Budgeting time and controlling tempo. 11.
- Lack of command over subject matter. 12.

Summary

In this chapter, an attempt was made to review some of the research that is related to the problem of beginning teacher difficulties and student-teacher difficulties and experiences. Many of the studies reviewed were made for the purpose of evaluating the effectiveness of the over-all undergraduate professional training. Fewer studies were made in relating beginning teacher difficulties to a specific aspect of the teacher education program.

All of the studies reviewed related in more or less degree to the present study. However, no study has been examined which attacks the problems of beginning business teachers and the relationship of these problems to the student teaching they experienced in scope, organization, or presentation of data.

CHAPTER III

SOURCES OF DATA AND METHODS OF PROCEDURE

This chapter contains a discussion of the instrument used to gather the data, a description of the sampling technique and the sample population, and a discussion of the method of analyzing the data.

Source of Data

The data for this study consists primarily of responses to questionnaires submitted to a selected sampling of business teachers who were completing their first year of teaching.

Procedure

Methods of securing data. Several methods of securing the data were considered. Many desirable advantages were to be seen in using personal interviews for securing the information from the first-year teachers. Disadvantages which outweighed the advantages were the cost factor and the time factor. Since the subjects of this study were spread over a wide geographic area, the questionnaire method was selected as the instrument to gather the data.

•

• · • • • • • • • • •

· ·

•

Preparation of the questionnaire. The questionnaire was prepared to sample opinion in three broad areas. Part I of the questionnaire was prepared in order to gather certain background information concerning the respondents. Part II of the questionnaire was prepared in order to gather data concerning sixty specific first-year teaching difficulties. It consisted of a check list on which respondents were asked to indicate whether or not sixty specific difficulties were of great, some, little, or no concern to them during their first year of teaching. Part III of the questionnaire consisted of a check list of sixty specific student-teaching experiences which were exactly the same in content as the sixty specific first-year difficulties. Respondents were asked to indicate whether or not they had experienced these experiences during their student teaching, and if so, if they were of great, some, little, or no value to them in minimizing difficulties during their first year of teaching.

These questionnaires were submitted to a group of fifteen first-year teachers in fifteen different schools in the state of Michigan as a pilot study. Fourteen of these teachers responded to this questionnaire. As a result of these returns, the questionnaire was revised slightly, and the final instrument¹ was submitted to the group of respondents whose replies comprised the major source of data for this study.

^{1.} See Appendix, Exhibit A.

<u>Kinds of data.</u> Part I of the questionnaire was concerned with gathering certain background information, including:

- 1. Name, address, age, and sex of the respondent.
- 2. Subject(s) taught during the first year of teaching and subject(s) taught during student teaching.
- 3. Size of school taught in during the first year of teaching, and size of school taught in during student teaching.
- 4. Amount of daily student teaching, length of time assigned to student teaching, and credits earned for student teaching.
- 5. Over-all rating of student-teaching experience.
- 6. Comments concerning first-year teaching or student teaching.

Part II of the questionnaire was concerned with determining the degree of concern for sixty first-year teaching problems or difficulties. Sixty specific recognized problems, obtained from previous research, made up this part of the questionnaire. Responses to the sixty items were expected to reveal answers to the following questions:

- 1. What were the specific difficulties which were of great or some concern to the respondent during his first year of teaching?
- 2. What were the specific difficulties of little or no concern to the respondent during his first year of teaching?
- 3. What specific difficulties were not experienced during the respondents first year of teaching?

Part III of the questionnaire was concerned with determining the value of student-teaching experiences. It consisted of sixty specific student-teaching experiences, similar in content to the first-year difficulties. Responses to these items were expected to reveal answers to the following questions:

- 1. What were the student-teaching experiences which had great or some value in minimizing certain first-year teaching difficulties?
- 2. What were the student-teaching experiences which had little or no value in minimizing certain first-year teaching difficulties?
- 3. What student-teaching experiences were not included in the respondent's student-teaching program?

<u>Selecting the sample</u>. In order to secure a sample of first-year business teachers who had graduated from teacher education institutions located in the central region of the United States,² a total of sixteen colleges and universities were selected from the eight states in this region. The only basis of selection was that these colleges and universities graduated business education majors and that each of the eight states was represented.

Letters were sent to the Directors of the Business Education Departments³ requesting the names, teaching addresses, and student-teaching grades of all the 1957-58 business education graduates who had accepted a teaching position during

^{2.} This geographic grouping of states is one of the six districts used by the United Business Education Association of the National Education Association; see, <u>Busi-</u> ness Education Forum, XIV, No. 3 (December, 1959).

^{3.} See Appendix, Exhibit B. 1.

the 1958-59 school year. A total of 296 names and addresses were supplied by sixteen colleges and universities from eight different states. All these names then constituted the sample.

Letters⁴ and questionnaires were mailed to these 296 beginning business teachers on April 30, 1959. Of the 296 questionnaires mailed, 208 were completed and returned before May 13, 1959. On May 13, a follow-up letter⁵ and another questionnaire were mailed to those who had not returned the original questionnaire. Fifty-four more teachers returned the questionnaire in response to this reminder or for other reasons, making a total of 262 replies. Of this 262 total, 20 were unusable because: three respondents did not teach, thirteen respondents did not teach business subjects, one respondent had no student-teaching experience, one respondent did not complete the form because of "personal reasons," and two questionnaires were returned too late to be included.

Of a total of 296 questionnaires sent to first-year teachers, 262, or 88.5 per cent were returned; of the 296 sent, 242, or 81.8 per cent were usable.

Table I shows the number of respondents from each of the colleges and universities which participated in the study.

^{4.} See Appendix, Exhibit B. 2.

^{5.} See Appendix, Exhibit B. 3.

· -

.

•

- · · ·

· · ·

_ · · · · ·

• • • • •

--

•••

• • •

TABLE I

NUMBER OF RESPONDENTS FROM EACH OF THE PARTICIPATING COLLEGES AND UNIVERSITIES

College or University	Respondents			
, , , , , , , , , , , , , , , , , , ,	Number	Total		
University of Wisconsin Wisconsin State College, Whitewater Wisconsin	7 42	49		
Iowa State Teachers College State University of Iowa Iowa	32 12	44		
Central Michigan College Michigan State University Western Michigan University Michigan	10 15 12	37		
Ball State Teachers College Indiana State Teachers College Indiana	10 25	35		
Central Missouri State College N. E. Missouri State Teachers College Missouri	10 13	23		
Illinois State University Illinois	19	19		
Bowling Green State University Ohio State University Ohio	10 8	18		
St. Cloud State College University of Minnesota Minnesota	9 8	17		
TOTAL RESPONDENTS		242		

Table II shows the states in which 242 respondents taught during their first year of teaching.

TABLE II

STATES IN WHICH 242 RESPONDENTS TAUGHT DURING THEIR FIRST YEAR OF TEACHING

States														Nu	ıml	be	rc	of Responde	ents
Wisconsin	•	•	•	•	•	•	•	٠	•	•	•	•	•	•	•	•	•	41	
Michigan	•	٠	٠	•	•	•	٠	•	٠	٠	•	•	٠	•	٠	•	٠	40	
Iowa	•	•	•	٠	•	•	•	•	٠	•	٠	•	•	٠	•	•	•	38	
Illinois	٠	٠	•	٠	٠	٠	٠	•	٠	٠	•	٠	٠	٠	•	•	٠	35	
Indiana	•	•	•	٠	٠	•	•	٠	٠	٠	•	•	•	•	٠	•	٠	29	
Missouri	•	٠	•	٠	•	٠	•	٠	٠	٠	٠	•	•	٠	•	٠	٠	19	
Ohio	•	٠	•	•	•	٠	•	•	•	٠	٠	•	٠	٠	•	•	٠	17	
Minnesota	•	•	٠	٠	٠	٠	٠	•	•	•	٠	•	•	٠	٠	٠	٠	16	
Others (California, 2; Arizona, 1; N. Dakota, 1; New York, 1; Nebraska, 1; Massachusetts, 1) 7																			
TOTAL	٠	٠	•	٠	٠	٠	٠	٠	٠	٠	٠	٠	٠	٠	٠	•	٠		242

Treatment of the Data

As each instrument was received, it was assigned a control number and was coded for IEM key punch operators. Open-ended items were surveyed in order to set up categories for coding purposes.

For "others" in question five which refers to the school in which the respondent accepted his first teaching position, the following categories were established:

• · · · • • • • •

- · · · · ·

•

-•

- 3. vocational school
- 4. private school
- 5. parochial school

Question number seven, "Total number of teachers in our high school business education department (where I did my first year of teaching)," and question number fourteen, "Total number of teachers in the high school business education department (where I did my student teaching)," were coded according to the following categories:

1.	one teacher	7.	seven teachers
2.	two teachers	8.	eight teachers
3.	three teachers	9.	nine teachers
4.	four teachers	0.	ten teachers
5.	five teachers	X.	over ten teachers
6.	six teachers		

Question number eight, "Approximate total pupil enrollment in the high school (where I did my first year of teaching)," and question number fifteen, "Approximate total student enrollment in the high school (where I did my student teaching)," were coded according to the following categories:

X.	under	100	6.	601	- 700
1.	101 -	200	7.	701	- 800
2.	201 -	300	8.	801	- 900
3.	301 -	400	9.	901	-1000
4.	401 -	500	0.	1000	-1500
5.	501 -	600	Y.	over	1500

For "other" in question eleven, "Length of time assigned to student teaching," the following additional categories were established:

4. nine weeks or one-half semester 5. summer session

For "other" in all other questions, special categories were not necessary for coding purposes.

Method of Analyzing the Data

Items included in the questionnaire which were not pertinent to the testing of the hypotheses of the study were, for the most part, analyzed on a percentage of response basis.

The statistical method used to test the hypotheses was the Chi-square test.⁶ The method was chosen because data obtained from the instrument represented a ranking of the subjects according to their response to discrete categories. Chi-square test was used also because the null hypotheses under test state that the two groups do not differ in regard to certain characteristics.

The hypotheses to be tested were the following:

Responses made by a group of 242 first-year teachers indicate that high or low values attached to certain student-teaching experiences are significantly unrelated or independent to certain first-year difficulties of high or low concern.

There is no significant difference between the responses of the full-day student-teaching group and the responses of the one-period per day student-teaching group concerning the exposure to certain experiences during the student-teaching program.

^{6.} Helen M. Walker and Joseph Lev, <u>Statistical Inference</u>, (New York: Henry Holt and Company, 1953), p. 101.

There is no significant difference between the responses of the full-day student-teaching group and the responses of the one-period per day student-teaching group concerning the value derived from certain studentteaching experiences.

There is no significant difference between the responses of the full-day student-teaching group and the responses of the one-period per day student-teaching group concerning the degree of concern for certain first-year difficulties.

If the Table of Critical Values⁷ showed that the value of Chi-square was significant at the 5 per cent level of confidence, the null hypothesis was rejected.

All Chi-square tests were calculated by the Michigan State University laboratory staff. In some cases the expected frequencies were believed to be five or less, thus the formula with the Yates' corrective factor⁸ was used throughout to compensate. All data submitted to the Chisquare test and all percentiles were figured only in terms of those persons who responded to a particular item.

Summary

Chapter III reviewed the methods employed in gathering data for this study. After construction and administration of the questionnaire were discussed, the returns and manner of coding the data gathered were reviewed. Finally, the method of analyzing the data was discussed.

^{7.} Henry E. Garrett, <u>Statistics in Psychology and Edu-</u> cation (New York: Longmans, Green and Company, 1947), p. 465.

^{8.} Walker and Lev, op. cit., p. 106.







• •

• • • • •

CHAPTER IV

BACKGROUND INFORMATION CONCERNING THE RESPONDENTS WHO PARTICIPATED IN THE STUDY

A purpose of this study was to obtain information which will be helpful to teacher education institutions in evaluating and improving their programs of student-teacher training. This chapter presents certain background information concerning the respondents who provided data for this study. It was felt that the information presented is necessary to better understand the 242 respondents who represent the sample group of first-year business teachers. It was also necessary in order to make certain comparisons between groups.

Specifically, information is presented concerning: (1) the sex of the respondents, (2) the school in which the respondents taught during their first year, (3) a comparison of the size of the school taught in during student teaching and during the first year, (4) a comparison of the subjects taught during student teaching and during the first year, (5) the amount of daily student teaching experienced, (6) the length of time assigned to student teaching, and (7) the respondent's over-all rating of the student teaching which was experienced.

Table III is concerned with the extent of participation by sex.

TABLE III

<u>8</u>	Respondents					
	Number	Per cent				
Male Respondents	117	48.4				
Female Respondents	125	51.6				
Total	242	100.0				

SUMMARY OF THE PARTICIPATION BY SEX FOR 242 RESPONDENTS

The participation of male and female respondents was fairly equally distributed. Of the 242 first-year teachers, 48.4 per cent were men, and 51.6 per cent were women.

Type of school in which beginning teachers taught during their first year. The first-year teachers were asked if they accepted their first teaching position in a public high school, public junior high school, vocational school, private school, or parochial school. Table IV contains a tabulation of the answers to this question.

Two hundred and twenty-three, or 92.1 per cent, of the 242 respondents taught in a public secondary school during their first year of teaching. About six per cent taught in a public junior high school. Only two respondents taught in a parochial school, one in a private school, and one in a

vocational school.

TABLE IV

TYPE SCHOOL IN WHICH BEGINNING TEACHERS TAUGHT DURING THEIR FIRST YEAR

	Respondents					
Type of School	Number	Per cent				
Public High School	223	92.1				
Public Junior High School	15	6.2				
Parochial School	2	•9				
Private School	1	•4				
Vocational School	1	•4				
Total	242	100.0				

An overwhelming majority of the first-year teachers accepted their first teaching assignment in the public high school. In further analysis of the data in the following chapters, no attempt was made to differentiate between responses made within each of the above categories as the purpose of the study was to determine the difficulties of firstyear teachers and the relationship of these difficulties to their student-teaching experience, regardless of the type of school in which they taught. However, because of the high percentage of public high school respondents involved, the data reported were primarily that of the public high school teacher.

•

- - •
 - •
- • • • • • • • • •

- •

- •
Size of school, in terms of total student enrollment, in which beginning teachers taught during their first year as compared to size of school in which they were student teachers. Table V presents data showing the number of respondents who taught in various size schools during their first year of teaching and during their student teaching.

TABLE V

SIZE OF HIGH SCHOOL IN WHICH RESPONDENTS TAUGHT DURING THEIR STUDENT TEACHING AND DURING THEIR FIRST YEAR OF TEACHING

			Size of S	chool in Stu	Which Readerst Ment Teach	spondents	Did Their
			up to 200	Stud 201- 500	ent Enroll 501- 1000	ment 1001- over	Total
pondents t Year	ollment	up to 200	. 18	26	10	17	71
hich Resp eir First		20 1- 500	7	36	8	14	65
aool in W During Th	adent Em	501- 1000	2	15	7	9	33
ze of Scl Tanght I	Str	1001- 0Ver	5	10	16	25	56
81		Total	32	87	41	65	225

Opinions differ concerning size classifications of schools. It was realized that just where the lines of demarcation between various size groups should be drawn is a debatable question. However, for purposes of this study, Table V presented data concerning the number of teachers who taught in schools of the following enrollments: Total student enrollment up to and including 200 students, enrollment from 201 up to and including 500 students, enrollment from 501 up to and including 1,000 students, and total student enrollment of 1,001 and over.

Table V presented data showing the total number of respondents who taught in high schools of various sizes during their student teaching as well as during their first year of teaching. This table also showed the number of respondents who did their student teaching and first-year teaching in high schools of similar size, as well as the number of respondents who taught their first year in a high school of different size from the one in which they did their student teaching. A total of 225 of the 242 respondents supplied data presented in Table V. Seventeen no response items were not included.

This table showed that 18 respondents did both their student teaching and first-year teaching in a school of up to 200 student enrollment. Thirty-six did their student teaching and first-year teaching in a school of 201 to 500, seven did both their student teaching and first-year teaching

in a school of 501 to 1,000 enrollment, and 25 teachers did their student teaching and their first year of teaching in a school of 1,001 student enrollment or over. Thus, 86 teachers, or 38.2 per cent of the 225 respondents did their student teaching and first-year teaching in schools of similar size.

However, 139 teachers, or 61.8 per cent of the 225 respondents did their student teaching in a school different in size from that in which they taught during their first year.

A further analysis of Table V shows that:

<u>A total of 32 teachers did their student teaching</u> <u>in a school of up to 200 enrollment</u>. Eighteen, or 56 per cent, went to teach in a school of similar size for their first year; but,

7, or 21.9 per cent, went to a school of 201-500; 2, or 6.3 per cent, went to a school of 501-1,000; and 5, or 15.6 per cent, went to a school of 1,001 or over student enrollment for their first year of teaching.

<u>A total of 87 teachers did their student teaching</u> in a school of 201-500 enrollment. Thirty-six, or 41.4 per cent, went to teach in a school of similar size for their first year; but.

26, or 30.0 per cent, went to a school of less than 200; 15, or 17.2 per cent, went to a school of 501-1,000; and 10, or 11.5 per cent, went to a school of over 1,000 student enrollment for their first year of teaching.

<u>A total of 41 teachers did their student teaching</u> in a <u>school of 501-1,000 enrollment</u>. Only seven, or 17.1 per cent, went to teach in a school of similar size for their first year; but, 10, or 24.4 per cent, went to a school of less than 200;

8, or 19.5 per cent, went to a school of 201-500; and

16, or 39.0 per cent, went to a school of 1,001 or over student enrollment for their first year of teaching.

<u>A total of 65 teachers did their student teaching</u> <u>in a school of 1,001 or over student enrollment</u>. Twenty-five, or 38.5 per cent, went to teach in a school of similar size for their first year; but, 17, or 26.2 per cent, went to a school of less than 200; 14, or 21.5 per cent, went to a school of 201-500; and 9, or 13.8 per cent, went to a school of 501-1,000 student enrollment for their first year of teaching.

Opinions differ as to the advantages or disadvantages involved for teachers who experience student teaching in schools of similar or different size to those in which they accept their first year of teaching. However, it is well recognized that there are great differences in a school of 200 enrollment or less and a school of over 1,000 enrollment. It was not the purpose of this study to discuss these advantages or disadvantages, but to present these data as background information concerning the respondents who comprised the sample for this study.

<u>A comparison of the subjects taught during the first</u> year and subjects taught during student teaching. Data comparing the number of respondents who taught certain business subjects during student teaching and the number of respondents who taught certain business subjects during their first year of teaching reveals additional background information concerning the 242 respondents who comprised the sample population. These data are presented in Table VI. The table also shows the number of respondents who taught a particular business subject during student teaching as well as during their first year of teaching.

TABLE VI

SUBJECTS TAUGHT BY 242 BEGINNING BUSINESS TEACHERS DURING THE FIRST YEAR AND DURING STUDENT TEACHING

Business Subjects	Taught During First Year	Taught During Student Teaching	Taught During First Year and During Student Teaching
	N	N	N
Typewriting Bookkeeping Shorthand General Business Office Practice Secretarial Training Business Arithmetic Business Law Office Machines Economics Retailing Salesmanship Distributive Education Business Letter Writing Business Practice Advanced Business Advertising	203 120 110 90 51 28 23 17 12 8 7 4 3 1	176 101 105 58 20 18 9 18 9 18 9 11 5 4 2 0 1	152 60 70 29 4 2 4 2 4 2 4 2 4 2 3 1 0 0 0
Consumer Education	1	1	0

Table VI listed 18 different business subjects and the

number of respondents who taught these subjects during their first year of teaching, during student teaching, and during the first year as well as during student teaching.

The subject taught by more teachers during the first year than any other was typewriting. Two hundred and three of the 242 respondents indicated that they taught typewriting during their first year of full-time teaching. Bookkeeping was taught by 120 teachers during the first year, shorthand was taught by 110 teachers, and 90 teachers taught general business. Other business subjects listed were taught by fewer than 51 teachers.

Typewriting was also the subject taught by the greatest number of respondents during student teaching. One hundred seventy-six of the 242 respondents taught typewriting during their student-teaching experience. Shorthand was taught by 105 respondents, bookkeeping was taught by 101 respondents, and general business was taught by 58 of the respondents during student teaching. Other subjects listed in Table VI were taught by 20 or fewer respondents during their studentteacher training.

A further analysis was made in order to determine how many beginning teachers taught a particular subject during student teaching and the same subject during their first year. Table VI also presented this information. It showed that 152 teachers taught typewriting during their period of student teaching as well as during their first year.

Comparing this 152 total to the 203 teachers who taught typewriting during the first year, it can be determined that approximately 75 per cent of the respondents who taught typewriting as a beginning teacher had an opportunity to teach typewriting during student teaching. About 25 per cent of them taught typewriting without any student-teaching experience in this subject.

Bookkeeping was taught by 60 teachers during student teaching as well as during the first year. It can be noted then, that only 60 of the 120 teachers, or 50 per cent, who taught bookkeeping during the first year taught bookkeeping during their period of student teaching and that 50 per cent of them taught bookkeeping without any student-teaching experience in this subject.

Seventy teachers taught shorthand during student teaching as well as during the first year. One hundred and ten teachers taught shorthand during their first year of teaching. Thus, 64 per cent had student-teaching experience in the subject of shorthand before teaching it the first year, but 36 per cent did not.

Approximately one-third of the first-year teachers who taught general business had student-teaching experience in this subject. Thus, about 66 per cent had no teaching experience in general business prior to their first year of teaching.

Other business subjects listed in Table VI were taught

during the first year as well as during student teaching by four or fewer of the respondents.

This background information, comparing subjects taught during student teaching and during the first year of fulltime teaching, revealed that the student-teaching programs engaged in by the respondents offered a program in which many student teachers did not experience the teaching of subjects which they were assigned to teach during their first teaching assignment.

Length of time assigned to student teaching and amount of daily student teaching. Table VII shows the length of time respondents were assigned to student teaching.

TABLE VII

Num- ber	Per- cent
91	37.6
66	27.3
38	15.7
27	11.1
_ 20	8.3
242	100.0
	Num- ber 91 66 38 27 20 242

LENGTH OF TIME ASSIGNED TO STUDENT TEACHING

In order to determine the length of time student teachers were assigned to do their student teaching, the respondents were asked to indicate whether their studentteaching assignment was for a period of one year, one semester, one quarter or term, one-half semester or nine weeks, or some other period of time.

Table VII showed that the largest group, 37.6 per cent, indicated their student-teaching assignment was for a period of one quarter or term. The second largest group, 27.3 per cent, indicated their student-teaching assignment was for a one semester period. Almost 16 per cent did their student teaching for a nine week period, about 11 per cent practice taught for a period of one year, and approximately 8 per cent of the respondents indicated other assignments such as summer session only, three, four, or five weeks, or other combinations.

In order to determine the amount of daily student teaching experienced by the group of respondents, they were asked to indicate whether they taught one period per day, two periods per day, one-half day, or a full day during the time they were assigned to student teaching. Table VIII reveals this data as it was reported.

Data revealed in Table VIII showed that the greatest number of respondents experienced full-day student teaching. Approximately 41 per cent indicated they taught full days during the time they were assigned to do their student teaching. Respondents who taught for one peried per day comprised the second largest group of respondents. Approximately

TABLE VIII

AMOUNT OF DAILY STUDENT TEACHING EXPERIENCED

	-	
Student-teaching Assignment	Num- ber	Per- cent
Full day	98	40.5
One period per day	82	33•9
Two periods per day	23	9.5
One-half day	22	9.0
Other	17	7.0
Total	242	99.9

34 per cent indicated they taught for one period per day during the time they were assigned to do their student teaching. Respondents who taught two periods per day, one-half day, or other combinations, each accounted for less than 10 per cent of the 242 respondents.

Thus, during the time respondents were assigned to student teaching, approximately 75 per cent of them experienced either a full-day student-teaching schedule or a one-period per day student-teaching schedule. Comparing this data with Table VII, which showed the length of time assigned to student teaching, and with other data revealed from the questionnaire, it is probably safe to speculate that most of the full-day group taught for one quarter or term, and the one-period per day group taught for one semester. <u>Over-all rating of student-teaching experience</u>. Respondents were asked to rate their over-all student-teaching experience in terms of how it helped them in their first year of teaching. They rated the over-all experience excellent, good, fair, or poor. The replies are shown in Table IX.

TABLE IX

Over-all Rating of Student Teaching	Num- ber	Per- cent	
Excellent	85	36.2	
Good	101	43.0	
Fair	44	18.7	
Poor	5	2.1	
Total	235	100.0	

OVER-ALL RATING OF STUDENT TEACHING

The largest group of respondents, 43.0 per cent, rated their over-all student-teaching experience as good. About 36 per cent felt their student-teaching experience was excellent. However, approximately 19 per cent of them felt the student teaching which they experienced was fair, and two per cent rated it as being poor. There were seven "no response" items.

It was the opinion of the great majority of the respondents, 79.2 per cent, that the student teaching they experienced was excellent or good in preparing them for their first year of teaching. About 21 per cent felt that their overall student-teaching experience was fair or poor.

Summary

Chapter IV presented background information concerning the respondents who provided data for this study for the purpose of gaining a better understanding of the sample population of business teachers as well as for the purpose of helping teacher education institutions to evaluate their own programs of student teaching.

After the sex of the respondents and the kind of school in which they accepted their first teaching position were discussed, a comparison of the size of schools in which they did student teaching and taught during the first year, as well as a comparison of subjects taught during student teaching and during the first year, were presented. Finally, the length of time respondents were assigned to student teaching, the amount of daily student teaching, and the respondents' over-all rating of their student-teaching experience were discussed.

CHAPTER V

PRESENTATION OF DATA SECURED FROM 242 FIRST-YEAR BUSINESS TEACHERS

One of the purposes of this study was to determine the degree of concern for certain first-year difficulties. Another purpose of this study was to determine the value of certain student-teaching experiences. It was expected that the findings might be used as bases for improving the preparation of business teachers in business education institutions.

It is the purpose of this chapter to present data showing the degree of concern for certain first-year teaching difficulties, to present data showing the value of certain student-teaching experiences, and to show the relationship between the value of student-teaching experiences and the degree of concern for first-year teaching difficulties as perceived by first-year business education teachers.

Degree of Concern for First-Year Teaching Difficulties

A questionnaire containing sixty specific first-year teaching difficulties was submitted to a group of teachers

_

• –

•

_ _ _ _ _

_

who were completing their first year of teaching in the manner described in Chapter III. Many of these difficulties were selected from a study completed by Gress¹ in 1951, in which he gave beginning business teachers an opportunity to express, in their own words, just what teaching difficulties were experienced during the first year of teaching.

After selecting sixty specific difficulties, this study classified them into eight broad areas concerning various aspects of the total teaching process. Briefly, the firstyear business teachers were asked to indicate whether or not they experienced these "recognized" first-year problems and if they were of great, some, little, or no concern to them during their first year of teaching. For purposes of this study, the four classifications were dichotomized and classified inte problems of great or some concern or problems of little or no concern.

First-year difficulties of concern in the area of Testing and Measurement. Eight specific problems or difficulties concerning the area of Testing and Measurement were included in this study. The 242 first-year business teachers were asked to indicate whether each of these eight difficulties was experienced during their first year of teaching and if so, if it was of great or some concern or little or no concern to them during this initial year.

1. Gress, op. cit.

Table X lists these difficulties according to the highest percentage of teachers who found the difficulty to be of great or some concern.

TABLE X

DEGREE OF CONCERN FOR FIRST-YEAR TEACHING DIFFICULTIES INVOLVING TESTING AND MEASUREMENT

Testing and Measurement Difficulties		reat Some ncern	Lit or Con	tle No .cern	Did not Experi- ence
	N	%*	N	%*	N
Deciding on work to collect and grade	161	67.9	7 6	32.1	3
Weighting grades to determine final grade	160	67.0	7 9	3 3.0	2
Determining what to include in tests	ηto	59•3	96	40.7	5
Converting test scores into grades	130	54•4	109	45.6	2
Eliminating test questions that can be taken two ways	10 7	46.1	125	53.9	8
Determining length of tests	108	45.4	130	54.6	1
Guarding against cheating	92	40.0	138	60.0	11
Determining how many tests to give	92	38.8	1 45	61.2	3

#All percentages figured on basis of total number who experienced each item.

The difficulty which was of great or some concern to the greatest number of beginning teachers in the area of Testing and Measurement was "deciding on work to collect _

• • • •

• •

• •

· · · · · ·

- ·

• •

and grade." Approximately 68 per cent of the first-year teachers indicated "deciding on work to collect and grade," was of great or some concern to them during their first year of teaching. Ranking a close second was the difficulty of "weighting grades to determine the final grade." Sixtyseven per cent of the first-year teachers expressed great or some concern for this specific difficulty.

Table X also showed that two Testing and Measurement difficulties were of great or some concern to over 50 per cent of the beginning teachers. "Determining what to include in tests" was of great or some concern to 59.3 per cent of the beginning teachers during their first year of teaching, and 54.4 per cent of them felt that "converting test scores into grades" was a difficulty of great or some concern. Thus, each of four specific difficulties included in the area of Testing and Measurement was of great or some concern to over one-half of the teachers during their first year of teaching.

Four difficulties included in this area were of great or some concern to less than one-half of the beginning teachers. "Eliminating ambiguous test questions" and "determining length of tests" were difficulties of great or some concern for approximately 46 per cent of the respondents. "Guarding against cheating" and "determining how many tests to give" ranked at the bottom of the list, although 40 per cent of the respondents had difficulty with

guarding against cheating, and 38.8 per cent had great or some concern with determining how many tests to give.

First-year difficulties of concern in the area of Classroom Organization and Management. Eight specific difficulties were included in the area of Classroom Organization and Management. First-year business teachers indicated whether each of these difficulties was of great or some concern, little or no concern, or was not experienced. Table XI lists the Organization and Management difficulties with the specific difficulty of great or some concern to most respondents listed first and the other specific difficulties listed in descending order.

"Approach and method to use to achieve objectives" was the difficulty which ranked as the number one Classroom Organization and Management difficulty. Almost 75 per cent of the teachers indicated that they had great or some concern for the approach and method to use to achieve objectives during their first year of teaching. Closely following was the first-year difficulty of "determining objectives or standards." Seventy per cent of the teachers felt this was of great or some concern to them during their first year of teaching.

Approximately 54 per cent of the teachers felt that "planning daily lessons" was of great or some concern, and almost 50 per cent of the teachers felt that "making 'makeup' assignments" was a real concern to them.

•

--

•

TABLE XI

DEGREE	OF	CON	CERN	FOR	FIRST	-YEAR	TEA	CHIN	[G]	DIFFIC	ULTIES
INVO	DLVI	NG	CLASS	ROOM	ORGA	NIZATI	ON .	AND	MAI	NAGEME	NT

Organization and Management Difficulties	G or Co	reat Some ncern	Little or No Concern		Did not Experi- ence	
	N	%#	N	% *	X	
Approach and method to use to achieve objectives	177	74•4	61	25.6	2	
Determining objectives or standards	167	70.0	72	30.0	2	
Planning daily lessons	127	53.8	109	46.2	2 4	
Making "make-up" assignments	117	49.8	118	50.2	6	
Making minor machine repairs	76	36.4	133	63.6	32	
Making regular assignments	74	31.5	161	68.5	3	
Selecting textbooks and in- structional materials	48	29.8	113	70.2	79	
Selecting equipment	39	27.7	102	72.3	99	

#All percentages figured on basis of total number who experienced each item.

Four difficulties included in the area of Classroom Organization and Management were of great or some concern to less than one-half of the beginning teachers. Approximately 36 per cent of them had great or some concern for "making minor machine repairs," 31.5 per cent had great or some concern for "making regular assignments," 29.8 per cent for "selecting textbooks and instructional materials," and 27.7 per cent had great or some concern for "selecting equipment."

Table XI also showed that two items listed in this area were not experienced by a large number of teachers during their first year of teaching. Seventy-nine of the 240 beginning teachers who responded to this item, or 32.9 per cent, indicated they did not select textbooks and instructional materials during their first year. Ninety-nine of the 240 beginning teachers who responded indicated that they did not select equipment during their first year, accounting for 41.3 per cent of the total. However, approximately 60 per cent did select equipment during their first year of teaching and it was of little or no concern to almost threequarters of them.

First-year difficulties of concern in the area of Teaching Subject Matter. Table XII presents data showing the degree of concern for ten specific difficulties included in the area of Teaching Subject Matter.

"Providing variation" was the difficulty which ranked number one in the area of Teaching Subject Matter. Approximately 76 per cent of the 239 first-year teachers who responded to this item indicated that it was of great or some concern to them during their first year of teaching. "Building speed or accuracy in skill subjects" was a difficulty of great or some concern to 65.5 per cent of the beginning teachers. About 62 per cent felt "reaching standards or objectives" to be of great or some concern, while 53.9 per

cent felt that "guiding pupil discussions" was a difficulty of real concern. "Getting student co-operation and participation" was felt to be a difficulty of great or some concern for 50 per cent of the respondents, while 50 per cent of them felt it was of little or no concern.

TABLE XII

DEGREE OF CONCERN FOR FIRST-YEAR TEACHING DIFFICULTIES INVOLVING TEACHING SUBJECT MATTER

Teaching Subject Matter Difficulties	Gr or Con	eat Some Icern	Little or No Concern		Did not Experi- ence	
	N	%#	N	%#	N	
Providing variation	182	76.2	57	23.8	2	
Building speed or accuracy in skill subjects	որի	65.5	76	34.5	5 20	
Reaching standards or objectives	146	62.1	89	37.9) <u>4</u>	
Guiding pupil discussions	124	53.9	106	46.1	. 9	
Getting student co-operation and participation	120	50.0	120	50.0	1	
Teaching non-skill subjects	92	46 .7	105	53.3	35	
Teaching on student level	110	46.2	128	53.8	2	
Teaching advanced or second- year subjects	64	46.0	75	54.0	99	
Teaching skill subjects	89	41.2	127	58.8	17	
Answering student questions	88	37.0	150	63.0	2	

*All percentages figured on basis of total number who experienced each item. The Subject Matter Difficulties which were of great or some concern to less than fifty per cent of the first-year teachers were: "Teaching non-skill subjects," 46.7 per cent; "teaching on student level," 46.2 per cent; "teaching advanced or second-year subjects," 46.0 per cent; "teaching skill subjects," 41.2 per cent; and "answering student questions," 37.0 per cent. Even though each of these items was of little or no concern for the majority of the beginning teachers, the data also revealed that even the item which ranked last, "answering student questions," was of great or some concern to over one-third of the respondents.

The item not experienced by a large number of firstyear teachers was "teaching advanced or second-year subjects." Ninety-nine, or 41.6 per cent, of the 238 who responded to this item did not experience the teaching of advanced or second-year work during their first year of teaching.

First-year difficulties of concern in the area of Teaching Aids and Techniques. Four specific difficulties concerning the area of Teaching Aids and Techniques were included in the study. Table XIII presents data showing the degree of concern for each of these difficulties.

Table XIII shows that less than one-third of the firstyear teachers expressed great or some concern for each of the difficulties included in the area of Teaching Aids and

Techniques. Approximately 70 per cent of the first-year teachers had little or no concern for each of the four specific difficulties.

TABLE XIII

DEGREE OF CONCERN FOR FIRST-YEAR TEACHING DIFFICULTIES INVOLVING TEACHING AIDS AND TECHNIQUES

Teaching Aid and Technique Difficulties	Great or Some Concern		Litt or Conc	Did not Experi- ence	
	N	% #	N	% #	N
Demonstrating to the class	76	31.9	162	68.1	2
Acquiring audio-visual aids	71	32.6	147	67.4	22
Using the chalkboard	70	29.2	170	70.8	1
Using available audio-visual aids	58	25•7	168	7 4•3	15

#All percentages figured on basis of total number who experienced each item.

"Acquiring audio-visual aids" was the difficulty of great or some concern for the largest percentage of firstyear teachers although less than one-third of them indicated that this was a problem of great or some concern. About 32 per cent felt that "demonstrating to the class" was a difficulty which concerned them greatly or to some extent. "Using the chalkboard" was of great or some concern to 29.2 per cent, and 25.7 per cent of the first-year teachers had difficulty using available audio-visual aids. Almost all of the first-year teachers had experience using the blackboard and demonstrating to the class. Only 9.2 per cent of the 240 teachers did not acquire audiovisual aids during their first year, and less than 7 per cent did not use available audio-visual aids during their first year of teaching.

First-year difficulties of concern in the area of <u>Personal Considerations</u>. Six specific first-year teaching difficulties concerning Personal Considerations, which had been encountered by other first-year teachers as revealed by previous research, were submitted to the sample population of business teachers. The respondents indicated whether or not they experienced these difficulties, and if so, the degree of concern they had for them during their first year of teaching. Data concerning their replies are presented in Table XIV.

The difficulty of great or some concern to the greatest number of first-year teachers was "finding time to help slower students." It ranked as the number one difficulty in the area of Personal Considerations, with 78.8 per cent of the respondents indicating that it was of great or some concern. Ranking a close second was the difficulty of "providing supplementary work for faster students." Seventyeight per cent of the first-year teachers indicated this difficulty to be of great or some concern to them.

Approximately two-thirds of the respondents indicated

TABLE XIV

Personal Consideration	Gr or	eat Some	Little or No		Did not Experi-	
Difficulties	Concern		Concern		ence	
	N	%*	N	%*	N	
Finding time to help slower students in class	190	78.8	51	21.2	0	
Providing supplementary work for faster students	184	78.0	52	22.0	4	
Determining student needs	158	66.1	81	33•9	2	
Helping students outside of class	124	53.0	1 10	47.0	6	
Knowing student's past record	107	45.7	127	54.3	6	
Learning pupil names and characteristics	84	35•4	15 3	64.6	4	

DEGREE OF CONCERN FOR FIRST-YEAR TEACHING DIFFICULTIES INVOLVING PERSONAL CONSIDERATIONS

#All percentages figured on basis of total number who experienced each item.

that "determining student needs" was of great or some concern, 53 per cent felt that "helping students outside of class" was a problem of great concern during their first year of teaching, and "knowing student's past record," and "learning pupil names and characteristics" were of great or some concern to 45.7 per cent and 35.4 per cent respectively.

Six specific difficulties were included in the area of Personal Considerations, and four of the six difficulties were of great or some concern to over fifty per cent of the . . . -· · · · • • • • • •



• • 1

. .

-

•

. . teachers during their first year of teaching.

First-year difficulties of concern in the area of Discipline. In order to determine whether certain difficulties included in the area of Discipline were of great or some concern or little or no concern for first-year teachers, the sample population of business teachers was asked to indicate whether or not nine specific difficulties were experienced. If the difficulties were experienced during their first year of teaching, the respondents were asked to indicate the degree of concern for each of the difficulties. Table XV presents the data concerning their replies.

It is readily evident from Table XV, that each of the nine specific difficulties included in the area of Discipline was experienced by almost all of the respondents. The degree of concern for each of the nine difficulties which were experienced showed that some difficulties were felt to be difficulties of great or some concern by a great majority of the respondents and other items were felt to be of great or some concern by a minority of the respondents.

The most frequently mentioned difficulty in the area of Discipline which was of great or some concern to first-year teachers was "dealing with the don't care attitude." This difficulty was of great or some concern to 72 per cent of the beginning teachers. "Dealing with the slower student" closely followed, with 71.1 per cent of the teachers indicating great or some concern for this difficulty.

TABLE XV

DEGREE OF CONCERN FOR FIRST-YEAR TEACHING DIFFICULTIES INVOLVING DISCIPLINE

Discipline Difficulties		Great or Some Concern		le No ern	Did not Experi- ence	
	N	%#	N	%#	N	
Dealing with the "don't care" attitude	172	72.0	67	28.0	0	
Dealing with the slower student	170	71.1	69	28.9	2	
Maintaining student interest	148	62.4	89	37.6	2	
Getting students to study	1 41	60.3	93	39•7	5	
Dealing with the faster student	140	58.6	99	41.4	l	
Controlling students: in- cessant talking	116	50.0	116	50.0	9	
Dealing with the tempera- mental student	110	48.7	116	51.3	13	
"Punishing" offenders	103	43.8	132	56.2	5	
Getting the class period under way	70	29.4	168	70.6	3	

#All percentages figured on basis of total number who experienced each item.

Approximately 60 per cent of the first-year teachers indicated they had great or some concern with "maintaining student interest" and "getting students to study." The specific problems, "dealing with the faster student" and "controlling students' incessant talking" were of great or some concern to 58.6 per cent and 50 per cent respectively.

Fewer than 50 per cent of the beginning teachers felt they had great or some concern for the three other specific problems in this area. About 49 per cent had great or some concern for "dealing with the temperamental student," 43.8 per cent had great or some concern for "punishing offenders," and ranking last, with 29.4 per cent indicating great or some concern, was "getting the class period under way."

First-year difficulties of concern in the area of <u>Co-curricular Activities</u>. Table XVI presents data showing the degree of concern for difficulties involving cocurricular activities which were experienced by 242 firstyear business teachers. The table also shows the number of respondents who did not experience these co-curricular activities during their first year of teaching.

It can be noted from Table XVI, that only one cocurricular activity, "assisting or advising the school paper and/or annual" was a difficulty of great or some concern to over 50 per cent of the first-year teachers who had experienced this activity. Each of the other co-curricular activities was of little or no concern to more than 50 per cent of the first-year teachers. It is also interesting to note the co-curricular activities which were not experienced by a large percentage of the first-year teachers. A brief analysis of each of the nine co-curricular activities follows:

•

- · · · · · · · · · ·

-...-

ана <u>–</u> Салана

TABLE XVI

DEGREE OF CONCERN FOR FIRST-YEAR TEACHING DIFFICULTIES INVOLVING CO-CURRICULAR ACTIVITIES

Co-curricular Difficulties		Great or Some Concern		Little or No Concern		Did not Experi- ence	
	N	%*	N	%*	N	% ##	
Assisting or advising the school paper and/or annual	65	63.7	37	36.3	138	57.5	
Assisting or advising Busi- ness Clubs (FBLA, FTA, etc.)	25	49.0	26	51.0	186	78.5	
Organizing and/or teaching adult classes	27	46.6	31	53•4	180	75. 6	
Assisting or advising Fr., Soph., Jr., or Sr., elass	55	41.4	78	58.6	106	44 •4	
Conducting home room sessions	53	37.3	89	62.7	96	40.3	
Directing study halls	44	35.8	79	64.2	115	48.3	
Administering ticket sales or fund-raising activities	35	25.5	102	74.5	103	42.9	
Chaperoning at school functions	49	25.5	143	7 4•5	47	19.7	
Working with PTA or other parent-school functions	31	20.4	121	7 9.6	89	36.9	

#All percentages figured on basis of total number who experienced each item.

##No response items were not included in figuring percentages.

"Assisting or advising the school paper and/or annual." Of the 240 first-year teachers who responded to this item, 57.5 per cent indicated they did not assist or advise the school paper and/or annual during their first year of teaching. Of the 102 teachers who experienced this activity, 63.7 per cent felt it was an activity of great or some concern, and 36.3 per cent felt it was of little or no concern.

"Assisting or advising business clubs (FBLA, FTA, etc.)" Only 21.5 per cent of the first-year teachers indicated they had assisted or advised business clubs during their first year. Thus, 78.5 per cent of the firstyear teachers had no such experience. Of the 21.5 per cent who did experience this activity, about one-half of them felt it was an activity of great or some concern and ene-half of them felt it was an activity of little or no concern.

"Organizing and teaching adult classes." This activity was experienced by only 24.4 per cent of the first-year teacher respondents. About 76 per cent of the firstyear teachers did not organize or teach adult classes during their initial year of teaching. Of the 24.4 per cent who did, 46.6 per cent felt it was an activity which was of great or some concern, and 53.4 per cent felt it was of little or no concern.

"Assisting or advising the freshman, sophomore, junior, or senior class." One-hundred thirty, or 55.6 per cent, of the 239 teachers who responded to this item experienced this activity during their first year of teaching, and 44.4 per cent did not. Of the 133 teachers who did experience it, 41.4 per cent felt it was an activity of great or some concern to them, and 58.6 per cent felt it was of little or no concern.

"Conducting home room sessions" was experienced by 59.7 per cent of the 238 teachers who responded, thus 40.3 per cent had no such experience. Of the 142 teachers who did conduct home room sessions during their first year of teaching, 37.3 per cent felt it was of great or some concern, but 62.7 per cent felt that conducting home room sessions was an activity which was of little or no concern to them.

"Directing study halls." More first-year teachers experienced the directing of study halls during their first year than did not. One hundred twenty-three of the 238 respondents, or 51.7 per cent, experienced this activity, and 48.3 per cent did not. Directing study halls was of great or some concern to 35.8 per cent of the teachers who experienced it, but was of little or no concern to 64.2 per cent of them. •

- - • - • - •

-•

• • • · · · • • •

"Administering ticket sales or other fund-raising activities." One hundred thirty-seven, or 57.1 per cent of the 240 respondents experienced this activity during their first year of teaching. Only 25.5 per cent felt it was a problem of great or some concern, but 74.5 per cent felt it was an activity of little or no concern to them during their first year. Approximately 43 per cent of the 240 respondents did not experience this activity.

"Chaperoning at school functions" was the co-curricular activity experienced by the greatest number of respondents. One hundred ninety-two of the 239 first-year teachers, or 80.3 per cent, experienced chaperoning at school functions, 19.7 did not. Of those who experienced this activity, only 25.5 per cent felt it was of great or some concern, and 74.5 per cent felt it was an activity of little or no concern.

"Working with the PTA or other parent-school functions." This co-curricular activity was experienced by 63.1 per cent of the 241 first-year teachers who responded to this item. Only 20.4 per cent reported that working with the PTA or other parent-school functions was of great or some concern to them. However, a much larger percentage, 79.6, felt it was an activity which was of little or no concern to them during their first year of teaching.

<u>First-year difficulties of concern involving Adminis-</u> <u>trative Duties</u>. Table XVII presents data showing the degree of concern for administrative duties which were experienced by first-year business teachers. Six specific administrative difficulties, which had been reported by previous research, were included. Two hundred and forty-two beginning teachers indicated whether or not they experienced these specific difficulties during their first year of teaching, and if so, the degree of concern which they had for them.
TABLE XVII

DEGREE OF CONCERN FOR FIRST-YEAR TEACHING DIFFICULTIES INVOLVING ADMINISTRATIVE DUTIES

Administrative Difficulties	G or Co	reat Some ncern	Little or No Concern		Did not Experi- ence	
	N	%*	N	%*	N	
Preparing reports and records	78	33.9	152	66.1	10	
Conferring with parents of students	68	32.9	139	67.1	33	
Working with the prin., supt., or other administrative heads	59	27.1	159	7 2.9	23	
Participating in faculty meetings	59	25.1	176	7 4•9	5	
Working with faculty members in committee work	43	2 3.2	142	76.8	55	
Observing other teachers teaching classes	16	18.6	70	81.4	152	

#All percentages figured on basis of total number who experienced each item.

Data presented in Table XVII showed that "preparing reports and records" was the administrative difficulty of great or some concern to the largest number of respondents. However, only 33.9 per cent of them felt that it was a difficulty of great or some concern. Approximately two-thirds of the teachers who prepared reports and records felt it was of little or no concern to them during their first year.

"Conferring with parents of students" was experienced

.

. . • •

..... • •

• •

· ·

•

_ · · · • • · · · ·

•

by 207 of the 240 first-year respondents. Of those who did experience this item, 32.9 per cent felt that it was of great or some concern, and 67.1 per cent had little or no concern with conferring with parents of students. "Working with the principal, superintendent, or other administrative heads," was an administrative duty of great or some concern to 27.1 per cent of the first-year teachers, while 72.9 per cent felt this was of little or no concern. "Participating in faculty meetings" was experienced by all but five of the 240 first-year teachers who responded to this item. About 25 per cent of them felt this specific difficulty was of great or some concern, but 74.9 per cent felt it was of little or no concern.

"Working with faculty members in committee work" was of great or some concern to 23.2 per cent of the 185 respondents who experienced this item during their first year of teaching. Thus, 76.8 per cent of the first-year teachers who worked with faculty members in committee work felt that this was a difficulty of little or no concern. Fiftyfive respondents, or 22.9 per cent, did not engage in committee work during their first year.

Only 36.1 per cent of the 238 respondents "observed other teachers teaching classes" during their first year of teaching. Of this 36.1 per cent who had an opportunity to observe other teachers teaching classes, 81.4 per cent had little or no concern for this specific item, whereas only 18.6 did have concern for this same item.

It can be noted from Table XVII that all six of the administrative duties were of little or no concern to the great majority of the first-year business teacher respondents.

Tables X through XVII presented data concerning firstyear teaching difficulties reported by 242 first-year business teachers. A total of 60 specific first-year difficulties were catagorized into these eight tables, with each table representing a certain area of the total teaching process. Each of the specific difficulties included in these eight areas was of great or some concern, or little or ne concern, or not experienced during the respondent's year of teaching. The first-year difficulty of great or some concern to the highest percentage of respondents was listed first in each of the eight tables and the other difficulties followed in descending order.

Table XVIII separates the specific difficulties from their broad area, and ranks each of the sixty first-year difficulties according to the percentage of respondents who indicated them to be of great or some concern.

TTTT	TTTN

RANKING OF 60 SPECIFIC FIRST-YEAR DIFFICULTIES WHICH WERE OF GREAT OR SOME CONCERN TO 242 BUSINESS TEACHERS DURING THEIR FIRST-YEAR OF TEACHING

	b Wimst_waam Diffionlijaa Motalw	Great or	Some Concern
	ATBACT SALATATATATATATATA	Number	Per cent
101	Finding time to help slower students in class 241 Providing supplementary work for faster students 236 Providing wenistion	190 184 182	78.8 78.0 76.0
n _th	Approach and method to use to achieve objectives 238 Dealing with the "don't care" attitude	172	74.4
9~8	Dealing with the slower student Determining objectives or standards Deciding on work to collect and grade	170 167 161	71.1 70.0 67.9
1 0	Weighting grades to determine final grade 239 Determining student needs 239	160 158	67.0 66.1
32	Building speed and/or accuracy in skill subjects 220	זוונ	65.5
1 24X	amual amual Maintaining student interest Reaching standards or objectives Getting students to study 234	148 148 1416 141	63.7 62.1 60.3
00876 097876	Determining what to include in tests Dealing with the faster student Converting test scores into grades Guiding pupil discussions Planning daily lessons		2012 2014 2014 2014 2014 2014 2014 2014
) 			

M.
144
\sim
-
EH.
E
~
U
23
Ý
1
. •.
H
i
-
P .
-
-
-
14
-
_
E.i

			Great or S	ome Concern	
Kan	LT FIRST-YOUR DIFFICULTION TOU	- + T B 2	Number	Per cent	
ನಜನನನ	Helping students outside of class Getting student co-operation and participation Controlling students' incessant talking Making "make-up" assignments Assisting or advising business clubs	23232	124 1120 117 25	53.0 50.0 149.8 149.8	
20 20 20 20 20 20 20 20 20 20 20 20 20 2	Dealing with the temperamental student 22 Teaching non-skill subjects Organizing and/or teaching adult classes Teaching on student level Eliminating ambiguous test questions	288246 3388426	110 92 72 110	48.7 46.7 46.2 46.2	
<u>5</u> 4999	Teaching advanced or second-year subjects 13 Knowing student's past record 23 Determining length of tests 23 "Punishing" offenders 23 Assisting or advising Fr., Soph., Jr., or Sr. 13 class	92387 2827 29	64 103 103 55	46.0 45.7 413.8 413.8 413.8	
409 833 709 709 709 709 709 709 709	Teaching skill subjects Guarding against cheating Determining how many tests to give Conducting home room sessions Answering student questions	3852 330 6	8000000 800000000000000000000000000000	41.2 40.0 37.3 37.3	
국국군국권	Making minor machine repairs Directing study halls Learning pupil names and characteristics Preparing reports and records Conferring with parents of students	00 37 00 00 00 00 00	844 844 844 844 844 844 844 88 844 88 844 88 88	2002 2002 2002 2005 2005 2005 2005 2005	• •

Ren	k Riwet-waan Diffian1+ian		Great or	Some Concern
	Seti not titl and a set a	TOTALA	Number	Per cent
146 117	Acquiring audio-visual aids Demonstrating to the class	218 218	Ę	32.6
26 26 26 26 26	Making regular assignments Selecting textbooks and instructional materials Getting the class period under way	2010 2010 2010 2010 2010 2010 2010 2010	40 47 40 40	200 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
202 202	Using the chalkboard Selecting equipment	्र वर्ष	39	29.2 27.7 27.7
y 47	working with the prin., supt., or other administrative heads Using available audio-visual aids Chaperoning at school functions	218 226 192	49 49	27 .1 25 . 7 25 . 7
56 587	Administering ticket sales or fund-raising activities Participating in faculty meetings Working with faculty members in committee work	137 235 185	У Ф С Т Ф С	کر گر ا ر گرار
603	Working with PTA or other parent-school functions Observing other teachers teaching classes	152 86	161 161	18.05 18.05 19.05

*Represents the total number of respondents who experienced each item.

I

TABLE XVIII--CONTINUED

Value of Student-Teaching Experiences

A questionnaire containing sixty specific studentteaching experiences was submitted to a group of business teachers who were completing their first year of teaching, all of whom had completed their student teaching. The sixty student-teaching experiences were similar in content to the sixty first-year teaching difficulties previously discussed in this chapter.

The sixty specific student-teaching experiences were classified into eight broad areas concerning various aspects of the total teaching process. The first-year business teachers were asked to indicate whether or not they had these student-teaching experiences during their period of student teaching, and if they were of great, some, little, or no value to them in minimizing first-year difficulties. For purposes of this study, the four classifications were dichotomized and classified into experiences of great or some value, or experiences of little or no value.

It is the purpose of this part of the chapter to present data showing the value of certain student-teaching experiences reported by 242 respondents.

Value of student-teaching experiences in the area of Testing and Measurement. Eight specific student-teaching experiences concerning the area of Testing and Measurement were included in this study. The 242 respondents were

-

-

- . _ _____.

- · ·

• • • • • • • • • •

• •

•

to indicate whether each of these eight items was experienced during their student teaching and if so, if it was of great or some value, or little or no value in minimizing first-year teaching problems. Values of eight specific student-teaching experiences included in the area of Testing and Measurement, reported by the respondents, appear in Table XIX.

TABLE XIX

or Va	Some	Little or No Value		Did not Experi- ence	
N	%*	N	%*	N	
161	75.9	51	24.1	28	
160	75.1	53	24.9	28	
164	7 2•9	61	27.1	15	
142	68.6	6 5	31.4	32	
	Ve N 161 160 164 142	Value N %* 161 75.9 160 75.1 164 72.9 142 68.6	Value Val N %* N 161 75.9 51 160 75.1 53 164 72.9 61 142 68.6 65	Value Value N %* N %* 161 75.9 51 24.1 160 75.1 53 24.9 164 72.9 61 27.1 142 68.6 65 31.4	

143 64.4 79 35.6

73 37.1

62.9

124

VALUE OF STUDENT-TEACHING EXPERIENCES THUAT VITEA BEARTHA AND MEASTDEWENNE

and grade Determining how many tests to give

Deciding on work to collect

Guarding against cheating 122 59.5 83 40.5 Eliminating test questions that can be taken two ways 107 58.5 76 41.5 17

42

34

It is evident from Table XIX that each of the eight specific student-teaching experiences included in the area of Testing and Measurement was felt to be of great or some value to the great majority of all respondents who had experienced it during their student teaching.

Approximately 75 per cent, or three out of every four respondents felt that each of three student-teaching experiences were experiences of great or some value to them. These three were: "Weighting grades to determine final grade," "determining what to include in tests," and "converting test scores into grades." Thus, about 25 per cent of the respondents felt that each of these three student-teaching experiences had little or no value in minimizing first-year difficulties.

Of great or some value to a little more than two-thirds of the respondents was the student-teaching experience of "determining length of tests." Approximately 65 per cent felt that "deciding on work to collect and grade" was of great or some value. About 63 per cent of the respondents felt that "determining how many tests to give" was a student-teaching experience which was of much value.

The experiences of "guarding against cheating" and "eliminating ambiguous test questions" ranked last in the list of testing and measurement experiences. However, approximately 59 per cent of the respondents indicated that each of these experiences was of great or some value, whereas

41 per cent of the respondents felt that these studentteaching experiences were of little or no value to them.

Value of student-teaching experiences in the area of Classroom Organization and Management. Eight specific student-teaching experiences concerning the area of Classroom Organization and Management were included in this study. First-year teachers who had completed their student teaching indicated whether each of these eight experiences was of great or some value, little or no value, or was not experienced during their program of student teaching. Table XX presents data showing their replies. The experience indicated to be of great or some value to the largest percentage of respondents was listed first and the others listed in descending order.

Data presented in Table XX revealed that the studentteaching experience of "planning daily lessons" was felt to be of great or some value for 89.1 per cent of the beginning teacher respondents. Closely following with a percentage of 82.0 was the student-teaching experience of "making regular assignments. "Approach and method to use to achieve objectives" was felt to be of great or some value to 76 per cent of the respondents, and 75.2 per cent of them felt that "determining objectives or standards" during student teaching helped them in minimizing first-year teaching difficulties. Thus, each of these four student-teaching experiences was felt to be of much value to ever 75 per cent of all the

first-year business teachers who responded to them, and for one experience it was as high as 89.1 per cent. "Making 'make-up' assignments" was of great or some value to 54.8

TABLE XX

VALUE OF STUDENT-TEACHING EXPERIENCES INVOLVING CLASSROOM ORGANIZATION AND MANAGEMENT

Classroom Organization and Management Experiences	Great or Some Value		Little or No Value		Did not Experi- ence	
	N	%#	N	%#	N	
Planning daily lessons	212	89.1	26	10.9	3	
Making regular assignments	191	82.0	42	18.0	8	
Approach and method to use to achieve objectives	174	7 6.0	55	24.0	10	
Determining objectives or standards	170	7 5•2	56	24.8	15	
Making "make-up" assignments	109	54.8	90	45.2	41	
Making minor machine repairs	58	42.3	7 9	57•7	102	
Selecting textbooks and in- structional materials	47	42.3	64	57 •7	130	
Selecting equipment	28	30.8	63	69.2	149	

*Percentages figured on basis of total number who experienced each item.

per cent of the first-year teachers, but 45.2 per cent indicated this student-teaching experience had little or no value in minimizing the making of these assignments during their first year of teaching. For three experiences included in the area of Classroom Organization and Management, more respondents felt these experiences to be of little or no value than they did great or some value. "Selecting textbooks and instructional materials" and "making minor machine repairs" were of great or some value to 42.3 per cent, and "selecting equipment" was of high value to less than one-third of the beginning teachers who had these experiences during their student teaching.

It is also interesting to note from Table XX that more respondents did not experience "selecting textbooks and instructional materials" and "selecting equipment" during their student teaching than did experience these items. Also, "making minor machine repairs" was not experienced by 102 of the 239 respondents.

Value of student-teaching experiences in the area of Teaching Subject Matter. Table XXI presents data showing the value of ten specific student-teaching experiences which were included in the area of Teaching Subject Matter. The number and per cent of respondents who attached great or some value to each of the specific experiences are shown, as well as the number and per cent of the respondents who felt that a specific student-teaching experience was of little or no value to them in minimizing first-year difficulties. The number of respondents who did not have the specific experience is also shown in Table XXI.

Over 68 per cent of the first-year teachers who had

the ten student-teaching experiences included in Table XXI felt that each of these experiences was of much value to them during their first year of teaching.

TABLE XXI

VALUE OF STUDENT-TEACHING EXPERIENCES INVOLVING TEACHING SUBJECT MATTER

GreatTeaching Subject MatterGreatExperiencesValue		eat Some lue	Lit or Val	Did not Experi- ence	
	N	% *	N	%*	N
Teaching skill subjects	188	90.1	21	10.0	25
Answering student questions	21 3	88.8	27	11.2	0
Teaching on student level	20 7	86.3	33	13.7	0
Teaching non-skill subjects	139	7 9•9	35	20.1	63
Getting student co-operation and participation	189	79. 4	49	20.6	1
Building speed and/or accur- acy in skill subjects	155	77 •9	44	22.1	38
Reaching standards or objec- tives	171	75.0	57	25.0	11
Guiding pupil discussions	155	73. 5	56	26.5	27
Teaching advanced or second- year subjects	72	68.6	33	31.4	133
Providing variation	157	68.3	7 3	31.7	10

*Percentages figured on basis of total number who experienced each item.

At the top of the list was "teaching skill subjects" with 90.1 per cent of the teachers indicating that this experience was of great or some value. Only ten per cent felt that the student-teaching experience they had in teaching skill subjects was of little or no value in minimizing this problem during their first year.

Ranking a close second and third were the experiences of "answering student questions" and "teaching on the student level." About 89 per cent of the respondents indicated that "answering student questions" was of great or some value, while 86.3 per cent felt that "teaching on the student level" was of great or some value during their program of student teaching.

"Teaching non-skill subjects" was of great or some value to 79.9 per cent of the respondents. It is interesting to note that the student-teaching experience of "teaching skill subjects" was of great or some value to a higher percentage of first-year teachers than was the studentteaching experience of teaching non-skill subjects.

"Getting student co-operation and participation" was of great or some value to 79.4 per cent of the first-year teachers, although 20.6 per cent felt this to be of little or no value to them in their first year of teaching. Approximately 78 per cent of those who experienced "building speed or accuracy" attached a high value to this student-teaching experience. It is interesting to note here that 38 teachers did not experience building speed or accuracy during their student teaching although only 25 teachers did not experience • •

--•

- · ·

--

--. . . .

the teaching of skill subjects. This leads to the speculation that even though respondents did teach skill subjects during their period of student teaching, some of them did not experience the building of speed or accuracy which is so vital in any skill subject.

"Reaching standards or objectives" was of great or some value to 75 per cent of the respondents, and "guiding pupil discussions" was of great or some value to 73.5 per cent. "Teaching advanced and/or second-year subjects" was felt to be of great or some value to 68.6 per cent of those who experienced this during their student teaching. However, over one-half (55.9 per cent) of the first-year teachers did not experience the teaching of advanced or second-year work during their entire student-teaching program.

"Providing variation" was the student-teaching experience of great or some value to the smallest percentage of the first-year teachers in the Teaching Subject Matter area. However, a high percentage (68.3 per cent) felt that "providing variation" was valuable, while 31.7 per cent felt that it was of little or no value to them.

Value of student-teaching experiences in the area of Teaching Aids and Techniques. Four specific student-teaching experiences were included in the area of Teaching Aids and Techniques. Table XXII presents data concerning the value of each of these student-teaching experiences. First-year teachers indicated whether these student-teaching experiences

- ·

• · . . •

-• • . • • • -

• -**-**· · · _ _

• • •

- . . .

• · · ·

were of great or some value, or little or no value to them in minimizing first-year difficulties.

TABLE XXII

VALUE OF STUDENT-TEACHING EXPERIENCES INVOLVING TEACHING AIDS AND TECHNIQUES

Teaching Aids and Techniques Experiences	Great or Some Value		Little or No Value		Did not Experi- ence	
	N	%#	N	%*	N	
Using the chalkboard	210	88.2	28	11.8	3	
Demonstrating to the class	203	86.0	33	14.0	5	
Using available audio-visual aids	125	65.4	66	34.6	49	
Acquiring audio-visual aids	87	55.1	71	44.9	78	

*Percentages figured on basis of total number who experienced each item.

The student-teaching experiences included in the area of Teaching Aids and Techniques which were of great or some value to a very high percentage of first-year teachers were the experiences of "using the chalkboard" and "demonstrating to the class." Only 11.8 per cent felt that using the chalkboard was not valuable and 14.0 per cent felt that demonstrating to the class was not a valuable experience for them. "Using available audio-visual aids" was a student-teaching experience of great or some value to more first-year teachers than was the experience of "acquiring audio-visual aids." About 65 per cent of the respondents felt that "using available audio-visual aids" was of great or some value, and about 55 per cent of the respondents felt that "acquiring audio-visual aids" was an experience of great or some value.

Almost all the first-year teachers had experience in using the chalkboard and demonstrating to the class during their period of student teaching, but 49 of the 240 who responded did not use available audio-visual aids, and 78 of the 236 respondents did not experience the acquiring of audio-visual aids.

Value of student-teaching experiences in the area of <u>Personal Consideration of students</u>. Six specific studentteaching experiences were included in the area of Personal Consideration for students. First-year teacher respondents were asked to indicate whether each of the student-teaching experiences was of great or some value, or little or no value in minimizing first-year difficulties. Data concerning their replies are given in Table XXIII.

As can be noted in Table XXIII, the student-teaching experience of "learning pupil names and characteristics" was the student-teaching experience which was felt to be of great or some value by 84.2 per cent of the first-year teachers. More first-year teachers felt this experience to be of great or some value to them than any of the other experiences included in this area.

About 67 per cent of the teachers felt that "determining

-

.

- · · ·

- · -

• •

- - ·

-•

TABLE XXIII

Personal Consideration Experiences	Great or Some Value		Little or No Value		Did not Experi- ence	
	N	%#	N	%#	N	
Learning pupil names and characteristics	202	84.2	38	15.8	1	
Determining student needs	151	66 •8	75	33.2	13	
Knowing student's past record	127	61.1	81	38.9	32	
Finding time to help slower students in class	122	56.5	94	43.5	24	
Providing supplementary work for faster students	91	50.3	90	49 •7	58	
Helping students outside of class	83	46.6	95	53•4	62	

VALUE OF STUDENT-TEACHING EXPERIENCES INVOLVING PERSONAL CONSIDERATION OF STUDENTS

*Percentages figured on basis of total number who experienced each item.

student needs" was of much value, and 61.1 per cent felt that "knowing student's past record" was an experience which helped them during their first year of teaching. Only a little more than one-half (56.5 per cent) of the teachers reported that "finding time to help slower students in class" proved valuable. Respondents were about equally divided as to the value of "providing supplementary work for faster students." Fifty per cent felt it was an experience of great or some value and about the same per cent felt it was an experience which was of little or no value in helping them during their first year of teaching.

"Helping students outside of class" was reported to be of great or some value to less than one-half of the teacher respondents. Approximately 53 per cent felt that this experience was of little or no value. Sixty-two of the 240 teachers, or 25.8 per cent, did not help students outside of class during their student-teaching experience.

Value of student-teaching experiences in the area of Discipline. In order to determine whether certain studentteaching experiences included in the area of Discipline were experiences of much or little value in minimizing first-year discipline difficulties, beginning teachers were asked to indicate whether or not they had each of nine experiences during student teaching and if so, to indicate the value they attached to the experience. Table XXIV presents the data concerning their replies. This table shows the number of first-year teachers and the per cent of the total firstyear teacher respondents who placed either great or some value, or little or no value on nine specific studentteaching experiences included in the area of Discipline.

"Maintaining student interest" was the experience which ranked at the top with 88.3 per cent of the respondents indicating that it was of great or some value to them. Of great or some value to 84.2 per cent of the teacher respondents was the student-teaching experience of "getting the class period under way."

The student-teaching experience of "controlling students' incessant talking" was found to be of great or some

TABLE XXIV

VALUE OF STUDENT-TEACHING EXPERIENCES INVOLVING DISCIPLINE

Experiences Involving Discipline	Great or Some Value		Little or No Value		Did not Experi- ence
	M	%*	N	%*	N
Maintaining student interest	212	88.3	28	11.7	0
Getting the class period under way	202	84.2	35	15.8	1
Controlling students' in- cessant talking	155	72.8	58	27.2	25
Dealing with the faster student	141	63.8	80	36.2	19
Dealing with the slower student	140	61.7	87	38.3	12
Dealing with the "don't care" attitude	129	59.7	87	40.3	23
Dealing with the tempera- mental student	118	58.7	83	41.3	39
Getting students to study	126	58.6	89	41.3	25
"Punishing" offenders	90	48.1	9 7	51.9	53

*Percentages figured on basis of total number who experienced each item.

value to 72.8 per cent of the respondents. Approximately 64 per cent felt that "dealing with the faster student" was an

experience of much value, and approximately 62 per cent felt that "dealing with the slower student" proved valuable in minimizing this difficulty during the first year of teaching.

Each of three experiences, "dealing with the don't care attitude," "dealing with the temperamental student," and "getting students to study," was felt to be of great or some value to approximately 59 per cent of the respondents. Thus, about 41 per cent of them felt that each of these three experiences held little or no value for them in minimizing first-year difficulties.

"Punishing offenders" was the one experience included in the area of Discipline for which more teachers indicated little or no value than they did great or some value. About 52 per cent said this was of little or no value, whereas 48 per cent felt that the experience of "punishing offenders" was of great or some value in minimizing this firstyear difficulty.

Value of student-teaching experiences in the area of <u>Co-curricular Activities</u>. First-year teachers provided data concerning nine specific co-curricular activities. By doing so, it was possible to determine whether or not certain co-curricular activities were experienced during the student-teaching program, and whether this experience was of high value or low value to the respondents who experienced it. Table XXV presents this data.

• • • • •

•

TABLE XXV

VALUE OF STUDENT-TEACHING EXPERIENCES INVOLVING CO-CURRICULAR ACTIVITIES

Co-curricular Experiences	G or V	reat Some alue	Li or Va	ttle No lue	Did Exp en	not eri-
	N	%*	N	%#	N	% * *
Conducting home room sessions	48	58.5	24	41.5	157	65.7
Chaperoning at school functions	22	52.4	20	47.6	198	82.5
Directing study halls	34	52.3	31	47•7	174	72.8
Administering ticket sales or fund-raising activities	22	50.0	22	50.0	195	81.6
Assisting or advising busi- ness clubs (FBLA, FTA, etc.)	9	45.0	11	55.0	220	91.7
Assisting or advising the school paper and/or annual	9	42.9	12	57.1	219	91.3
Organizing and/or teaching adult classes	6	42.9	8	57.1	226	94.2
Working with PTA or other parent-school functions	20	40.0	30	60.0	190	7 9 . 2
Assisting or advising Fr., Soph., Jr., or Sr., class	9	36.0	16	64.0	215	89.6

*All percentages figured on basis of total number who experienced each item.

**No response items were not included in figuring percentages.

It is readily evident from Table XXV that a large percentage of the respondents did not experience the nine cocurricular activities during their student teaching. Four of the nine activities which were included were not experienced by approximately 90 per cent of the respondents. For only one activity was there more than 40 per cent of all respondents experiencing it. A look at each of the activities reveals some interesting findings.

"Conducting home room sessions" was listed at the top of the list in Table XXV because more respondents felt this experience to be of great or some value than any of the other eight co-curricular experiences. However, only 34.3 per cent of the respondents experienced "conducting home room sessions," 65.7 per cent did not. Of those respondents who did experience it, 58.5 per cent felt that it was an experience which was of great or some value to them in their first year of teaching.

"Chaperoning at school functions" was not experienced by .82.5 per cent of the respondents. The 17.5 per cent who had this experience during their student teaching were about equally divided as to the value derived from such experience. About 52 per cent felt it was of great or some value and about 48 per cent felt that it was of little or no value.

"Directing study halls" was not experienced by 72.8 per cent of the respondents during their period of student teaching. Those who did experience the directing of study halls during student teaching were about equally divided as to the value this experience had in minimizing the problem of directing study halls during their first year of teaching. About 52 per cent felt it was of great or some value, and approximately 48 per cent felt it was of little or no value.

"Administering ticket sales or fund-raising activities" was a student-teaching experience engaged in by only 18.4 per cent of the total respondents--81.6 per cent had no such experience during their student-teacher training. Those who experienced this activity were equally divided as to its value. Fifty per cent felt it was of great or some value and 50 per cent felt it was of little or no value.

"Assisting or advising business clubs" was not experienced by 91.7 per cent of the respondents during their student teaching. Of the few who did experience such an activity, more of them (55 per cent) felt that it was of little or no value than did those who felt it was of great or some value.

"Assisting or advising the school paper and/or annual" was not experienced by 91.3 per cent of the respondents during their student-teaching program. Only 8.7 per cent of them had the experience of assisting with or advising the school paper and/or annual. Of the few who did experience this activity, 57 per cent felt that it was of little or no value and 43 per cent felt that it was of great or some value.

"Organizing and/or teaching adult classes" was experienced by only a few student teachers during their period of training. A little over 94 per cent of them did not have this experience. The few who did experience it indicated that it was of little or no value to 57.1 per cent of them, while 42.9 per cent felt that it was an experience which was of great or some value.

Working with the PTA or other parent-school functions" was not a part of the student-teaching experience for 79.2 per cent of the respondents. Of the 20.8 per cent who did experience this activity, 60 per cent indicated that it was of little or no value and 40 per cent felt that it was of great or some value.

"Assisting or advising freshman, sophomore, junior, or senior class" was not experienced by 89.6 per cent of the teachers during their student-teaching experience. Of the 10.4 per cent who did experience working with classes, 64 per cent indicated that this experience was of little or no value and 36 per cent felt that it was of great or some value.

It is evident from the data presented that a great majority of the student teachers did not participate in certain co-curricular activities identified in this study as part of their student-teaching program. It is also evident that the majority of those who had participated in and experienced these activities felt that they were of little or no value in helping them minimize these same difficulties during their first year of teaching. Although it is not the purpose of this study to provide the reasons why this is true, one can speculate that even those programs that did include these experiences were not providing valuable experiences to the majority of the student teachers who participated in them.

Value of student-teaching experiences in the area of Administrative Duties. Table XXVI presents data showing the value of six specific student-teaching experiences which

TABLE XXVI

VALUE OF STUDENT-TEACHING EXPERIENCES INVOLVING ADMINISTRATIVE DUTIES

Administrative Experiences	Gr or Va	eat Some lue	Lit or Val	tle No ue	Did not Experi- ence
	N	%*	N	%*	N
Observing other teachers teaching classes	180	82.9	37	17.1	23
Conferring with parents of students	39	65.0	21	35.0	177
Working with the prin., supt., or other administrative heads	63	64.3	35	35.7	142
Preparing reports and records	101	63.1	59	36.9	78
Working with faculty members in committee work	35	58.3	25	41.7	1 7 9
Participating in faculty meetings	71	57•3	53	42.7	115

*Percentages figured on basis of total number who experienced each item. were included in the area of Administrative Duties. It also shows the number of teachers who did not experience each of the items.

Readily seen in Table XXVI was the variation in the value attached to the administrative duties which were experienced.

Ranking at the top with the largest per cent of the respondents indicating great or some value for it was the student-teaching experience of "observing other teachers teaching classes." Approximately 90 per cent of the respondents observed other teachers teaching classes, and 82.9 per cent of them felt it was of great or some value.

"Conferring with parents of students" was not experienced by 74.7 per cent of the 237 respondents to this item. Of the 25.3 per cent who did confer with parents of students, 65 per cent felt that it was an experience of great or some value and 35 per cent felt it was an experience of little or no value.

"Working with the principal, superintendent, or other administrative heads" was not experienced by 59.2 per cent of the teachers during their student-teaching program. Of those who did work with these administrators, 64.3 per cent felt this was an experience of great or some value. "Preparing reports and records" was experienced by all but 32.8 per cent of the teachers during their student teaching. About 60 per cent indicated this was an experience of great

or some value, but 36.9 per cent felt it was of little or ne value.

A large percentage of respondents did not work with faculty members in committee work as part of their studentteaching experience. Seventy-five per cent of them did not participate in this experience. Of the 25 per cent who did, 58.3 per cent felt it was an experience of great or some value and 41.7 per cent felt it was an experience of little or no value in minimizing the first-year difficulty of working with faculty members in committee work. "Participating in faculty meetings" was experienced by a little more than one-half of the respondents during their student teaching. Approximately 57 per cent of those who participated in faculty meetings felt that it was of great or some value, while 42.7 per cent of them felt it was of little or no value.

Tables XIX through XXVI presented data concerning the value of certain student-teaching experiences reported by 242 first-year business teachers. A total of 60 specific student-teaching experiences were catagorized into these eight tables, with each table representing a certain area of the total student-teaching process. Each of the specific experiences included in these eight areas was of great or some value, or little or no value, or not experienced during the respondents' program of student teaching. The

student-teaching experience of great or some value to the highest percentage of respondents was listed first in each of the eight tables and the other experiences followed in descending order.

Table XXVII separates the specific student-teaching experiences from their broad area and ranks each of the sixty experiences according to the percentage of respondents who indicated them to be of great or some value.

н
Н
5
5
~
62
ß
3LE
BLE
ABLE
TABLE

.

RANKING OF 60 SPECIFIC STUDENT-TEACHING EXPERIENCES WHICH WERE OF GREAT OR SOME VALUE TO 242 BUSINESS TEACHERS DURING THEIR PROGRAM OF STUDENT TEACHING

H				
Ren	k Student-teaching Experiences	Total*	Great or	Some Value
			Number	Per cent
40	Teaching skill subjects Disputny deily leacons	209 238	188 212	90.06
1 0	Answering student questions	540	213	88°8
~t~	Maintaining student interest Using the chalkboard	240 238	212 210	88 88 2
92	Teaching on student level Demonstrating to the class	240 236	207 203	86.3 86.0
-00 0	Getting the class period under way Learning numil names and characteristics	240	202	84.2
10	Observing other teachers teaching classes	217	180	82.9
	Making regular assignments Teching non-skill subiects	233	191 130	82.0 70.0
12:	Getting student co-operation and participation	538t		79.4
<u></u> ま わ	building speed and/or accuracy in skill subjects Approach and method to use to achieve objectives	229 229	174 174	76.0
16 7	Weighting grades to determine final grade Determining chiertives on standards	212 276	161 170	75.9
	Determining what to include in tests	213 213	160	
201	reaching standards or objectives Guiding pupil discussions	211	1771	73.5
222	Converting test scores into grades Controlling students' incessant talking	225 213	164 155	72.9
5 S S	Determining length of tests	207	277	68.6

		Guest a	Same Value
Ran	k Student-teaching Experiences Total	Number	Per cent
నేసి	Teaching advanced or second-year subjects 105 Providing variation 230	72 157	68.6 68.3
28 29 29 29 29 29	Determining student needs Using available audio-visual aids Conferring with parents of students Deciding on work to collect and grade Working with the prin., supt., or other administrative heads	1251 251 252 252 252 252 252 252 252 252	665.8 655.4 64.4 64.4 64.4
<u>а</u> ману 25	Dealing with the faster student Preparing reports and records Determining how many tests to give Dealing with the slower student Knowing student's past record	101 101 101 101 101 101	662.9 62.9 61.7 662.9 61.7 661.0 600.0 600.0 600.0 600.0 600.0 600.0 600.0 600.0 600.0 600.0 600.0 600.0 600.0 600
40 98 70 80 70 80 70 80 70 80 70 80 70 80 70 80 70 80 70 80 70 80 70 80 70 80 70 80 70 70 70 70 70 70 70 70 70 70 70 70 70	Dealing with the "don't care" attitude Guarding against cheating Dealing with the temperamental student Getting students to study Conducting home room sessions	122 122 126 126	<u>лулулу</u> 908880 600600
국국권국권	Eliminating ambiguous test questions 183 Working with faculty members in committee work 60 Participating in faculty meetings 124 Finding time to help slower students in class 216 Acquiring audio-visual aids 158	107 35 122 87	<u>м</u> мммм 888 7.000 2.0000 2.0000 2.0000 2.0000 2.0000 2.0000 2.00000000
h 6	Making ^w make-up ^w assignments	109	54.8

TABLE XXVII--CONTINUED
TABLE XXVII--CONTINUED

-

MankStudent-teacning ExperiencesTotalsUU </th <th>C03 TOTAL#</th> <th></th> <th></th>	C03 TOTAL#		
 ¹¹⁷ Chaperoning at school functions ¹¹⁸ Directing study halls ¹¹⁹ Providing supplementary work for faster students ¹¹⁸ Providing supplementary work for faster students ¹¹⁸ Administering ticket sales or fund-raising ¹¹⁸ Administering ticket sales or fund-raising ¹¹⁷⁸ Activities ¹¹⁷⁸ Selecting or advising business clubs ¹¹⁷⁸ Assisting or advising the school paper and/or ¹¹⁷⁸ Assisting and/or teaching adult classes ¹¹⁷⁸ Selecting textbooks and instructional materials ¹¹⁷⁸ Selecting textbooks and instructional materials 	21	Number	Per cent
 50 Administering ticket sales of lund-raising up, activities 51 "Punishing" offenders 52 Helping students outside of class 53 Assisting or advising business clubs 54 Assisting or advising the school paper and/or 21 Assisting and/or teaching adult classes 55 Organizing and/or teaching adult classes 56 Making minor machine repairs 57 Selecting textbooks and instructional materials 	65 r students 181	9 1 22	52•4 52•3 50•3
 % Punishing* offenders % Punishing* offenders % Helping students outside of class % Assisting or advising business clubs % Assisting or advising the school paper and/or % Assisting and/or teaching adult classes % Making minor machine repairs % Selecting textbooks and instructional materials 	th Surre	22	50.0
 54 Assisting or advising the school paper and/or 21 annual 55 Organizing and/or teaching adult classes 56 Making minor machine repairs 57 Selecting textbooks and instructional materials 11 	187 178 20	0 8 9 8 9 8 9	48 .1 46.6 45.0
56 Making minor machine repairs 57 Selecting textbooks and instructional materials 111	and/or 21 •s 14	69	42.9 42.9
58 Working with FTA or other parent-school functions 50	137 materials 111 1 functions 50	58 47 20	42.3 42.3 40.0
<pre>>> Assisting or advising fr., >opu., Jr., of Dr. class 60 Selecting equipment</pre>	or ar. 25 91	9 28	36•0 30•8

*Represents the total number of respondents who experienced each item.

The Relationship Between Value of Student-Teaching Experiences and Degree of Concern For First-Year Teaching Difficulties

In addition to the foregoing descriptive analysis, a statistical analysis of the relationship between the value of student-teaching experiences and the degree of concern for first-year difficulties revealed certain relationships which have bearing on the problem.

In order to determine the relationship that might exist between student-teaching experiences of high or low value and first-year difficulties of high or low concern. the value of each specific student-teaching experience and the concern for each of the first-year difficulties were analyzed. Sixty specific student-teaching experiences were reported as being either of great, some, little, or no value to a respondent as a result of the student teaching he experienced. Also, each of the sixty specific first-year difficulties was reported as being of great. some. little. or no concern to a respondent during his first year of teaching. Thus, it was possible for a respondent to attach a high value (great or some) to a specific student-teaching experience and a low (little or no) concern for this item during his first year of teaching. It was also possible for a respondent to attach a low value to a student-teaching experience and a high degree of concern for the same item during his first year of teaching. Also, it was possible for a respondent to indicate a low-low relationship, or a

high-high relationship.

For example, item number one in Part II and Part III of the questionnaire, "determining what to include in tests," revealed answers to the following questions concerning a respondent's student-teaching experience and his concern for this item during his first year of teaching.

- 1. Was this specific student-teaching ex- <u>High</u> Low perience of High Value (great or some) or Low Value (little or no), in minimizing first-year difficulties? 155 52
- 2. Was this specific first-year teaching difficulty of High Concern (great or some) or Low Concern (little or no), to you during your first year of teaching? 124 83

A further tabulation of these totals was necessary in order to determine the data for sixty fourfold contingency tables. Each of the 242 respondent's reaction to a particular item was tabulated in order to complete the 60 contingency tables,² one for each specific item. For example, the completed table for item number one is as follows:

		Value of thi Student	s item during Teaching	
for tage		High	Low	Total
	High	95	29	124
nce bla	Low	60	23	83
Co t durin	Total	155	52	20 7

Item # 1, Determining what to include in tests.

^{2.} See Appendix, Exhibit C.

--• .

- : _ . -•

- · · ·

. -• • • • • •

•

•

· · · · · · · · · · • • •

Ninety-five respondents indicated that the experience of "deciding what to include in tests" was of high value during their student teaching, and these same 95 respondents felt this item was of high concern during their first year of teaching. Also, 29 respondents felt that the studentteaching experience of "deciding what to include in tests" was of low value, but it was of high concern during their first year of teaching. Sixty respondents felt that this item was of high value during student teaching and of low concern during their first year. Twenty-three respondents felt this item was of low value during student teaching and low concern during the first year.

The question thus arises, "What relationship exists between student-teaching experiences felt to be of high or low value and first-year teaching difficulties felt to be of high or low concern?" In order to answer this question, the following null hypothesis was tested by computing the phi coefficient³ for each of the sixty specific items. The obtained correlation coefficients were tested by referring $H p^2$ to a Chi-square table of critical values⁴ with one degree of freedom.

Null Hypothesis--Responses made by a group of 242 first-year teachers indicate that high or low values attached to certain student-teaching experiences are significantly unrelated or independent to certain firstyear difficulties of high or low concern.

3. Walker and Lev, op. cit., p. 272.

^{4.} Garrett, <u>op. cit.</u>, p. 465.

The phi coefficient correlations, the Chi-square values, and the probabilities for the 60 items are presented in Table XXVIII. TABLE XXVIII

RESULTS OF PHI COEFFICIENT CORRELATIONS BETWEEN STUDENT-TEACHING EXPERIENCES OF HIGH AND LOW VALUE AND FIRST-YEAR TEACHING DIFFICULTIES OF HIGH AND LOW CONCERN

Student-teaching Experiences and First-year Teaching Difficulties	Phi	N	X ²	Proba- bility
TESTING AND MEASUREMENT Determining what to include in tests Determining length of tests Eliminating ambiguous test questions Eliminating how many tests to give Determining how many tests to give Converting test scores into grades Weighting grades to determine final grade Guarding against cheating	049 0622 0622 0622 0622 0623 078	207 205 205 205 205 205 205 205 205 205 205	14 1 1982 1987 1987 1987 1987 1987 1987 1987 1987	<u>လိုလ်လိုလ်</u> စွဲလိုလ်လိုလ်လိုလ်လိုလ်လိုလ်လိုလ်လိုလ်လိုလ
CLASSROOM ORGANIZATION Planning daily lessons Determining objectives or standards Approach and method to use to achieve objectives Selecting textbooks and instructional materials Selecting regular assignments Making "make-up" assignments Making minor machine repairs	00100 00453 00453 00453 00453 00294 00294 00294 00294 00294 00294 00294 00294 00294 00294 00294 00294 00294 00294 00294 00290 00290 00290 00290 0023 0023 0023	234 2223 1228 1228 1228	22.220 21.474 21.474 22.200 22.474 22.200 22.474 22.200 20.2000 20.20000 20.20000 20.20000 20.200000000	20000000000000000000000000000000000000
TEACHING SUBJECT MATTER Providing variation Guiding pupil discussions Getting student co-operation and participation Answering student questions Teaching skill subjects	- 136 012 085	228 203 236 194	1.22 1.22 1.23	054 10 10 10

TABLE XXVIII--CONTINUED

Student-teaching Experiences	Ph1	X	х²	Proba-
Teaching non-skill subjects Teaching advanced or second-year subjects Building speed and/or accuracy in skill subjects Reaching standards or objectives Teaching on student level	-072 -018 -016 046	148 78 221 221 236	-77 -03 -47 1-47	0.0000 0.00000
TEACHING AIDS AND TECHNIQUES Demonstrating to the class Using the chalkboard Using available audio-visual aids Acquiring audio-visual aids	007 0117 011	232 236 1504 1504	5.00 1.56	00000000000000000000000000000000000000
PERSONAL CONSIDERATIONS Learning pupil names and characteristics Knowing student's past record Providing supplementary work for faster students Finding time to help slower students in class Helping students outside of class Determining student needs	• • • • • • • • • • • • • • • • • • •	2236 204 204 216 223 223	14.17 1.009 2.32 2.32	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
DISCIPLINE Detting the class period under way Maintaining student interest Controlling students! incessant talking Dealing with the temperamental student Dealing with the faster student Dealing with the slower student "Punishing" offenders Getting students to study		20012 2013 2013 2013 2013 2013 2013 2013	200 200 200 200 200 200 200 200 200 200	1.000000000000000000000000000000000000

TABLE XXVIII--CONTINUED

Student-teaching Experiences and First-year Teaching Difficulties	Ph1	N	x²	Proba- bility
CO-CURRICULAR ACTIVITIES Conducting home room sessions Directing study halls Mssisting or advising the school paper and/or annual Assisting or advising business clubs (FBLA, FTA, etc.) Assisting or advising Fr., Soph., Jr., or Sr., class Chaperoning at school functions Working with PTA or other parent-school functions Administering ticket sales or fund-raising activities Organizing and/or teaching adult classes	0028 098 063 236	<u>గే</u> 1ం <i>గ్రా</i> జలం	1 67 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	90 20 20 20
ADMINISTRATIVE DUTIES Conferring with parents of students Preparing reports and records Participating in faculty meetings Working with faculty members in committee work Observing other teachers teaching classes Working with the prin., supt., or other administrative heads	034 062 016 018 033	1149 120 120 90 90	6.80 03 03 03	80 90 80 90

#Significant items at the five per cent level. ##Phi coefficient not computed because of frequencies of less than 5 in all four cells of the contingency table.

The phi coefficient correlations, presented in Table XXVIII, showed the relationship between the value of 60 items experienced during student teaching and the concern for the same 60 items experienced during the first year of teaching. It can be noted from this table that the great majority, 48 of these items, resulted in positive correlations. This indicated that correlation existed between high student-teaching values and high first-year concerns or low student-teaching values and low concerns. Only twelve items showed an inverse relationship, that is, high studentteaching values seemed to result in low first-year concerns and low student-teaching values seemed to result in high first-year concerns.

Chi-square values reported in Table XXVIII revealed that six of the 60 items presented in this table showed a statistically significant relationship between the values of certain student-teaching experiences and the degree of concern for the same item during the first year. The six items which showed a significant association are;

Deciding on work to collect and grade Learning pupil names and characteristics Helping students outside of class Participating in faculty meetings Providing variation Using the chalkboard

Thus, for these six items, the null hypothesis of independence was rejected and it was concluded that the group of respondents felt that high or low values attached to

109

student-teaching experiences were significantly related to first-year difficulties of high or low concern.

A discussion of the data contained in each of the six contingency tables,⁵ for the items which were significant, was felt necessary in order to interpret the relationship which existed.

"Deciding on work to collect and grade." A phicoefficient of .144 and a Chi-square value of 4.98 were obtained which indicated a significant relationship between student-teaching value and first-year concern for this item.

The largest group of respondents, 94 of the 240, or approximately 40 per cent, indicated that this experience was of high value during their student-teaching experience but that it was also of high concern to them during their first year of teaching. The other respondents were about equally divided with 19.6 per cent indicating a low value in student teaching and low concern during the first year. Almost 19 per cent indicated a high value in student teaching and a low concern during the first year. Approximately 23 per cent indicated a low value for this student-teaching experience and a high concern during the first year.

It appeared that even though the student-teaching experience of "deciding on work to collect and grade" was of high value to the majority of respondents (58 per cent) as a result of their student teaching, it helped to minimize this problem to the level of little or no concern for only 19 per cent of the respondents.

<u>Providing variation</u>. A phi coefficient of -.136 and a Chi-square of 4.22 were obtained which indicated a

5. See Appendix, Exhibit C.

-- - -

•

• • •

significant relationship between student-teaching value and first-year concern for this item.

The largest group of respondents, 113 of the 228, or approximately 50 per cent, felt that the experience of "providing variation" during student teaching was of high value but that it was also of high concern during the first year of teaching. Only 4.8 per cent felt that it was of low value in student teaching and low concern during the first year. About 26 per cent felt it was of low value in student teaching and of high concern during the first year. Only 19 per cent indicated a high value and low concern.

It appears from this data, that although "providing variation" was of high value during student teaching to approximately 70 per cent of the respondents, it helped minimize this problem during the first year to the level of low concern for only 19 per cent of the teachers.

"Using the chalkboard." A phi coefficient of -.147 resulted and a Chi-square value of 5.10 was obtained which was significant at the 5 per cent level.

Sixty-five per cent of the respondents felt that this item was of high value during student teaching and of low concern during the first year. Twenty-three per cent felt it was of high value during student teaching and of high concern during the first year of teaching. Only six per cent indicated a low value for this studentteaching experience and a low first-year concern for this item.

It appeared that the majority of the group (65 per cent) favored the notion that the high value of this experience during student teaching helped to minimize this first-year difficulty to the level of little or no concern.

"Learning pupil names and characteristics." A phi coefficient of .133 and a Chi-square value of 4.17 resulted which indicated a significant relationship between value of this item as a student-teaching experience and concern for this item during the first year of teaching.

The largest group of respondents, 52 per cent, indicated "learning pupil names and characteristics" was a studentteaching experience of high value and a first-year difficulty of low concern. Only 3 per cent felt it was of low value during student teaching and of high concern during the first year. Thirty-two per cent felt it was of high value and also of high concern; 13 per cent felt it was of low value and low concern.

Thus, it appeared that this student-teaching experience was of high value to the great majority of respondents (84 per cent) and that it helped to minimize the concern for this item to the level of low concern during the first year of teaching for 52 per cent of the teachers.

"Helping students outside of class." A phi coefficient of .155 and a Chi-square of 4.18 resulted which indicated a significant relationship between the value of this item as a student-teaching experience and concern for this item during the first year of teaching.

Twenty-nine per cent of the respondents felt that although the student-teaching experience was of high value, it also was of high concern during the first year. About the same number, 28 per cent, felt that it was of low value during student teaching and also of low concern during the first year. Twenty-five per cent felt that it was of low value during student teaching and of low concern during the first year.

Thus, the respondents were fairly equally divided concerning each of these three relationships. However, the smallest group, 18 per cent, indicated a high studentteaching value and a low concern for this item during the

•

first year.

"Participating in faculty meetings." A phi coefficient of .23 and a Chi-square of 6.80 resulted which indicated a significant relationship at the one per cent level.

Twenty per cent of the respondents felt this item was of high value during student teaching but also of high concern during the first year. Thirty-seven per cent felt it was of high value and of low concern. Thirtyseven per cent also felt that it was a student-teaching experience of low value and a first-year difficulty of low concern.

It appeared that "participating in faculty meetings" was an item of little concern during the first year to the great majority of teachers (74 per cent). One-half of this total indicated their student-teaching experience was of high value in minimizing this first-year difficulty. The other one-half indicated that their student-teaching experience was of little or no value in minimizing this firstyear difficulty to the level of low concern.

Thus, for five of the six items which refuted the null hypothesis the sample felt that the student-teaching experience, even though of great value, did not result in minimizing this difficulty to the level of little or no concern during the first year of teaching. For only one significant item, "using the chalkboard," the sample seemed to favor the notion that a high level student-teaching experience helped to minimize this first-year difficulty to the level of low concern.

For 54 of the 60 items presented in Table XXVIII there

was no statistically significant relationship between the value assigned to a particular student-teaching experience and the concern for the same first-year difficulty. Thus, for 54 of the 60 items, the null hypothesis was justified. The obtained value of Chi-square was not significant and did not refute the null hypothesis of independence for 54 of the 60 items.

Summary

Chapter V presented data secured from 242 first-year business teachers which showed the degree of concern for first-year difficulties, the value of student-teaching experiences, and the relationship between the concern for first-year difficulties and the value of student-teaching experiences.

A total of 60 first-year difficulties, representing eight different areas of the teaching process, were analyzed in an attempt to determine whether these difficulties were of great or some concern, little or no concern, or not experienced during the first year of teaching. Tables ranking these first-year difficulties were presented and discussed.

Student-teaching experiences were then analyzed in an attempt to discover the experiences which were of great or some value, little or no value, or were not experienced during the student-teaching program. A total of 60 student-

114

teaching experiences, representing eight areas of the teaching process, were analyzed. Tables were presented showing these experiences ranked in terms of great or some value to the largest percentage of respondents.

An attempt was then made to discover the relationship which existed between the value of student-teaching experiences and the concern for first-year difficulties. The statistical method employed was the phi coefficient. The test of the null hypothesis was made through phi's relationship to Chi-square. The procedure was to derive the corresponding Chi-square from the obtained phi and then to examine a table of critical values to determine whether for one degree of freedom the 5 per cent level of significance was met.

CHAPTER VI

PRESENTATION OF DATA SECURED FROM RESPONDENTS CONCERNING DIFFERENCES EXISTING BETWEEN FULL-DAY STUDENT TEACHING AND ONE-PERIOD PER DAY STUDENT TEACHING

A specific purpose of this study was to determine whether any differences existed between first-year business teacher respondents who had experienced a full-day studentteaching program and first-year business teacher respondents who had experienced a one-period per day studentteaching program.

Table VIII, page 50 revealed that 98 respondents indicated that their student-teaching program consisted of a full-day of student teaching. Most respondents included in this group were assigned to the full-day program for a period of nine or ten weeks. Table VIII also revealed that 82 respondents indicated that they had done their student teaching in a one-period per day student-teaching program, with the majority of them in training for one semester. It was recognized that the length and kind of actual studentteaching experience within these two groups varied. However, these two groups comprised the largest number of total respondents, indicating the full-day student-teaching program

116

and the one-period per day student-teaching program were the programs most widely engaged in by the total group of re-

It is the purpose of this chapter to present data showing the differences which existed between the full-day group and the one-period per day group in terms of, (1) studentteaching experiences which were or were not experienced, (2) the value of certain student-teaching experiences which were experienced, and (3) the concern for certain firstyear difficulties.

Relationship Between the Full-Day Student-Teaching Group and the One-Period Per Day Student-Teaching Group in Terms of Exposure to Certain Student-Teaching Experiences

In order to study the differences which might exist between experiences which were or were not experienced by respondents during a full-day student-teaching program and experiences which were or were not experienced by respondents during a one-period per day student-teaching program, an analysis was made which reveals certain relationships that have bearing on the problem.

Data showing the frequencies of the sixty specific student-teaching experiences which were or were not experienced by teachers who completed the full-day student-teaching program and by teachers who completed the one-period per day student-teaching program are presented in Table XXIX. This

TABLE XXIX

FREQUENCIES OF THE STUDENT-TEACHING EXPERIENCES OF RESPONDENTS WHO COMPLETED A FULL-DAY STUDENT-TEACHING PROGRAM AND BY RESPONDENTS WHO COMPLETED A ONE-PERIOD PER DAY STUDENT-TEACHING PROGRAM

	Full-	Day Stud	ent Te	achers	Per	One-Pe Day Stud	eriod ent Te	achers
Student-Teaching Experiences	I Expe	id erience	Did Exper	Not ience	D Expe	id rience	Did Expe	Not rience
	N	K	N	×	N	K	N	%
TESTING AND MEASUREMENT								
Determining what to include in tests	84	85.71	14	14.29	71	88.75	9	11.25
Determining length of tests	81	84.38	15	15.62	69	86.25	11	13.75
Eliminating ambiguous test questions	75	77.32	22	22.68	59	73.75	21	26.25
Determining how many tests to give	80	83.33	16	16.67	61	76.25	19	23.75
Deciding on work to collect and grade	91	93.81	6	6.19	73	91.25	7	8.75
Converting test scores into grades	92	93.88	6	6.12	74	92.50	6	7.50
Weighting grades to determine final grade	85	87.63	12	12.37	69	86.25	11	13.75
Guarding against cheating	87	89.69	10	10.31	64	80.00	16	20.00
CLASSROOM ORGANIZATION						-0		
Planning daily lessons	96	97.96	2	2.04	79	98.75	÷	1.25
Determining objectives or standards	93	94.90	5	5.10	75	93.75	5	0.25
Approach and method to use to achieve objectives	94	96.91	3	3.09	78	98.73	T T	1.27
Selecting textbooks and instructional materials	43	43.88	55	56.12	42	52.50	38	47.50
Selecting equipment	36	37.11	61	62.89	36	45.00	44	55.00
Making regular assignments	95	96.94	3	3.06	75	93.75	5	0.25
Making "make-up" assignments	83	84.69	15	15.31	62	78.48	17	21.52
Making minor machine repairs	60	61.86	37	38.14	42	52.50	38	47.50
TEACHING SUBJECT MATTER			,	(0/ 05	2	2 75
Providing variation	92	93.88	6	6.12	11	90.25	20	3.12
Guiding pupil discussions	87	89.69	10	10.31	01	04.01	12	19.19
Getting student co-operation and participation	97	100.00	0	0.00	79	98.75	1	1.25
Teaching skill subjects	83	91.21	8	8.79	01	03.15	13	10.25
Teaching non-skill subjects	83	88.30	11	11.70	44	55.00	30	45.00
Teaching advanced or second-year subjects	51	53.13	45	46.87	24	30.00	50	10.00
Building speed and/or accuracy in skill subjects	83	85.57	14	14.43	63	80.77	15	19.23
Reaching standards or objectives	94	95.92	4	4.08	11	96.25	3	3.15
Teaching on student level	98	100.00	0	0.00	19	100.00	0	0.00
TEACHING AIDS AND TECHNIQUES				0.01	70	07 50	0	2 50
Demonstrating to the class	95	96.94	3	3.00	10	100.00	2	2.50
Using the chalkboard	96	97.96	2	2.04	00	100.00	75	18 75
Using available audio-visual aids	75	76.53	23	23.47	05	60 25	15	21 25
Acquiring audio-visual aids	59	62.11	36	37.89	55	00.15	25	21022

TABLE XXIX --- CONTINUED

	Full	-Day Stud	lent Te	eachers	Per	One-F Day Stud	eriod ent Te	achers	-
Student-Teaching Experiences	Exp	Did erience	Did Exper	Not tience	Exp	Did erience	Dic	l Not erience	
	N	ø	N	×	N	×	N	K	Ī
PERSONAL CONSIDERATIONS Learning pupil names and characteristics Knowing student's past record Providing supplementary work for faster students Finding time to help slower students in class Helping students outside of class Determining student needs	98 88 88 89 79 94	100.00 90.72 98.88 91.75 81.44 96.91	0 9 1 8 18 3	0.00 9.28 1.12 8.25 18.56 3.09	79 63 58 67 53 73	98.75 78.75 72.50 83.75 66.25 91.25	1 17 22 13 27 7	1.25 21.25 27.50 16.25 33.75 8.75	
DISCIPLINE Getting the class period under way Maintaining student interest Controlling students' incessant talking Dealing with the temperamental student Dealing with the "don't care" attitude Dealing with the faster student Dealing with the slower student "Punishing" offenders Getting students to study	96 97 85 81 90 92 93 79 91	98.97 100.00 89.47 83.51 92.78 94.85 96.88 81.44 93.81	1 0 10 16 7 5 3 18 6	1.03 0.00 10.52 16.49 7.22 5.15 3.12 18.56 6.19	79 80 70 69 70 71 72 62 68	100.00 100.00 87.50 86.25 88.61 88.75 90.00 77.50 85.00	0 0 10 11 9 8 18 18	0.00 0.00 12.50 13.75 11.39 11.25 10.00 22.50 15.00	
CO-CURRICULAR ACTIVITIES Conducting home room sessions Directing study halls Assisting or advising the school paper and/or annual Assisting or advising fr., Soph., Jr., or Sr., class Chaperoning at school functions Working with PTA or other parent-school functions Administering ticket sales or fund-raising activities Organising and/or teaching adult classes	49 29 8 10 11 26 27 23 4	50.52 30.21 8.25 10.31 11.34 26.80 27.84 23.96 4.12	48 67 89 87 86 71 70 73 93	49.48 69.79 91.75 89.69 88.66 73.20 72.16 76.04 95.88	12 20 6 4 5 7 10 10	15.00 25.00 7.50 5.00 6.25 8.75 12.50 12.50 5.00	68 6 0 74 76 75 73 70 70 76	85.00 75.00 92.50 95.00 93.75 91.25 87.50 87.50 87.50 95.00	
ADMINISTRATIVE DUTIES Conferring with parents of students Preparing reports and records Participating in faculty meetings Working with faculty members in committee work Observing other teachers teaching classes Working with the prin., supt., or other adm. heads	33 66 63 30 85 42	34.02 68.04 65.63 30.93 87.63 43.30	64 31 33 67 12 55	65.98 31.96 34.37 69.07 12.37 56.70	10 46 25 12 74 30	12.99 58.97 31.25 15.19 92.50 37.50	67 32 55 67 6 50	87.01 41.03 68.75 84.81 7.50 62.50	

table shows the number and per cent of the total full-time student-teacher respondents who did or did not have a specific experience. It also shows the number and per cent of the total one-period per day student-teacher respondents who did or did not experience this specific student-teaching item. The comparisons between the two groups as presented in Table XXIX reveal a number of observable differences.

The question then arises, "Is there any significant difference between these two groups in terms of the experiences which they did or did not have, after completing either the full-day or the one-period per day studentteaching program?" In order to answer this question, the following null hypothesis was tested by computing the Chisquare statistic.

<u>Null Hypothesis</u>--There is no significant difference between the responses of the full-day student-teaching group and the responses of the one-period per day studentteaching group concerning the exposure to certain experiences during the student-teaching program.

Data for testing this hypothesis were assembled into sixty 2 x 2 contingency tables. The following is an example of one of the 60 specific student-teaching experiences which was tested:

	Experi- enced	Not Exp erie nced	Total
Full-day Student Teaching	84	14	98
One-period Student Teaching	71	9	80
Total	155	23	178

Item # 1, Determining what to include in tests.

- - -

- - - -

•

. ______

-

The total of 178 respondents to this item included 98 teachers who had completed the full-day student-teaching program, and 80 respondents who had completed the oneperiod per day student-teaching program. "No response" items were not included in this analysis.

The Chi-square statistic using the Yates' correction formula was computed.¹ The obtained Chi-square was tested by referring to a Chi-square table of critical values with one degree of freedom.²

Findings. Table XXX presents the results of Chi-square tests of significance concerning the exposure to sixty specific student-teaching experiences by teachers who had experienced a full-day student-teaching program and by teachers who had experienced a one-period per day studentteaching program.

The Chi-square test used to determine differences in exposure to specific student-teaching experiences for the two groups in question, revealed that eleven specific experiences contradicted the null hypothesis. These eleven experiences showed a significant difference between the full-day student-teaching group and the one-period per day student-teaching group and the exposure to these experiences during their program of student teaching.

^{1.} Walker and Lev, op. cit., p. 106.

^{2.} Garrett, op. cit., p. 465.

- - ·

• - -

-•

- • " · ...

- transformed and the second second

•

· · · · · · · · · · · ·

· · · · · · · · · · · ·

• • • •

RESULTS OF CHI-SQUARE TESTS OF SIGNIFICANCE CONCI EXPERIENCES BY TRACHERS WHO HAD EXPERIENCED PROGRAM AND TEACHERS WHO HAD EXPERIENCED TEACHING PROGRAM	ERNINC ED A I A ONI M	THE EXPOSURI TLL-DAY STUDE C-PERIOD PER I Value of	E TO STU ENT-TEA(DAY STUI	DENT-TEACHIN CHING DENT- Significant
section Judya Surnosen-Juennac	3	Ch1-square	- 4	at .05 leve
TESTING AND MEASUREMENT Determining what to include in tests	178	ीत.	.70	No
Determining length of tests Triminative embigious test curestions	176	•018 11	06 -	NO NO
Determining how many tests to give	1 76	.97		No o
Deciding on work to collect and grade	177	13	0 0 0 0	No
converting test scores into braces Weighting grades to determine final grade Guarding against cheating	177	2.56	00 00 00 00 00	NO NO
CLASSROOM ORGANIZATION		<u>,</u>		
Planning daily lessons Determining objectives on stendends	178 881	.032	06 .	NO
Approach and method to use to achieve objectives	176 176	600	6 0 0 0 0	No
Selecting versooks and instructional materials Selecting equipment	177	• • •		O O
Making regular assignments Making ^m make-up ^m assignments Webing minon merhine resime	178 177		02.0	NO NO NO
TRACHTNG SUBLECT MATTER	-		•	2
Providing variation Guiding pupil discussions	178 176	- <u></u>	20 20	No
Getting student co-operation and participation Answering student questions	177	600	16 16 16 16	No

TABLE XXX

122

Student-teaching Experiences	N	Value of Chi-square	ρη	Significant at .05 level
Teaching skill subjects Teaching non-skill subjects Teaching advanced or second-year subjects Building speed and/or accuracy in skill subjects Reaching standards or objectives Teaching on student level	171 1755 1775 1775 1775 1778	22.65 8.65 .075 .000	00000000000000000000000000000000000000	No Yes No No No
TEACHING AIDS AND TECHNIQUES Demonstrating to the class Using the chalkboard Using available audio-visual aids Acquiring audio-visual aids	178 178 178	00. 22 22 84 25 28		O O O O O O O O O O O O O O O O O O O
PERSONAL CONSIDERATIONS Learning pupil names and characteristics Knowing student's past record Providing supplementary work for faster students Finding time to help slower students in class Helping students outside of class Determining student needs	178 177 177 177 177	22.74 22.74 1.97 1.68	000000 0000000000000000000000000000000	No Yes Yos No No
DISCIPLINE DISCIPLINE Getting the class period under way Maintaining student interest Controlling students' incessant talking Dealing with the temperamental student Dealing with the faster student Dealing with the slower student	477776 77776 77776 77776	01 00 0087 0087 0087 0087	00000000000000000000000000000000000000	O O O O O O O O O O O O O O O O O O O

TABLE XXX--CONTINUED

Student-teaching Experiences	N	Value of Chi-square	đ	Bignificant at .05 level
"Punishing" offenders Getting students to study	177 177	•21 2•83	.70	No No
CO-CURRICULAR ACTIVITIES Conducting home room sessions Directing study halls	177 176	22.94 .36	-01 -70	Yes No
Assisting or advising the school paper and or annual Assisting or advising business clubs	177 177	.009 1.05	6. 70	No No
Assisting or advising fr., Sopn., Jr., or Sr. class Chaperoning at school functions	177 177	.83 8.27	.50 01	No Yes
WOTKING WITH FIA OF OTHER PARENT-SCHOOL functions	177	5.34	• 02	Yes
Administering ticket saies of lund-raising activities Organizing and/or teaching adult classes	176 177	3.05 .007		No No
ADMINISTRATIVE DUTIES Conferring with parents of students Preparing reports and records	174 175	9.11 1.17	.01	Yea No
Participating in faculty meetings Working with faculty members in committee work Observing other teachers teaching classes	176 176 177	19.27 5.10 .67	00. 100 100	Yes Yes No
working with the print, supt,, or other administrative heads	177	• 39	•70	No

TABLE XXX--CONTINUED

.

124

The eleven specific experiences which showed a signifi-

cant difference are:

Teaching non-skill subjects Teaching advanced or second-year subjects Knowing student's past record Providing supplementary work for faster students Helping students outside of class Conducting home room sessions Chaperoning at school functions Working with PTA or other parent-school functions Conferring with parents of students Participating in faculty meetings Working with faculty members in committee work

A discussion of the findings concerning the relationship of certain student-teaching experiences experienced by respondents who completed a full-day student-teaching program and by respondents who completed a one-period per day student-teaching program follows.

<u>Testing and Measurement experiences</u>. None of the eight specific student-teaching experiences which were included in the area of Testing and Measurement was found to be significant. For each of the eight student-teaching experiences representing this area, it was concluded that there was insufficient evidence of any real difference between the fullday student-teacher respondents and the one-period per day student-teacher respondents and the exposure to these eight experiences during their student-teaching program.

<u>Classroom Organization experiences</u>. None of the eight specific student-teaching experiences included in the area of Classroom Organization was found to be significant. For each of the eight specific experiences, the obtained results **_**____

•

were close to those expected on the hypothesis of independence and there is no evidence of any real difference between the full-day student-teaching group and the one-period per day student-teaching group and the experiences exposed to during their program of student teaching.

<u>Teaching Subject Matter experiences</u>. Two of the ten specific student-teaching experiences included in the area of Teaching Subject Matter showed a significant difference between full-day student-teacher respondents and one-period per day student-teacher respondents and the experiences exposed to during their student-teaching program. The two experiences were:

"Teaching non-skill subjects" was one specific experience which showed a very significant difference between the student-teaching program engaged in and exposure to this item. Table XXIX showed that 83 full-day student teachers experienced this item, and only eleven did not. However, forty-four respondents in the one-period per day group experienced this, whereas 36 did not. A test of significance using the Chi-square statistic resulted in a Chi-square of 22.65, as shown in Table XXX.

"Teaching advanced or second-year subjects" was the second specific experience included in the area of Teaching Subject Matter which contradicted the null hypothesis of no significant difference between the two student-teaching groups. Table XXIX revealed that 51 full-day student-teacher respondents experienced the teaching of advanced or second-year subjects and 45 did not experience it during their full-day student-teaching assignment. Twenty-four one-period per day studentteacher respondents experienced it and 56 did not. The obtained Chi-square of 8.62 (Table XXX) was significant and the hypothesis of no difference between the two student-teaching groups was rejected.

Teaching Aids and Technique experiences. None of the four specific student-teaching experiences included in the

- -

•

• • • area of Teaching Aids and Techniques was significant. There was insufficient evidence of any real difference between the full-day student-teacher respondents and the one-period per day student-teacher respondents and the four specific Teaching Aids and Technique experiences exposed to during their period of student teaching.

<u>Personal Consideration experiences</u>. Six specific experiences included in the area of Personal Considerations were analyzed. Three of the six experiences were found to be significant. For the three experiences found to be significant, the null hypothesis was rejected and thus it was concluded that there was a significant difference between the full-day student-teaching group and the one-period per day student-teaching group and exposure to the following:

"Knowing student's past record." Table XXIX presented data showing that 88 full-day student-teacher respondents experienced this item and 9 did not experience it during their student-teacher training. Sixty-three one-period per day student-teacher respondents experienced this and 17 did not. Table XXX showed a Chi-square of 4.10, which, at the 5 per cent level proved to be significant.

"Providing supplementary work for faster students." Table XXIX showed that 88 full-day student-teacher respondents provided supplementary work for faster students and only one did not. Fifty-eight one-period per day student-teachers did experience providing supplementary work for faster students and 22 did not. The Chi-square of 22.74 (Table XXX) was very significant and thus the hypothesis of no difference between the two studentteaching groups was rejected for this item.

"Helping students outside of class." Table XXIX showed that 79 full-day student-teacher respondents experienced helping students outside of class and 18 did not. Fifty-three one-period per day student-teacher respondents experienced helping students outside of class and - . _ ·

•

- · · · · ·

- - - -- - - - 27 did not. A Chi-square of 4.57 (Table XXX) was significant and the hypothesis of no difference between the two groups was rejected.

<u>Disciplinary experiences</u>. None of the nine specific student-teaching experiences included in the area of Discipline was significant. Thus, there was really no convincing reason to doubt that the two groups sampled were alike concerning the exposure to these nine specific disciplinary experiences.

<u>Co-curricular Activities</u>. Wine specific co-curricular activities were included in this area. A statistical analysis revealed that three of the nine specific experiences resulted in a Chi-square value which represented a significant difference between the two groups concerning the hypothesis being tested. The three which were significant are:

"Conducting home room sessions." Table XXIX revealed that 49 full-day student-teacher respondents experienced the conducting of home rooms and 48 did not. Only 12 one-period per day student-teacher respondents experienced the conducting of home room sessions, but 68 did not. Table XXX showed a Chi-square value of 22.94, and it was concluded that there was a very real difference between the two groups and exposure to the studentteaching experience of conducting home room sessions.

"Chaperoning at school functions" was experienced by 26 full-day student-teacher respondents and 71 did not experience this activity. Only 7 one-period per day student-teacher respondents experienced chaperoning at school functions and 73 did not. Table XXX showed a Chi-square of 8.27, which at the 5 per cent level, proved to be significant.

"Working with the PTA or other parent-school functions." Twenty-seven full-day student-teacher respondents worked with the PTA or other parent-school functions and 70
did not. One-period per day student-teacher respondents indicated that 10 experienced this item and 70 of them did not. A Chi-square of 5.34 resulted, as shown in Table XXX, which was significant at the 5 per cent level.

<u>Administrative Duties</u>. Six specific experiences were included in the area of Administrative Duties or activities and three of the six were found to be significant. There was a significant difference between the full-day studentteacher respondents and the one-period per day studentteacher respondents and exposure to the following:

"Conferring with parents of students." Table XXIX presented data showing 33 full-day student-teacher respondents experiencing this item and 64 who did not. Only 10 one-period per day student teachers conferred with parents of students during their student-teaching training, and 67 of them did not. Table XXX showed a Chi-square of 9.11, which at the one per cent level proved to be significant.

"Participation in faculty meetings." Sixty-three full-day student-teacher respondents participated in faculty meetings during their student-teacher training and 33 did not. Twenty-five one-period per day studentteacher respondents participated in faculty meetings during their student-teacher training, and 55 did not. These data were presented in Table XXIX. A test of these differences resulted in a Chi-square of 19.27 (Table XXX), which was very significant. The hypothesis of no difference between the two groups was thus rejected.

"Working with faculty members in committee work." Table XXIX showed that 30 full-day student-teacher respondents experienced faculty committee work and 67 did not. Twelve one-period per day student teachers experienced faculty committee work during their studentteacher training and 67 of them did not. In testing this sample, the Chi-square value of 5.10 as shown in Table XXX, was significant.

The great majority, 49 of the 60 experiences, showed no real difference between the two groups in exposure to •

_____*

- -• - •

. these experiences during student teaching, regardless of whether the respondents were engaged in the full-day student-teaching program or in the one-period per day student-teaching program. Eleven experiences showed a significant difference between the full-day student-teaching group and the one-period per day student-teaching group and the exposure to these eleven experiences during their program of student teaching.

However, the data did not show the intensiveness of exposure to these experiences. For example, one can assume that experiences, such as "getting the class period under way," were experienced by the majority of the one-period per day student-teacher group for only one class, whereas this same experience could have been experienced for as many as five classes for the respondents in the full-day studentteaching group. Thus, an analysis of the value of the student-teaching experiences which were experienced by the two groups seemed necessary.

Relationship Between the Full-Day Student-Teaching Group and the One-Period Per Day Student-Teaching Group Concerning the Value of Certain Student-Teaching Experiences

An analysis of the relationship that might exist between respondents who had experienced a full-day student-teaching program and respondents who had experienced a one-period per day student-teaching program concerning the value of specific experiences in minimizing first-year difficulties revealed certain relationships which have bearing on the problem.

Data, showing the value of certain student-teaching experiences, are presented in Table XXXI. This table shows the number and per cent of the full-day student-teacher respondents who attached either great or some value or little or no value to 60 specific student-teaching experiences. It also shows the number and per cent of the one-period per day student-teacher respondents who attached either great or some value or little or no value to the same 60 studentteaching experiences.

It is evident from this table that for an overwhelming majority of experiences more respondents derived great or some value than those who felt they derived little or no value. This observation was true for both groups. Some experiences, however, such as, "selecting equipment," "assisting or advising classes," and "working with the PTA or other parent-school functions" were reported to be of little or no value by a large majority of the respondents from both groups. For still other experiences such as, "providing supplementary work," "helping students outside of class," "conducting home room sessions," and "working with faculty members in committee work," over 50 per cent of the oneperiod per day student-teacher respondents reported that these experiences were of little or no value. Over 50 per cent of the full-day student-teacher respondents, however, - ·

•

•

TABLE XXXI

FREQUENCIES OF THE VALUE OF STUDENT-TEACHING EXPERIENCES REPORTED BY TEACHERS WHO HAD EXPERIENCED A FULL-DAY STUDENT-TEACHING PROGRAM AND BY TEACHERS WHO HAD EXPERIENCED A ONE-PERIOD PER DAY STUDENT-TEACHING PROGRAM

	Value (Full-	of Experi by -Day Stud	ences lent Te	Reported eachers	Value o by	of Experi One-Peri Student I	ences od Per eacher	Reported r Day rs
Student-Teaching Experiences	Great	or Some	Litt	le or No Value	Great	or Some alue	Litt:	Le or No alue
	N	%	N	K	N	K	N	%
TESTING AND MEASUREMENT								
Determining what to include in tests	63	75.00	21	25.00	50	70.42	21	29.58
Determining length of tests	57	70.37	24	29.63	40	57.97	29	42.03
Fliminating ambiguous test questions	49	65.33	26	34.67	26	44.07	33	55.93
Determining how many tests to give	45	56.25	35	43.75	34	55.74	27	44.26
Deciding on work to collect and grade	61	67.03	30	32.97	40	54.79	33	45.21
Converting test scores into grades	67	72.83	25	27.17	53	71.62	21	28.38
Weighting grades to determine final grade	61	71.76	24	28.24	55	79.71	14	20.29
Guarding against cheating	52	59.77	35	40.23	34	53.13	30	46.87
CLASSROOM ORGANIZATION								
Planning daily lessons	85	88.54	11	11.46	66	83.54	13	16.46
Determining objectives or standards	73	78.49	20	21.51	57	76.00	18	24.00
Approach and method to use to achieve objectives	73	77.66	21	22.34	59	75.64	19	24.36
Selecting textbooks and instructional materials	21	48.84	22	51.16	17	40.48	25	59.52
Selecting equipment	13	36.11	23	63.89	10	27.78	26	72.22
Making regular assignments	78	82.11	17	17.89	55	73.33	20	26.67
Making "make-up" assignments	48	57.83	35	42.17	27	43.55	35	56.45
Making minor machine repairs	27	45.00	33	55.00	15	35.71	27	64.29
TEACHING SUBJECT MATTER								
Providing variation	64	69.57	28	30.43	49	63.64	28	36.36
Guiding pupil discussions	67	77.01	20	22.99	43	64.18	24	35.82
Getting student co-operation and participation	80	82.47	17	17.53	56	70.89	23	29.11
Answering student questions	86	88.66	11	11.34	65	81.25	15	18.75
Teaching skill subjects	73	87.95	10	12.05	62	92.54	5	7.46
Teaching non-skill subjects	67	80.72	16	19.28	33	75.00	11	25.00
Teaching advanced or second-year subjects	37	72.55	14	27.45	14	58.33	10	41.67
Building speed and/or accuracy in skill subjects	62	74.70	21	25.30	54	85.71	9	14.29
Reaching standards or objectives	66	70.21	28	29.79	61	79.22	16	20.78
Teaching on student level	81	82.65	17	17.35	68	86.08	11	13.92
TEACHING AIDS AND TECHNIQUES		01 05		75 70	67	82.22	10	16 67
Demonstrating to the class	80	84.21	15	15.19	05	03.33	13	10.07
Using the chalkboard	80	83.33	16	16.67	71	00.15	9	1.7 51
Using available audio-visual aids	49	65.33	26	34.67	38	50.40	21	15 15
Acquiring audio-visual aids	33	55.93	26	44.07	30	54.55	25	42.45

and a second second

.

- •

- •

TABLE XXXI-CONTINUED

Student_Teaching Experiences	Value (of Experi by -Day Stud	ences ent Te	Reported eachers	Value o by	of Experi One-Peri Student I	ences od Pe: eache:	Reported r Day rs
Sparent recount appendices	Great Va	or Some alue	Litt	le or No Value	Great Va	or Some alue	Litt. V	le or No alue
	N	%	N	K	N	%	N	70
PERSONAL CONSIDERATIONS Learning pupil names and characteristics Knowing student's past record Providing supplementary work for faster students Finding time to help slower students in class	82 55 50	83.67 62.50 59.09 56.18	16 33 36 39	16.33 37.50 40.91 43.82	61 35 23 37	77.22 55.56 39.66 55.22	18 28 35 30	22.78 44.44 60.34 44.78
Helping students outside of class Determining student needs	41 64	51.90 68.09	38 30	48.10	17 15	32.08 61.64	36 28	67.92 38.36
DISCIPLINE Getting the class period under way Maintaining student interest Controlling student is incessant talking Dealing with the temperamental student Dealing with the faster student Dealing with the faster student "Punishing" offenders Getting students to study	75 83 60 47 60 64 62 38 52	78.12 85.57 70.59 58.02 66.67 69.57 66.67 48.10 57.14	21 14 25 34 30 28 31 41 39	21.88 14.43 29.41 41.98 33.33 30.43 33.33 51.90 42.86	68 72 49 36 37 37 39 24 36	86.08 90.00 70.00 52.17 52.86 52.11 54.17 38.71 52.94	11 8 21 33 34 33 38 38 32	13.92 10.00 30.00 47.83 47.14 47.89 45.83 61.29 47.06
CO-CURRICULAR ACTIVITIES Conducting home room sessions Directing study halls Assisting or advising the school paper and/or annual Assisting or advising business clubs (FELA, FTA, etc.) Assisting or advising Fr., Soph., Jr., or Sr., class Chaperoning at school functions Working with FTA or other parent-school functions Administering ticket sales or fund-raising activities Organizing and/or teaching adult classes	27 13 4 7 14 10 14 2	55.10 44.83 50.00 70.00 36.36 53.85 37.04 60.87 50.00	22 16 4 3 7 12 17 9 2	144.90 55.17 50.00 30.00 63.64 46.15 62.96 39.13 50.00	5 11 30 1 4 35 1	41.67 55.00 50.00 20.00 57.14 30.00 50.00 25.00	793443753	58.33 45.00 50.00 100.00 80.00 42.86 70.00 50.00 75.00
ADMINISTRATIVE DUTIES Conferring with parents of students Preparing reports and records Participating in faculty meetings Working with faculty members in committee work Observing other teachers teaching classes Working with the prin., supt., or other adm. heads	22 39 37 21 75 28	66.67 59.09 58.73 70.00 88.24 66.67	11 27 26 9 10 14	33.33 40.91 41.27 30.00 11.76 33.33	5 29 13 5 57 16	50.00 63.04 52.00 41.67 77.03 53.33	5 17 12 7 17 14	50.00 36.96 48.00 58.33 22.97 46.67

-.....

•

• •

•

-

· · · · · · ·

felt that these same experiences were of great or some value. Thus, a number of observable differences between the two groups were evident.

The question then arises, "Is there any significant difference between these two groups in the value they attached to specific student-teaching experiences in minimizing first-year difficulties?" In order to answer this question, the following null hypothesis was tested by computing the Chi-square statistic:

<u>Hull Hypothesis</u>--There is no significant difference between the responses of the full-day student-teaching group and the responses of the one-period per day studentteaching group concerning the value derived from certain student-teaching experiences.

Data for testing this hypothesis were assembled into sixty $2 \ge 2$ contingency tables. The following is an example:

	Great or Some Value	Little or No Value	Total
Full-day Student Teaching	63	21	84
One-period Student Teaching	50	21	71
Total	113	42	155

Item # 1, Determining what to include in tests.

The total of 155 respondents to this item included those first-year teachers who had experienced this specific experience during their student teaching in either a fullday program or a one-period per day program. "Did not experience" and "no response" items were not included in this analysis. Again the Chi-square statistic using the Yates' correction formula was computed, and the obtained Chi-square was tested by referring to a table of critical values with one degree of freedom.

<u>Findings</u>. Table XXXII presented the results of Chisquare tests of significance concerning the value of sixty specific student-teaching experiences by teachers who experienced a one-period per day student-teaching program or a full-day student-teaching program.

Four student-teaching experiences contradicted the null hypothesis and showed a significant difference between the way the one-period per day group and the full-day group felt concerning the value derived from these experiences. The four student-teaching experiences which contradicted the null hypothesis are:

Eliminating ambiguous test questions Providing supplementary work for faster students Helping students outside of class Dealing with the faster students

Fifty-six of the 60 student-teaching experiences were not significant at the 5 per cent level. Thus, for these 56 student-teaching experiences, the null hypothesis was accepted and it was concluded that there was no significant difference between the one-period per day group and the fullday group in the way they reacted to 56 of the 60 specific student-teaching experiences concerning their value.

RESULTS OF CHI-SQUARE TESTS OF SIGNIFICANCE CONC EXPERIENCES BY TEACHERS WHO HAD EXPERIEN PROGRAM AND TEACHERS WHO HAD EXPERIENC TEACHING PROG	CERNIN NCED A CED A BRAM	16 THE VALUE C FULL-DAY STU ONE-PERIOD PE	F STUD DENT-T R DAY	ENT-TEACHING EACHING STUDENT-
Student-teaching Experiences	Ņ	Value of Chi-square	P4	Significant at .05 level.
TESTING AND MEASUREMENT Determining what to include in tests Determining length of tests Eliminating ambiguous test questions Determining how many tests to give Deciding on work to collect and grade Converting test scores into grades Weighting grades to determine final grade Guarding against cheating	2224442	12 26 26 26 26 26 26 26 26 26 26 26 26 26	000000000000000000000000000000000000000	N N N N N N N N N N N N N N N N N N N
CLASSROOM ORGANIZATION Flanning daily lessons Determining objectives or standards Approach and method to use to achieve objectives Selecting textbooks and instructional materials Selecting equipment Making regular assignments Making "make-up" assignments Making minor machine repairs	175 175 175 170 170 170 170 170	54 54 54 54 54 54 54 54 54 54 54 54 54 5	00000000000000000000000000000000000000	ONN ONN ONN ONN ONN ONN ONN ONN ONN ONN
TEACHING SUBJECT MATTER Providing variation Guiding pupil discussions Getting student co-cperation and participation Answering student questions	169 154 176	2.16 2.16 2.70	-70 -20 -30	N N N N N N N N N N N N N N N N N N N

TABLE XXXII

1

1 . i I

1

•

Student-teaching Experiences	N	Value of Chi-square	ዲ	Significant at .05 level
Teaching skill subjects Teaching non-skill subjects Teaching advanced or second-year subjects Building speed and/or accuracy in skill subjects Reaching standards or objectives Teaching on student level	127 127 175 175 175 175	24 24 29 203 203 203 203 203 203 203 203 203 203	2000000	N N N N N N N N N N N N N N N N N N N
TEACHING AIDS AND TECHNIQUES Demonstrating to the class Using the chalkboard Using available audio-visual aids Acquiring audio-visual aids	173 176 114	• 003 • 112 • 002	977 980 880	o n n n N N N
PERSONAL CONSIDERATIONS Learning pupil names and characteristics Knowing student's past record Providing supplementary work for faster students Finding time to help slower students in class Helping students outside of class Determining student needs	177 156 132 132 132	• 80 • 148 • 54 • • 54 • • 002	<u>и</u> йовой 00 <i>й</i> ∞й0	NO Yes Yos No
DISCIPLINE DISCIPLINE Getting the class period under way Maintaining student interest Controlling students' incessant talking Dealing with the temperamental student Dealing with the "don't care" attitude Dealing with the faster student	175 177 155 160 160 160	1 444 600 94 90 94 90 94 94 94 94 94 94 94 94 94 94 94 94 94	00000000000000000000000000000000000000	NO NO NO NO NO NO

TABLE XXXII--CONTINUED













A
Б
A
E
õ
ĭ
H
Ø
Э
Ä
A
Η.

Student-teaching Experiences	Ņ	Value of Chi-square	đ	Significant at .05 level
Dealing with the slower student "Punishing" offenders Getting students to study	165 141 159	2.17 .89 .13	80 80 80	NO NO
CO-CURRICULAR ACTIVITIES Conducting home room sessions Directing study halls	61 49	•26 •17	.70	N0 N0
Assisting or advising the school paper and/or annual Assisting or advising business clubs	##	 3.15	•10	• • • No
Assisting or advising fr., Sopn., Jr., Or Sr. class Chaperoning at school functions	16 33	• * •074	80	No *
WOTKING WITH FTA OF OTHEF PARENT-SCHOOL functions	37	• 000	66 •	No
Administering vicket sales of lund-raising activities Organizing and/or teaching adult classes	က္ဆ	• 039	06 •	N 0 • • •
ADMINISTRATIVE DUTIES Conferring with parents of students Preparing reports and records	43 102 88	48° 98°	• 70 • 80	ON NO NO
Working with faculty members in committee work Observing other teachers teaching classes	<u>त</u> ्रम्	2.78	5001	NO NO
working with the prine, supte, or other administrative heads	72	- 81	•50	No
white a summer of second because of fraction		Place they		

*Chi-square not computed because of frequencies of less than five in all four cells of the contingency table.

138

A discussion of the findings concerning the value of student-teaching experiences engaged in by full-day studentteacher respondents and one-period per day student-teacher respondents follows.

<u>Testing and Measurement experiences</u>. One of the eight specific student-teaching experiences included in the area of Testing and Measurement showed a significant difference between the two groups as to the value derived from this experience. This experience was:

"Eliminating ambiguous test questions." Table XXXI revealed that 49 of the full-day student-teacher respondents felt this experience was of great or some value to them and 26 felt it was of little or no value. Twenty-six of the one-period per day student-teacher respondents felt it was of great or some value, but 33 felt it was of little or no value to them in eliminating ambiguous test questions during their first year of teaching. A Chi-square of 5.23 (Table XXXII) resulted, which at the 5 per cent level proved to be significant.

<u>Classroom Organization experiences</u>. None of the eight specific student-teaching experiences included in the area of Classroom Organization was found to be significant. For each of the eight specific experiences, the obtained results were close to those expected on the hypothesis of independence, and there was no evidence of any real difference between the full-day group and the one-period per day group and the value attached to these experiences.

<u>Teaching Subject Matter experiences</u>. None of the ten specific student-teaching experiences included in the area of Teaching Subject Matter was significant. There was no convincing reason to doubt that the two groups sampled were alike concerning the value of these ten specific studentteaching experiences concerning the teaching of subject matter.

<u>Teaching Aids and Technique experiences</u>. None of the four student-teaching experiences included in the area of Teaching Aids and Techniques was found to be significant. There was insufficient evidence of any real difference between the two groups in the value they attached to these four experiences.

<u>Personal Consideration experiences</u>. Two of the six specific student-teaching experiences included in the area of Personal Considerations showed a significant difference between full-day student-teacher respondents and one-period per day student-teacher respondents and the value derived from these experiences. These two experiences were:

"Providing supplementary work for faster students." Table XXXI showed that 52 of the full-day respondents who experienced this item felt that it was of great or some value, however 36 respondents felt it was of little or no value. Twenty-three of the one-period per day student-teacher respondents felt it was of great or some value, but 35 felt it was of little or no value in minimizing the providing of supplementary work during their first year of teaching. Table XXXII showed a Chisquare of 4.54 for this item. This was significant at the 5 per cent level and the hypothesis of no difference between the two groups was rejected.

"Helping students outside of class." Table XXXI presented data showing 41 full-day student-teacher respondents indicating that this experience was of great or some value and 38 felt it was of little or no value. Only 17 one-period per day student-teacher respondents felt this experience was of great or some _ · · ·

• • -

 .

-

-) . .

- - (

value and 36 felt it was of little or no value. Table XXXII showed a Chi-square of 4.29 for this item. This was significant at the 5 per cent level and the hypothesis of no difference between groups was rejected.

<u>Disciplinary experiences</u>. Wine specific experiences were included in the area of Discipline. One of the nine experiences resulted in a Chi-square which represented a significant difference between the two groups. This ex-

perience was:

"Dealing with the faster student." Table XXXI presented data showing that 64 of the 92 full-day student teachers felt that this specific experience was of great or some value to them and 28 of the 92 felt it was of little or no value. The 71 one-period per day student teachers were about equally divided concerning the value they placed on this experience. Thirty-seven felt it was of great or some value and 34 felt that it was of little or no value. Table XXXII showed a Chi-square of 4.46, which at the 5 per cent level, proved to be significant.

<u>Co-curricular Activities</u>. None of the nine specific student-teaching experiences included in the area of Cocurricular Activities proved to be significant. Thus, there was no convincing reason to doubt that the two groups sampled were alike concerning the value derived from these nine specific experiences during their student teaching.

<u>Administrative Duties</u>. None of the six specific experiences included in the area of Administrative Duties or activities showed a significant difference between the two groups. Thus, for each of the six experiences, the obtained results were close to those expected on the hypothesis of independence and there was no evidence of any real difference between the full-day student-teaching group and the oneperiod per day student-teaching group as to the value they felt they derived from these six experiences.

An analysis of the findings, concerning the value of 60 specific student-teaching experiences which were experienced by full-day student-teacher respondents and by oneperiod per day student-teacher respondents, revealed that four items contradicted the null hypothesis. These were: "eliminating ambiguous test questions," providing supplementary work for faster students," "helping students outside of class," and "dealing with the faster students."

Fifty-six of the 60 student-teaching experiences under test supported the null hypothesis. The observed results were close to those expected on the null hypothesis of independence. Thus, for 56 specific student-teaching experiences there was no significant difference between the group that had experienced a full-day student-teaching program and the group that had experienced the one-period per day student-teaching program and the way they felt concerning the value derived from these 56 experiences.

Relationship Between the Full-Day Student-Teaching Group and the One-Period Per Day Student-Teaching Group Concerning the Degree of Concern For First-Year Difficulties

An analysis of the relationship that might exist between respondents who had experienced a full-day student-







• - -

-- _ _ ^ teaching program and respondents who had experienced a one-period per day student-teaching program in terms of the concern for first-year difficulties revealed certain relationships which have bearing on the problem.

Table XXXIII presents data showing the number and per cent of first-year business teachers who had experienced the full-day student-teaching program who attached either great or some concern or little or no concern to 60 specific firstyear teaching difficulties. This table also presents the number and per cent of the first-year teachers who had experienced the one-period per day student-teaching program who attached either great or some concern or little or no concern to the same 60 first-year teaching difficulties.

Data revealed the great number of first-year teaching difficulties which were of great or some concern to both the teachers who had experienced full-day student teaching and the teachers who had experienced one-period per day student teaching. The lowest per cent for a specific experience which was of great or some concern for the full-day group was 21.21 per cent. For all other items, more than 21.21 per cent of the full-day group indicated great or some concern for each of the difficulties. Approximately one-half of the 60 specific difficulties were reported to be of great or some concern to approximately 50 per cent of the fullday respondents. Certain items, such as "providing variation," "determining objectives," "helping slower and faster

143

TABLE XXXIII

FREQUENCIES OF THE DEGREE OF CONCERN FOR FIRST-YEAR DIFFICULTIES REPORTED BY TEACHERS WHO HAD EXPERIENCED A FULL-DAY STUDENT-TEACHING PROGRAM AND BY TEACHERS WHO HAD EXPERIENCED A ONE-PERIOD PER DAY STUDENT-TEACHING PROGRAM

	Degree Respo: Full-	of Conce ndents Wh -Day Stud	ern Rep 10 Expe lent Te	oorted by prienced eaching	Degree Respon One-Pe	of Conce idents Wh wriod Stu	ern Rep 10 Expe 1dent 7	orted by crienced caching
First-Year Difficulties	Great	or Some	Litt:	Le or No oncern	Great	or Some ncern	Litt	Le or No oncern
	N	K	N	%	N	K	N	%
TESTING AND MEASUREMENT								
Determining what to include in tests	63	64.95	34	35.05	42	55.26	34	44.74
Determining length of tests	42	43.75	54	56.25	36	45.57	43	54.43
Eliminating ambiguous test questions	47	50.54	46	49.46	35	45.45	42	54.55
Determining how many tests to give	39	39.80	59	60.20	27	35.53	49	64.47
Deciding on work to collect and grade	71	72.45	27	27.55	48	63.16	28	36.84
Converting test scores into grades	56	57.14	42	42.86	37	47.44	41	52.56
Weighting grades to determine final grade	68	69.39	30	30.61	43	55.13	35	44.87
Guarding against cheating	35	35.71	60	64.29	24	32.43	50	67.57
CLASSROOM ORGANIZATION								
Planning daily lessons	52	54.17	44	45.83	39	50.65	38	49.35
Determining objectives or standards	72	73.47	26	26.53	47	58.75	33	41.25
Approach and method to use to achieve objectives	75	77.32	22	22,68	56	70.89	23	29.11
Selecting textbooks and instructional materials	22	36.07	39	63.93	12	20.34	47	19.66
Selecting equipment	18	32.14	38	67.86	9	18.37	40	81.63
Making regular assignments	35	36.08	62	63.92	16	21.33	59	78.67
Making "make-up" assignments	48	50.53	47	49.47	35	45.45	42	54.55
Making minor machine repairs	33	40.74	48	59.26	23	48.94	24	51.06
TEACHING SUBJECT MATTER					~~	11.15	~	
Providing variation	77	78.57	21	21.43	52	00.07	20	33.33
Guiding pupil discussions	53	56.99	40	43.01	30	40.00	39	52.00
Getting student co-operation and participation	49	50.00	49	50.00	35	44.30	42	55.10
Answering student questions	40	40.82	58	59.18	25	32.05	53	01.95
Teaching skill subjects	41	46.59	47	53.41	25	34.25	40	05.15
Teaching non-skill subjects	39	46.99	44	53.01	26	52.00	24	40.00
Teaching advanced or second-year subjects	32	49.23	33	50.77	11	20.95	21	11.05
Building speed and/or accuracy in skill subjects	60	66.67	30	33.33	47	04.30	20	35.02
Reaching standards or objectives	62	65.26	33	34.74	42	53.10	31	40.04
Teaching on student level	46	46.94	52	53.06	32	41.03	40	50.91
TEACHING AIDS AND TECHNIQUES		-0.71	10	(7 06	00	08 01	E6	77 70
Demonstrating to the class	37	30.14	60	61.00	22	20.21	62	78 18
Using the chalkboard	35	35.71	03	04.29	11	26.00	62	82 78
Using available audio-visual aids	30	32.61	02	01.39	12	07 71	51	78 26
Acquiring audio-visual aids	33	37.50	55	02.50	15	21.14	54	10.20

TABLE XXXIII--CONTINUED

	Degree Respor Full-	of Conce ndents Wh -Day Stud	rn Rep o Expe	oorted by erienced eaching	Degree Respoi One-Pe	of Conce idents Wh wriod Stu	rn Rep o Expe dent 7	oorted by erienced leaching
First-Year Difficulties	Great	or Some	Litt	Le or No oncern	Great Co	or Some	Litt] Co	le or No oncern
	N	K	N	×	N	K	N	%
PERSONAL CONSIDERATIONS Learning pupil names and characteristics Knowing student's past record Providing supplementary work for faster students Finding time to help slower students in class Helping students outside of class	41 49 72 78 49	42.27 52.13 75.00 79.59 52.13	56 5 2 4 0 2 4 5	57.73 47.87 25.00 20.41 47.87	23 28 62 62 39	29.87 35.90 79.49 78.48 50.00	54 50 16 18 39	70.13 64.10 20.51 21.52 50.00 31.65
Determining student needs	03	04.29	35	35.11	24	00.00	65	
DISCIPLINE Getting the class period under way Maintaining student interest Controlling students' incessant talking Dealing with the temperamental student Dealing with the faster student Dealing with the faster student "Punishing" offenders Getting students to study	28 58 44 47 68 59 72 42 58	28.87 61.05 46.32 51.09 70.10 60.20 73.47 43.62 60.42	26 37 51 29 39 26 53 36	71.13 38.95 53.68 48.91 29.90 39.80 26.53 56.38 39.58	11 48 32 30 58 44 56 29 40	19.64 60.76 43.24 41.10 72.50 55.70 71.79 37.18 51.28	45 31 43 22 32 49 38	80.36 39.24 56.76 58.90 27.50 44.30 28.21 62.82 48.72
CO-CURRICULAR ACTIVITIES Conducting home room sessions Directing study halls Assisting or advising the school paper and/or annual Assisting or advising business clubs, (FELA, FTA etc.) Assisting or advising Fr., Soph., Jr., Sr., class Chaperoning at school functions Working with FTA or other parent-school functions Administering ticket sales or fund-radising activities Organizing and/or teaching adult classes	29 24 28 28 24 24 20 14	59.18 40.00 63.64 56.25 45.90 30.00 21.21 35.71 56.00	20 36 16 7 33 56 52 36 11	40.82 60.00 36.36 43.75 54.10 70.00 78.79 64.29 44.00	12 9 20 8 12 14 6 7 9	22.64 23.68 55.56 34.78 29.27 22.58 13.04 13.73 47.37	41 29 16 15 29 48 40 44 10	77.36 76.32 14.14 65.22 70.73 77.42 86.96 86.27 52.63
ADMINISTRATIVE DUTIES Conferring with parents of students Preparing reports and records Participating in faculty meetings Working with faculty members in committee work Observing other teachers teaching classes Working with the prin., supt., or other adm. heads	28 34 27 20 11 28	34.15 37.36 28.42 26.32 28.95 31.11	54 57 68 56 27 62	65.85 62.64 71.58 73.68 71.05 68.89	17 22 16 11 3 11	25.00 28.57 20.78 18.64 10.34 15.49	51 55 61 48 26 60	75.00 71.43 79.22 81.36 89.66 84.51

students," were of great or some concern to over 75 per cent of the full-day respondents.

Many of the difficulties reported by the teachers who had experienced a one-period per day student-teaching program seemed to be in direct proportion to those reported by the full-day group. For others of the 60 items, there were observable differences between the full-day respondents and the one-period per day respondents and the degree of concern for specific difficulties experienced during the first year of teaching.

The question thus arises, "Is there any significant difference between these two groups in the concern which they had for specific difficulties encountered during their first year of teaching?" In order to answer this question, a statistical analysis was made to discover the relationship which might exist between the two groups in terms of difficulties they encountered during their first-year of teaching.

In order to answer this question, the following null hypothesis was tested:

<u>Null Hypothesis</u>--There is no significant difference between the responses of the full-day student-teaching group and the responses of the one-period per day student-teaching group concerning the degree of concern for certain first-year difficulties.

Data for testing this hypothesis were assembled into sixty $2 \ge 2$ contingency tables. The following is an example:

• · · · · · -

• • . –

•

-

· · · :



•

í.

Item # 1, Determining what to include in tests.

	Great or Some Concern	Little or No Concern	Total
Full-day Student Teaching	63	34	97
One-period Student Teaching	42	34	76
Total	105	68	173

The total of 173 respondents to this item included those first-year teachers who had experienced this difficulty during their first year of teaching after completing either a full-day student-teaching program or a one-period per day student-teaching program. "Did not experience" and "no response" items were not included in this analysis.

Again, the Chi-square statistic using the Yates: correction formula was computed. The obtained Chi-square was tested by referring to a Chi-square table of critical values with one degree of freedom.

Table XXXIV presents data concerning the results of these tests of significance concerning the two groups in question.

<u>Findings</u>. Data presented in Table XXXIV shows the results of the Chi-square test for 60 specific first-year difficulties. Five of the 60 specific first-year difficulties were significant at the 5 per cent level. These five difficulties showed a significant difference between the teachers who had experienced one-period per day student teaching and

RESULTS OF CHI-SQUARE TESTS OF SIGNIFICANCE (DIFFICULTIES REPORTED BY FIRST-YEAR TE FULL-DAY STUDENT-TEACHING PROGRAM AI HAD EXPERIENCED A ONE-PERIOD PER DAY	CONCER ACHERS ND FIR Y STUL	UNING THE FIRS WHO HAD EXPE IST-YEAR TEACE IST-TEACHING	ST-YEAR ERIENCE HERS WH PROGRA	TEACHING D A O M
Student-teaching Experiences	×	Value of Chi-square	P.	Significant at .05 level
TESTING AND MEASUREMENT Determining what to include in tests	173	1.29	.30	No
Determining length of tests Eliminating ambiguous test questions	175	-01 -04	• <u>90</u>	0 O N
Determining how many tests to give Deciding on work to collect and grade	124	,17 1.31	.70	No
Converting test scores into grades Weighting grades to determine final grade	176	1.28 3.20		N O O
Guarding against cheating	169	•19	.70	No
CLASSROOM ORGANIZATION Planning daily lessons Determining objectives or standards Anvroach and method to use to achiava objectives	173 178 176	•09 3•67	8. 0.0 0.0	NO No No
Selecting textbooks and instructional materials Selecting equipment	1001	2.92 1.93	50	N N O
Making regular assignments Making ^w make-up ^m assignments Making minor machine repairs	172 172 128	3.73 .26 .51	20 20 20 20	NO NO NO
TEACHING SUBJECT MATTER Providing variation Guiding pupil discussions Getting student co-operation and participation	176 168 175	2.78 1.01 .20	-70 -70	N N N N
SUCTISENT ATTACTIS SULLAMSUR	0/T	00 • T	50	04

TABLE XXXIV

148

. •

....

i .

1

t t

1

Student-teaching Experiences	N	Value of Chi-square	ρ.	Significant at .05 level
Teaching skill subjects Teaching non-skill subjects Teaching advanced or second-year subjects Building speed and/or accuracy in skill subjects Reaching standards or objectives Teaching on student level	161 133 163 174 174	2.03 3.27 2.15 2.15	2001000 20010000	o o o o o o N N N N N N
TEACHING AIDS AND TECHNIQUES Demonstrating to the class Using the chalkboard Using available audio-visual aids Acquiring audio-visual aids	175 177 166 157	л. 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	001 001 000 000	No No Yes No
PERSONAL CONSIDERATIONS Learning pupil names and characteristics Knowing student's past record Providing supplementary work for faster students Finding time to help slower students in class Helping students outside of class Determining student needs	172 174 178 178 172	2.33 3.91 022 172 172	20 90 90 90	NO NO NO NO NO
DISCIPLINE DISCIPLINE Getting the class period under way Maintaining student interest Controlling students' incessant talking Dealing with the temperamental student Dealing with the "don't care" attitude Dealing with the faster student Dealing with the slower student	177 177 177 177 177	1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	0.00000 0.00000 0.000000	00000000000000000000000000000000000000

TABLE XXXIV--CONTINUED

Student-teaching Experiences	И	Value of Chi-square	р.	Significant at .05 level
"Punishing" offenders Getting students to study	172 172	049 1.49	30 30	No No
CO-CURRICULAR ACTIVITIES Conducting home room sessions Directing study halls	102 98	12.66 2.09	•01	Yes No
Assisting or advising the school paper and/or annual Assisting or advising business clubs	80 39	• 25 1•00	•70 •50	No No
Assisting or auvising fr., Jopn., Jr., Of Sr. class Chaperoning at school functions	201 2112	2 . 19 .64	0 2 0 0 0 0	ON .
Working With FIA OF Other perent-school functions Administering ticket seles on fund_neising	112	•74	•50	No
auministering titre saiss of lund-raising activities Organizing and/or teaching adult classes	701 111	5.72 .07	•05 •80	Yes No
ADMINISTRATIVE DUTIES Conferring with parents of students Preparing reports and records Participating in faculty meetings	150 168 172	1.08 1.08 95	000	o N N O N
Working with faculty members in committee work Observing other teachers teaching classes	135	2.11 2.11	N N N N N N N N	N N O
working with the prine, supre, or other administrative heads	161	4.46	• 03	Yes

TABLE XXXIV--CONTINUED

the teachers who had experienced full-day student teaching and the way they reacted to them concerning the degree of concern.

For these five first-year difficulties, the null hypothesis was contradicted:

Using available audio-visual aids Knowing student's past record Conducting home room sessions Administering ticket sales or fund-raising activities Working with the principal, superintendent, or other administrative heads

The full-day student-teaching group and the one-period per day student-teaching group tended to report the same proportionate degree of concern for 55 of the 60 specific difficulties. It can be noted, however, that for eight items, a Chi-square value resulted, which at the 10 per cent level of confidence, would be considered significant. Several of these values were actually closer to the 5 per cent level of confidence than the 10 per cent level.

A discussion of the findings concerning the concern for first-year difficulties reported by teachers who had completed the full-day student-teaching program and by teachers who had completed the one-period per day student-teaching program follows.

Testing and Measurement difficulties. The eight specific first-year difficulties included in the area of Testing and Measurement showed no significant difference between the two groups concerning the degree of concern for first-





-

--



- .

đ

year difficulties. The obtained value of Chi-square was not significant at the 5 per cent level for each of these eight difficulties.

<u>Classroom Organization difficulties</u>. The obtained value of Chi-square for each of the eight specific firstyear difficulties included in the area of Classroom Organization was not significant and did not refute the null hypothesis of no difference between the two groups.

<u>Teaching Subject Matter difficulties</u>. None of the ten specific first-year difficulties included in the area of Teaching Subject Matter showed a significant difference between the two groups. There was insufficient evidence of any real difference between teachers who had experienced a full-day student-teaching program and teachers who had experienced a one-period per day student-teaching program and the degree of concern for these ten specific difficulties.

Teaching Aids and Technique difficulties. One specific first-year difficulty included in the area of Teaching Aids and Techniques was significant at the 5 per cent level.

"Using available audio-visual aids" was of great or some concern to 30 respondents and of little or no concern to 62 respondents who had completed the full-day student-teaching program. This same difficulty was of great or some concern to 12 respondents, and of little or no concern to 62 respondents who had completed the one-period per day student-teaching program. A Chisquare value of 5.96 (Table XXXIV) indicated a significant difference between the two groups in the degree of concern for this first-year difficulty.

There was convincing reason to believe that the two

• • • •

-

- . . .

•

- - - -

• -
groups were different concerning the degree of concern attached to the use of audio-visual aids. Although the majority of both groups had little or no concern for this difficulty, it appears that a proportionately larger number of teachers who had experienced the full-day student-teaching program indicated great or some concern for this item than did the teachers who had experienced the one-period per day program. Approaching the 5 per cent level of significance was the item, "acquiring audio-visual aids."

<u>Personal Consideration difficulties</u>. One of the six first-year difficulties included in the area of Personal Considerations showed a significant difference between respondents who had completed the full-day student-teaching program and respondents who had completed the one-period per day student-teaching program.

"Knowing student's past record" was felt to be of great or some concern to 49 of the full-day respondents and of little or no concern to 45 of them. The oneperiod per day respondents indicated that this difficulty was of great or some concern to 28 of them, but 50 of them indicated it was of little or no concern. Table XXXIV presented a Chi-square value of 3.91 which was significant at the 5 per cent level.

Thus, the hypothesis was rejected and it was concluded that the two groups reported different degrees of concern for this first-year difficulty. Again, a larger number of respondents who had experienced the full-day student-teaching program felt great or some concern for this item than did the one-period per day group.

153 -

THESI

-

-

_ • *

-•

- -

· _ • •

--• • ---•

• • ~

• -•

-• 4 · • --

•

<u>Discipline difficulties</u>. None of the nine specific experiences included in the area of Discipline proved to be significant. The hypothesis of no difference between the two groups was accepted. There was insufficient evidence of any real difference existing between the two groups regarding the degree of concern for the nine specific firstyear difficulties included in the area of Discipline.

<u>Co-curricular Activities</u>. Two of the nine difficulties included in the area of Co-curricular Activities were found to be significant at the 5 per cent level.

"Conducting home room sessions." Table XXXIII showed that conducting home rooms during the first year of teaching was of great or some concern to 29 respondents who had experienced the full-day student-teaching program. It was of little or no concern to 20 respondents who had completed a full-day student-teaching program. Respondents who had completed the one-period per day program indicated that conducting home room sessions was of great or some concern for 12, but 41 felt it was of little or no concern. A Chi-square value of 12.66 (Table XXXIV) was interpreted as being very significant. The null hypothesis of no difference between groups was rejected.

"Administering ticket sales or fund-raising activities." Table XXXIII showed that 20 teachers who had experienced the full-day student-teaching program had great or some concern for this difficulty during their first year, but 36 of them did not. Only seven one-period per day studentteacher respondents felt this item to be of great or some concern during their first year, and 44 of them felt that it was a difficulty of little or no concern. Table XXXIV showed that a Chi-square value of 5.72 resulted. The hypothesis that the two groups tended to report the same proportionate degree of concern for this difficulty was rejected.

For each of these co-curricular difficulties which refuted the null hypothesis of no difference between groups,

. ~

..

• •

••• ---

•

•

. -. •

•

-

.

• •

•

more full-day respondents reported great or some concern than did the one-period per day group.

<u>Administrative</u> <u>difficulties</u>. Six specific first-year difficulties were included in the area of Administrative difficulties. One of the six proved to be significant.

"Working with the principal, superintendent, or other administrative heads" was a first-year difficulty of great or some concern to 28 teachers who had experienced the full-day student-teaching program. However, 62 respondents from this same group felt it to be a difficulty of little or no concern. Eleven one-period per day respondents indicated that this was a difficulty of great or some concern and 60 of them felt it was of little or no concern. A Chi-square of 4.46 (Table XXXIV) resulted. The null hypothesis of no difference between groups was rejected for this specific item.

Although the great majority of both groups indicated little or no concern for this first-year difficulty of working with administrators, again a significantly larger number of full-day respondents indicated great or some concern for this item than did the one-period per day studentteaching respondents.

In an attempt to determine whether there was any significant difference between the group of teachers who had experienced a full-day student-teaching program and the group who had experienced a one-period per day studentteaching program, regarding the degree of concern each group had for 60 first-year difficulties, the Chi-square test of significance was used. It was found that for 55 of the 60 specific difficulties there was no significant difference between the groups as to the degree of concern felt for these







55 difficulties. Many of the first-year teaching difficulties were of great or some concern to the majority of both groups, other difficulties were of little or no concern to the majority of both groups, and for some difficulties each group was about equally divided concerning the degree of concern. Thus, the null hypothesis of no difference between groups was rejected for 55 of the 60 specific firstyear difficulties.

Only five first-year difficulties were found to be significantly different at the 5 per cent level of confidence. These difficulties were: "Using available audiovisual aids," "knowing student's past record," "conducting home room sessions," "administering ticket sales and fundraising activities," and "working with the principal, superintendent, and other administrative heads." For each of these specific difficulties the two groups reacted differently regarding the degree of concern they had for them during their first year of teaching. Thus, these five items refuted the null hypothesis and showed a significant difference between the two groups.

For each of the five items which were found to be significant, a proportionately larger number of respondents who had experienced full-day student teaching expressed great or some concern for these difficulties than did the teachers who had experienced the one-period per day studentteaching program.

Although the purpose of the study was to determine whether or not there was any difference between the two groups concerning the degree of concern, it seems appropriate to speculate as to the probable reasons why this situation existed for the five significant items. One probable reason might be that intensive exposure to these items during student teaching would tend to make first-year teachers more fully realize what is involved. Whereas, if during student teaching he had a very limited experience with the item in question, the first-year teacher might not have been aware of the scope of the item. Another reason might have been that local conditions during the first year of teaching were a factor influencing their decision of great problem or no problem. For example, if a particular school had only a few audio-visual aids to be used, little or no concern for their use might have been felt. However, another local situation might have had plentiful audiovisual equipment available which might have resulted in a feeling of great or some concern for its use. Still another reason for the larger number of full-day respondents indicating great or some concern for these difficulties might have been the concentration given to these items during the program of student teaching. The student-teaching program offered to the one-period per day group evidently included extra assignments in addition to the one period of teaching. It was possible that these assignments for the one-period

-

- ,

•

• - - - •

- • •

• _ group were more intensive than those offered to the fullday group although the student-teaching experiences of the full-day group were more extensive.

Summary

Chapter VI presented data reported by first-year teachers who had experienced a full-day student-teaching program and data reported by first-year teachers who had experienced a one-period per day student-teaching program.

An attempt was made to discover whether any significant difference existed between these two groups regarding (1) the student-teaching experiences which were or were not experienced, (2) the value of certain student-teaching experiences, and (3) the degree of concern for certain first-year difficulties.

The test of the null hypothesis of no difference between groups regarding exposure to 60 student-teaching experiences revealed that eleven experiences showed a significant difference between the full-day student-teaching group and the one-period per day student-teaching group. Fortyeight experiences showed no significant difference between the two groups.

The test of the null hypothesis of no difference between groups regarding the value derived from student-teaching experiences revealed that four of the 60 specific student-





.

-- - - - -

- - · ·

-

- · · ·

teaching experiences were significant. Fifty-six experiences supported the null hypothesis.

The test of the null hypothesis of no difference between groups concerning the degree of concern for specific first-year difficulties revealed that five of the 60 items showed a significant difference. Fifty-five difficulties supported the null hypothesis.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The final chapter of this study includes (a) a summary of the problem investigated, the method of procedure, the design of the study, and the major findings; (b) certain conclusions based upon the findings; and (c) recommendations.

Summary

<u>Statement and purpose of the problem</u>. This study represented an attempt to determine the difficulties of first-year business teachers and to show the relationship of these difficulties to the student teaching they experienced.

The ultimate purpose of this study was to obtain information which would be helpful to teacher education institutions in evaluating and improving their programs of studentteacher training. The specific purposes of the investigation were:

- 1. To determine whether certain first-year teaching problems listed by previous investigation were of great or some concern or little or no concern for the respondents during their first year of teaching.
- 2. To determine whether certain student-teaching experiences were of great or some value or little or no value in minimizing first-year problems.

- 3. To determine the relationship which existed between first-year difficulties and studentteaching experiences.
- 4. To determine whether there was any significant difference between the group of respondents who had experienced full-day student teaching and the group of respondents who had experienced oneperiod per day student teaching in terms of: exposure to student-teaching experiences, the value of student-teaching experiences, and the degree of concern for first-year teaching difficulties.

The data, presented in the preceding chapters, attempted to furnish the answers to these statements.

<u>Method of procedure</u>. The data for this study were derived from returns of questionnaires from 242 business teachers. Names of these respondents were secured from directors of Business Education Departments from sixteen colleges and universities, representing eight states in the central region of the United States. A total of 296 questionnaires were sent to 296 first-year teachers and 262 were returned for a response of 85.5 per cent. Two hundred fortytwo of the 296 sent were usable, representing a usable return of 81.76 per cent. All business teacher respondents were completing their first year of teaching and all of them had completed a program of student teaching.

Design of the study. In order to show certain background information, concerning the respondents which was felt necessary to help teacher education institutions evaluate their program as well as to make necessary comparisons between groups for use in the study, Chapter IV presented information concerning the following: (1) the sex of respondents who graduated from business education programs, (2) the type of school in which the respondents accepted their first teaching position, (3) a comparison of the size of school in which respondents taught during student teaching and during the first year, (4) a comparison of the subjects taught by respondents during student teaching and during the first year, (5) the amount of daily student teaching experienced, (6) the length of time respondents were assigned to student teaching, and (7) the respondents' overall rating of student teaching which they experienced. This information was not pertinent to the testing of a hypothesis and was reported on a percentage of response basis.

This study attempted to determine whether certain firstyear teaching difficulties, listed by previous investigations, were of great or some concern, little or no concern, or not experienced for the respondents during their first year of teaching. A descriptive analysis showed the degree of concern for 60 specific first-year difficulties.

This study also attempted to determine whether 60 specific student-teaching experiences, which were similar in content to the 60 first-year teaching difficulties, were of great or some value or little or no value in minimizing first-year difficulties. A descriptive analysis, showing the value of student-teaching experiences, was presented. In order to show the relationship which existed between

the value of student-teaching experiences and the degree of concern for first-year teaching difficulties, a statistical analysis was made. The statistical method employed was the phi coefficient. The test of the null hypothesis of independence between high and low values and high and low difficulties was made through phi's relationship to Chi-square. The procedure used was that of deriving the corresponding Chi-square value from the obtained phi and then examining a table of critical values to determine whether for one degree of freedom the 5 per cent level of significance was met.

In the presentation of data secured from respondents concerning differences existing between full-day student teaching and one-period per day student teaching, three null hypotheses were tested. The null hypothesis of no difference between groups regarding exposure to 60 student-teaching experiences, the null hypothesis of no difference between groups regarding the value derived from student-teaching experiences, and the null hypothesis of no difference between groups concerning the degree of concern for specific first-year difficulties were tested by using the Chi-square test. The formula employing the Yates' corrective factor was used throughout. This method was chosen because data obtained represented a ranking of the subjects according to their response to discrete categories. This method was used also because the null hypotheses under test stated that the two groups did not differ in regard to certain characteristics.

If the table of critical values showed that the value of Chi-square was significant at the 5 per cent level of confidence, the null hypothesis was rejected.

Findings revealed concerning background information. An analysis of the data received from the 242 first-year business teachers revealed the following summary statements:

- 1. The participation of male and female respondents was fairly equally distributed. Of the 242 first-year teachers, 48.4 per cent were male, and 51.6 per cent were female.
- 2. An overwhelming percentage of first-year teachers, 92.1 per cent, accepted their first teaching assignment in a public high school.
- 3. Eighty-six, or 38.2 per cent of the 225 respondents, did their student teaching and first-year teaching in schools of similar size. However, 139 teachers, or 61.8 per cent of the 225 respondents, did their student teaching in a school different in size from that in which they taught during their first year.
- 4. Typewriting was the subject taught by more teachers during the first year than any other. Two hundred and three of the 242 respondents indicated that they taught typewriting during their first year of teaching. Bookkeeping was taught by 120 teachers during the first year, shorthand was taught by 110 teachers, and 90 teachers taught general business. Other business subjects were taught by fewer than 51 teachers.
- 5. Typewriting was the subject taught by the greatest number of respondents during student teaching. One hundred seventy-six of the 242 respondents taught typewriting during their student-teaching experience. Shorthand was taught by 105 respondents, bookkeeping was taught by 101 respondents, and general business was taught by 58 of the respondents during student teaching. Other business subjects were taught by 20 or fewer respondents during student teaching.
- 6. Approximately 75 per cent of the respondents who taught typewriting as a beginning teacher had an opportunity to teach typewriting during student teaching. Sixtyfour per cent of the respondents taught shorthand during

-

-

• • • •

- .

student teaching before teaching it the first year. Fifty per cent of the respondents taught bookkeeping with prior student-teaching experience. About 33 per cent taught general business during student teaching before teaching it during the first year.

- 7. The largest group of respondents, 91, or 37.6 per cent, indicated their length of the student-teaching assignment was for one quarter or term. Sixty-six, or 27.3 per cent, were assigned for one semester; 38, or 15.7 per cent, for nine weeks; 27, or 11.1 per cent, for one year; and 20, or 8.3 per cent, had various combinations.
- 8. The greatest number of respondents experienced full-day student teaching. Ninety-eight, or 40.5 per cent, completed a full-day student-teaching program. Eighty-two, or 33.9 per cent, completed a one-period per day studentteaching program; 23, or 9.5 per cent, a two-period per day program; 22, or 9.0 per cent, completed a one-half day program; and 17, or 7.0 per cent, engaged in other assignments.
- 9. Eighty-five, or 36.2 per cent, rated their over-all student teaching as "excellent." The largest group, 101, or 43.0 per cent, rated their over-all student teaching as "good." Forty-four, or 18.7 per cent, rated it as "fair," and only 5, or 2.1 per cent, rated it as "poor."

Findings revealed concerning the degree of concern for <u>first-year difficulties</u>. An analysis of the data received from the 242 first-year business teachers, concerning the degree of concern for first-year difficulties, revealed the following information:

10. Four of the eight first-year difficulties included in the area of Testing and Measurement were of great or some concern to over 50 per cent of the respondents. They were:

Deciding on work to collect and grade, 67.9 per cent; Weighting grades to determine final grade, 67.0 per cent; Determining what to include in tests, 59.3 per cent; Converting test scores into grades, 54.4 per cent.

11. Three of the eight first-year difficulties included in the area of Classroom Organization and Management were of great or some concern to over 50 per cent of the

respondents. They were:

Approach and method to use to achieve objectives, 74.4 per cent; Determining objectives or standards, 70.0 per cent; Planning daily lessons, 53.8 per cent.

12. Five of the ten first-year teaching difficulties included in the area of Teaching Subject Matter were of great or some concern to over 50 per cent of the respondents. They were:

Providing variation, 76.2 per cent; Building speed or accuracy in skill subjects, 65.5 per cent; Reaching standards or objectives, 62.1 per cent; Guiding pupil discussions, 53.9 per cent; Getting student co-operation and participation, 50.0 per cent.

- 13. Less than 33 per cent of the respondents had great or some concern for each of the four first-year difficulties included in the area of Teaching Aids and techniques.
- 14. Four of the six first-year difficulties included in the area of Personal Considerations were of great or some concern to over 50 per cent of the respondents. They were:

Finding time to help slower students in class, 78.8 per cent; Providing supplementary work for faster students, 78.0 per cent; Determining student needs, 66.1 per cent; Helping students outside of class, 53.0 per cent.

15. Six of the nine first-year difficulties included in the area of Discipline were of great or some concern to over 50 per cent of the respondents. They were:

Dealing with the "don't care" attitude, 72.0 per cent; Dealing with the slower student, 71.1 per cent; Maintaining student interest, 62.4 per cent; Getting students to study, 60.3 per cent; Dealing with the faster student, 58.6 per cent; Controlling students' incessant talking, 50.0 per cent.

16. One of the nine first-year difficulties included in the area of Co-curricular Activities was of great or











•















some concern to over 50 per cent of the respondents. It was:

Assisting or advising the school paper and/or annual, 63.7 per cent.

- 17. Less than 34 per cent of the respondents had great or some concern for each of the six specific first-year difficulties involving Administrative Duties.
- 18. Items which were not experienced during the first year of teaching by a large percentage of business teachers were:

Assisting or advising business clubs, 78.5 per cent; Organizing and/or teaching adult classes, 75.6 per cent: Observing other teachers teaching classes, 63.9 per cent: Assisting or advising the school paper and/or annual, 57.5 per cent; Directing study halls, 48.3 per cent; Assisting or advising the freshman, sophomore, junior, or senior class, 44.4 per cent; Administering ticket sales or fund-raising activities. 42.9 per cent; Conducting home room sessions, 40.3 per cent; Teaching advanced or second-year subjects. 41.6 per cent: Selecting equipment, 41.3 per cent; Working with PTA or other parent-school functions. 36.9 per cent; Selecting textbooks and instructional materials, 32.9 per cent.

Findings revealed concerning the value of studentteaching experiences. An analysis of the data received from 242 first-year business teachers, concerning the value derived from specific student-teaching experiences, revealed the following information:

19. Each of the eight specific student-teaching experiences included in the area of Testing and Measurement was felt to be of great or some value to the majority (58.5 to 75.9 per cent) of respondents. 20. Five of the eight specific student-teaching experiences included in the area of Classroom Organization and Management were of great or some value to over 50 per cent of the respondents. However, three studentteaching experiences included in this area were felt to be of little or no value to over 50 per cent of the respondents. They were:

Selecting equipment, 69.2 per cent; Making minor machine repairs, 57.7 per cent; Selecting textbooks and instructional materials, 57.7 per cent.

- 21. Each of the ten specific student-teaching experiences included in the area of Teaching Subject Matter was felt to be of great or some value to the great majority (68.3 to 90.1 per cent) of the respondents.
- 22. Each of the eight specific student-teaching experiences included in the area of Teaching Aids and Techniques was felt to be of great or some value to the majority (55.1 to 88.2 per cent) of the respondents.
- 23. Five of the six specific student-teaching experiences included in the area of Personal Consideration for Students were of great or some value to the majority (50.3 to 84.2 per cent) of the respondents. However, one student-teaching experience included in this area was felt to be of little or no value to over 50 per cent of the respondents. It was:

Helping students outside of class, 53.4 per cent.

24. Eight of the nine specific student-teaching experiences included in the area of Discipline were of great or some value to the majority (58.6 to 88.3 per cent) of the respondents. However, one student-teaching experience included in this area was felt to be of little or no value to over 50 per cent of the respondents. It was:

"Punishing" offenders, 51.9 per cent.

25. Three of the nine specific student-teaching experiences included in the area of Co-curricular Activities were of great or some value to over 50 per cent (52.3 to 58.5 per cent) of the respondents. However, six of the nine student-teaching experiences included in this area were felt to be of little or no value to 50 per cent or more of the respondents. These were: Assisting or advising the freshman, sophomore, junior, or senior class, 64.0 per cent; Working with PTA or other parent-school functions, 60.0 per cent; Organizing and/or teaching adult classes, 57.1 per cent; Assisting or advising the school paper and/or annual, 57.1 per cent; Assisting or advising business clubs, 55.0 per cent; Administering ticket sales or fund-raising activities, 50.0 per cent.

- 26. Each of the six specific student-teaching experiences included in the area of Administrative Duties was felt to be of great or some value to the majority (57.3 to 82.9 per cent) of the respondents.
- 27. Student-teaching experiences which were not experienced by a large percentage of business teachers during their student teaching were:

Organizing and/or teaching adult classes, 94.2 per cent; Assisting or advising business clubs, 91.7 per cent; Assisting or advising the school paper and/or annual. 91.3 per cent; Assisting or advising the freshman, sophomore, junior, or senior class, 89.6 per cent; Chaperoning at school functions, 82.5 per cent; Administering ticket sales or fund-raising activities, 81.6 per cent: Working with PTA or other parent-school functions, 79.2 per cent: Working with faculty members in committee work. 74.9 per cent: Conferring with parents of students, 74.7 per cent: Directing study halls, 72.8 per cent; Conducting home room sessions, 65.7 per cent; Selecting equipment, 62.1 per cent; Working with the principal, superintendent, or other administrative heads, 59.2 per cent; Teaching advanced or second-year subjects, 55.9 per cent: Selecting textbooks and instructional materials. 53.9 per cent; Making minor machine repairs, 42.7 per cent; Preparing reports and records, 32.8 per cent.

Findings revealed concerning the relationship between value of student-teaching experiences and degree of concern • • • •

- · · ·

• • •

•

for first-year teaching difficulties. A statistical analysis of the data received concerning the value of studentteaching experiences and the degree of concern for firstyear difficulties revealed the following information:

- 28. For 54 of 60 items tested, there was no statistically significant relationship between the value assigned to a particular student-teaching experience and concern for the same first-year difficulty.
- 29. For six of 60 items tested, there was a statistically significant relationship between high or low values attached to student-teaching experiences, and high or low concerns felt for the same first-year difficulties. These significant items were:

Deciding on work to collect and grade Learning pupil names and characteristics Helping students outside of class Participating in faculty meetings Providing variation Using the chalkboard

- 30. For five of the six items which showed a significant relationship, the student-teaching experience did not result in minimizing this same difficulty to the level of little or no concern during the first year of teaching.
- 31. For only one significant item, "using the chalkboard," the sample seemed to favor the notion that a high level student-teaching experience helped to minimize this same first-year difficulty to the level of little or no concern.

Findings revealed concerning the differences existing between the full-day student-teaching group and the oneperiod per day student-teaching group. A statistical analysis of the data received concerning the differences which existed between the full-day student-teaching group and the one-period per day student-teaching group in terms of (1) student-teaching experiences which were or were not experienced, (2) the value of certain student-teaching experiences which were experienced, and (3) the concern for certain first-year difficulties, revealed the following:

32. Eleven out of 60 specific experiences tested showed a significant difference between the full-day studentteaching group and the one-period per day studentteaching group and the exposure to these experiences during their program of student teaching. They were:

Teaching non-skill subjects Teaching advanced or second-year subjects Knowing student's past record Providing supplementary work for faster students Helping students outside of class Conducting home room sessions Chaperoning at school functions Working with PTA or other parent-school functions Conferring with parents of students Participating in faculty meetings Working with faculty meetings

For each of the eleven experiences, proportionately more teachers who experienced the full-day program were exposed to these experiences than were the teachers who experienced the one-period per day program.

- 33. Fifty-six of 60 student-teaching experiences tested indicated no significant difference between the group that experienced a full-day student-teaching program and the group that experienced the one-period per day program in terms of value derived from these 56 experiences.
- 34. Four student-teaching experiences showed a significant difference between the way the one-period per day group and the full-day group felt concerning the value derived from these experiences. They were:

Eliminating ambiguous test questions Providing supplementary work for faster students Helping students outside of class Dealing with the faster student

For each of the four significant items, proportionately more teachers who had experienced the full-day studentteaching program attached high value to these experiences than did the one-period per day group.







•

















- 35. Fifty-five of 60 first-year difficulties tested seemed to indicate there was no significant difference between the group that experienced a full-day student-teaching program and the group that experienced the one-period per day student-teaching program and the degree of concern for these 55 difficulties.
- 36. Five of 60 first-year difficulties showed a significant difference between the teachers who experienced the full-day student-teaching program and the teachers who experienced one-period per day student teaching and the degree of concern for these difficulties. They were:

Using available audio-visual aids Knowing student's past record Conducting home room sessions Administering ticket sales or fund-raising activities Working with the principal, superintendent, or other administrative heads

For each of the five items which showed a significant difference between the two groups as to degree of concern for first-year difficulties, a proportionately larger number of respondents who experienced fullday student teaching expressed great or some concern for these difficulties than did the teachers who experienced the one-period per day student-teaching program.

Conclusions

From an analysis of the data and of the findings of the study the following conclusions seem to be valid for the population studied in this investigation.

 Generally, first-year business teachers taught in schools very different in size, in terms of total pupil
enrollment, from those in which they taught during their student teaching.

2. In general, the majority of first-year teachers of typewriting and shorthand taught these subjects during their

period of student teaching; and the majority of first-year teachers of other business subjects did not teach these other business subjects during their period of student teaching.

3. Variation existed between teacher education institutions as to the length of time assigned for student teaching and amount of daily student teaching offered. The largest group of first-year business teachers experienced a full-day student-teaching program. Also, the largest group of first-year business teachers experienced an assignment for one quarter or term.

4. Generally, the first-year teaching difficulties of great or some concern were the specific difficulties included in the areas of Teaching Subject Matter, Personal Consideration for Students, Classroom Organization, Discipline, and Testing and Measurement. Specific first-year difficulties of little or no concern tended to be in the areas of Administrative Duties, Teaching Aids and Techniques, and Co-curricular activities.

5. Generally, student-teaching experiences of high value were indicated in the areas of Testing and Measurement, Classroom Organization, Teaching Subject Matter, Teaching Aids and Techniques, Personal Consideration for Students, Discipline, and Administrative Duties. Low value was expressed for student-teaching experiences included in the area of Co-curricular activities.

6. In general, student-teaching experiences even of high value did not result in similar first-year difficulties of little or no concern. For the great majority of items there was a tendency for high student-teaching values to parallel high first-year concerns, and low student-teaching values to parallel low first-year concerns.

7. Student teachers who were assigned to the full-day student-teaching program were exposed to significantly more experiences than were the student teachers who had engaged in the one-period per day student-teaching program and many of these experiences were related to the broader aspects of the total teaching process.

8. For all but four of 60 specific student-teaching experiences, there was no real difference between the group that experienced the one-period per day student-teaching program and the group that experienced the full-day studentteaching program in terms of value derived from these experiences.

9. For all but five of 60 first-year difficulties there was no real difference between the group that experienced the one-period per day student-teaching program and the group that experienced the full-day student-teaching program and the degree of concern they felt for these firstyear difficulties.

Recommendations

Assuming that the data, findings, and conclusions of this study have validity for the population of first-year business teachers studied, the following recommendations were made.

1. Teacher education institutions should re-evaluate their present program of student-teacher training with careful consideration being given to a high quality program that will help to minimize first-year teaching difficulties.

2. The degree of concern for specific first-year difficulties and the value of specific student-teaching experiences should be considered by business educators as a basis for improving the present student-teaching programs in teacher education institutions.

3. Teacher education institutions and co-operating high schools should work for more realistic student-teacher training so that all experiences more closely approximate the work of the first-year teacher.

One of the significant findings of this study indicated that full-day student teachers were exposed to more experiences than were one-period per day student teachers. These experiences included: teaching non-skill subjects, teaching advanced or second-year subjects, knowing student's past record, providing supplementary work for faster students, helping students outside of class, conducting home

room sessions, chaperoning at school functions, working with PTA or other parent-school functions, conferring with parents of students, participating in faculty meetings, and working with faculty members in committee work.

Assuming that such experiences represent important and realistic aspects of the teaching process, it is reccommended that an opportunity be provided for participation in programs which include these experiences.

4. It is suggested that replication of this study be made to determine the difficulties of first-year teachers and the relationship of these difficulties to the student teaching they experienced for purposes of validating the findings of this study.

5. Further study should be made to determine the reasons why high or low values attached to student-teaching experiences are independent to first-year difficulties of high or low concern, why there is no significant difference between teachers who experienced one-period per day student teaching and those who experienced full-day student teaching in terms of the value derived from specific experiences, and why there is no significant difference between these two groups in terms of the degree of concern each group had for specific first-year difficulties.

6. Studies should be made to compare present programs of student teaching to an "internship" type of program in which the graduate is hired and performs the duties of a first-year teacher, with proper supervision given by a master high school teacher and college co-ordinator.

BIBLIOGRAPHY

BOOKS

- Association for Student Teaching. Off-Campus Student Teaching. Thirty-first Yearbook. Lock Haven, Pennsylvania: Association for Student Teaching, 1951.
- Association for Student Teaching. <u>Guidance in Teacher Edu-</u> cation. Thirty-sixth Yearbook. Cedar Falls, Iowa: <u>Association for Student Teaching</u>, 1957.
- Association for Student Teaching. Improving Instruction in <u>Professional Education</u>. Thirty-seventh Yearbook. Cedar Falls, Iowa: Association for Student Teaching, 1958.
- Association for Student Teaching. The Supervising Teacher. Thirty-eighth Yearbook. Cedar Falls, Iowa: Association for Student Teaching, 1959.
- Charters, Warrett Wallace, and Waples, Douglas. The Commonwealth Teacher Training Study. Chicago: University of Chicago Press, 1929.
- Garrett, Henry E. Statistics in Psychology and Education. New York: Longmans, Green and Company, 1947.
- Goetting, Martin Luther. <u>Teaching in the Secondary School</u>. New York: Prentice-Hall Inc., 1942.
- Good, Carter V. Dictionary of Education. New York: McGraw-Hill Book Company, 1945.
- Good, Carter V., Barr, Arvil Sylvester, and Scates, Douglas K. <u>The Methodology of Educational Research</u>. New York: <u>Appleton-Century Company, Inc., 1941</u>.
- Guilford, J. P. Fundamental Statistics in Psychology and Education. New York: McGraw-Hill Book Company, Inc., 1950.
- Schorling, Raleigh. Student Teaching. New York: McGraw-Hill Book Company, Inc., 1949.
- Walker, Helen M., and Lev, Joseph. Statistical Inference. New York: Henry Holt and Company, 1953.


- •
- - • • • •
- - • •
- · · · ·

- Waples, Douglas, and Tyler, Ralph W. Research Methods in Teachers' Problems. New York: The Macmillan Company, 1930.
- Wiggins, Sam P. The Student Teacher in Action. Boston: Allyn and Bacon, Inc., 1957.

PERIODICALS

- Barr, Arvil Sylvester, and Rudisill, Mabel. "Inexperienced Teachers Who Failed and Why," The Nations Schools, V (February, 1930), 30-34.
- Beckett, Alvin C. "Objectives and Curricular Pattern of Business Education in the Secondary School," National Association of Business Teacher-Training Institutions, Bulletin No. 65 (December, 1956), 15-18.
- Burge, Lefton V. "Program for Directed Teaching at Western Michigan College of Education," <u>Educational Administra-</u> tion and Supervision, XXI (April, 1945) 241-46.
- Callon, John H. "Evaluation in Student Teaching," National Business Education Quarterly, XXV (December, 1956), 49-53.
- Colvin, Stephen S. "The Most Common Fault of Beginning High School Teachers," <u>School and Society</u>, VII (April 20, 1918), 451-59.
- Dettman, John A. "Factors Related to Success in Teaching the Business Subjects in the Secondary Schools," Journal of Business Education, XXXII (November, 1956), 91.
- Dickerson, Earl S. "Off-Campus Student Teaching," Journal of Business Education, XXXI (May, 1956), 352-54.
- Douglas, L., Green H., and Crank, F. "Problems of Beginning (first year) Business Teachers," <u>American Business Edu</u>cation, XII (March, 1956), 160-61.
- Dvorak, Earl A. "The Preparation of Secretarial Teachers," <u>National Business</u> <u>Education</u> <u>Quarterly</u>, XXIV (December, 1955), 38-42.
- Eliasson, Reuben Hamilton. "Classroom Problems of Recent Teaching Graduates," Educational Research Bulletin, II (November 9, 1932), 370-72.

• • • • • • • •

- Eyster, Elvin, Lessenberry, D., and Via, D. Macil. "Fifth Annual Problem Clinic--Problems in Business Teacher Education," <u>American</u> <u>Business</u> <u>Education</u>, XII (March, 1956), 162-63.
- Forrester, Gertrude. "Role of High School and College Counselors," National Association of Business Teacher-Training Institutions, Bulletin No. 64 (August, 1956), 12-16.
- Franty, Louise W. "A Challenge to Business Teacher Education," Journal of Business Education, XXXI (March, 1956), 269-70.
- Gress, John J. "Challenge from Beginning Teachers for Improvement of Business Teacher Education," <u>National Busi-</u> <u>ness Education Quarterly</u>, (Winter, 1951), 37-45, 58.
- Hahn, Walter. "Current Practices and Problems in Student Teaching," The Journal of Teacher Education, II (June, 1951), 120.
- Hale, Geraldine I. "Is Student Teaching Meaningful?" Journal of Business Education, XXX (January, 1955), 190.
- Hill, George E. "Teachers' Instructional Difficulties--A Review of Research," Journal of Educational Research, XXVII (April, 1944), 602-15.
- Inlow, Harvey Edgar. "Problems of the Beginning Teacher," <u>Educational Administration</u> and <u>Supervision</u>, XXVIII (September, 1942), 414-25.
- Keily, Helen J., Popham, Estelle, and Brower, Walter A. "Area Conference Report--Student Teachers Meeting," <u>American Business Education</u>, XIII (October, 1956), 37-38, 41.
- Korstran, Kathryn G. "Let's Sell Teaching to Student Teachers," <u>Business Education World</u>, XXXVI (April, 1956), 26-27.
- Malsbary, Dean R. "Providing for a Variety of Worthwhile Experiences," <u>National Association of Business Teacher-</u> <u>Training Institutions</u>, Bulletin No. 60 (1954), 21-26.

. "Techniques for Evaluating the Business Teacher Education Curriculum," National Business Education Quarterly, XXIV (December, 1955), 50-53.

- Miller, Elizabeth M. "The Master Teacher in Business Education Can Help the Student Teacher," <u>Balance Sheet</u>, XXXVI (March, 1956), 300-2.
- Mosher, Howard H. "The Modern Secondary School," <u>National</u> <u>Association of Business Teacher-Training Institutions</u>, <u>Bulletin No. 65 (December, 1956), 5-7, 14</u>.
- Mulgrew, Ellen C. "Student Teacher Training," Journal of Business Education, XXXI (May, 1956), 382.
- Olson, Milton C. "Business Teacher Education: the past, the present and yet to come," <u>Business</u> <u>Education</u> Forum, XI (May, 1957), 3-5.
 - . "Manual for Student Teachers in Business Education," National Business Education Quarterly, XXV (December, 1956), 3.
- Oppelt, J. L. "Student-Teacher Planning at the College Level," The Journal of Teacher Education, III (March, 1952), 46.
- Peck, Gladys, and Thistlewaite, Munchel. "Problems of Business Teachers in One-Business Teacher High Schools," American Business Education, XII (March, 1956), 155-56.
- Porter, Gerald A. "Evaluating the Competency of a Business Teacher," <u>National Business</u> <u>Education</u> <u>Quarterly</u>, XXIV (May, 1956), 16-19.
- Price, Ray G., Wells, Inez Ray, and Wyllie, Gene. "Fifth Annual Problem Clinic--Problems in Business Teacher Education," American Business Education, XII (March, 1956), 163-64.
- Rowe, John L. "Guiding Principles for Differentiated Business Teacher Education Curriculums," <u>National Business</u> <u>Education Quarterly</u>, XXIV (December, 1955), 34-37.
- Severson, L. C. "How Teacher-Coordinators Rate Their Problems," <u>Business</u> <u>Education</u> Forum, XI (December, 1956), 26-28.
- Smith, Henry P. "A Study of the Problems of Beginning Teachers," Educational Administration and Supervision, XXXVI (May, 1950), 257-64.
- Spears, Harold. "What Disturbs the Beginning Teacher," The School Review, LIII (October, 1945), 458-63.

• • •

• • • • • •

• • •

• •

•

•

- Trytten, John M. "How Well Are Commercial Teachers Equipped for Meeting the Demands Made Upon Them?" <u>National</u> Business Education Quarterly, XIII (May, 1945), 29-37.
 - . "Student Teaching--On or Off Campus?" <u>National Association of Business Teacher-Training</u> Institutions, Bulletin No. 60 (1954), 13-17.
- Umstattd, James Greenleaf, and Johnson, Palmer O. "Difficulties Encountered by Beginning Teachers," <u>School</u> <u>Executive</u>, LII (August, 1933), 404-5.
- Waples, Douglas. Teachers' Difficulties As a Basis for Supervision," The Journal of Educational Method, VIII (April, 1929), 399-403.
- Yerian, Theodore. "Principles To Be Considered in Teacher Education," <u>National Business</u> Education Quarterly, XXIV (December, 1955), 5-9.

UNPUBLISHED MATERIALS

- Adams, Lucy Rose. "Teacher Education Programs in the South." Unpublished Doctoral dissertation, Ohio State University, 1957.
- Batchelder, Howard T. "An Analysis of Student Teachers' Difficulties in Directed Teaching." Unpublished Doctoral dissertation, University of Michigan, 1942.
- Bell, Robert Paul. "The Relationship between the Problems Encountered by Selected Beginning Teachers and the Learning Experiences Provided in their Professional Education Courses." Unpublished Ed.D. dissertation, Indiana University, 1952.
- Bellis, Bertha Mary. "The Problems of Beginning Teachers and their Implications for Teacher Development." Unpublished Doctoral dissertation, Northwestern University, 1939.
- Blanford, James Tracy. "The Relationship between the Problems of Beginning Teachers and their Experiences in General and Special Methods Courses." Unpublished Doctoral dissertation, Indiana University, 1951.
- Burras, Darrell V. "Business Teachers' First Year of Experiences--Selected Case Studies." Unpublished Ph.D. dissertation, University of Michigan, 1956.

- Canfield, Mary Brower. "A Handbook for the Beginning Business Teacher." Unpublished Ed.D. dissertation, New York University, 1955.
- Culver, Gordon F. "An Analysis of Student Teaching Experience in Selected High School Business Subjects." Unpublished Ed.D. dissertation, University of Nebraska, 1958.
- Green, Helen Hinkson. "A Study of the Relationship Which Exists between the Problems Encountered by High School Business Teachers in Sponsoring Extra-Class Activities and the Preparation for Sponsoring Extra-Class Activities Offered by Selected Business-Education Departments in Teacher-Training Institutions." Unpublished Ed.D. dissertation, Michigan State University, 1955.
- Gress, John J. "Teaching Difficulties of Beginning Teachers As a Basis for Improvement of Business Teacher Education." Unpublished Ed.D. dissertation, New York University, 1951.
- Kessel, Robert Manley. "The Critical Requirements for Secondary School Business Teachers Based Upon an Analysis of Critical Incidents." Unpublished Ph.D. dissertation, University of Wisconsin, 1956.
- Lansford, Raymond William. "An Evaluation of the Student-Teaching Program on the Secondary Level at Central Missouri State College." Unpublished Ed.D. dissertation, New York University, 1954.
- Musgrave, Alvin William. "Commercial Teacher Training in 92 Teachers Colleges in the United States." Unpublished Ed.D. dissertation, University of Texas, 1944.
- Suggs, Mary Frances. "Persistent Problems of Teachers." Unpublished Ed.D. dissertation, Indiana University, 1955.
- Swanson, Robert, "The Principles and Practices of the Supervision of Student Teachers in Business Education." Unpublished Ed.D. dissertation, Teachers College, Columbia University, 1953.
- Wey, Herbert. "A Study of Difficulties of Student Teachers and Beginning Teachers." Unpublished Ed.D. dissertation, Indiana University, 1950.

APPENDIX

.

EXHIBIT A

Exhibit A COPY OF QUESTIONNAIRE Part I -- Personal Data

1.	Name:		
2.	Address:		
3.	Age:		
4.	Sex:Male, Female		
5.	School in which I am now teaching:	public high school	
		public junior high	
		Other (specify)	
F1	rst Year Teaching		
6.	Subjects I taught during my first	year of teaching: (Please check)	
	Typing, Shorthand	Bookkeeping General Business	Others, (please list)
	Secretarial Training	Business Law	
	Office Practice	Retailing	
7	Total number of teachers in our Hi	Economics,	ntment is.
8	Approximate total pupil enrollment	in our high school is.	
• •			
Sti	ident Teaching		
9.	My classification as a student tead	cher was:Junior,Senio	or,Graduate.
0.	Amount of daily student teaching:	(Check one)	
	one period per day	one-half day	other, specify
	two periods per day	full day	
1.	Length of time assigned to student	teaching: (Check one)	
	one year	one quarter, (term)	
	one semester	other, specify	
2.	Credits earned for student teachin, Semester his (total credits) (check one)	g: rs., Term hours	
3.	Subject(s) I taught while student	teaching: (Please check)	
_	Typing,	Bookkeeping	Others, (please list)
-	Shorthand, Secretarial Training	General Business Business Law	
-	Office Machines Office Practice	Business Arithmetic Retailing	
		Economics,	
4.	Total number of teachers in the Hig was: (Do not include student teach	gh School Business Education Depai ners)	rtment where I did my student teaching
5.	Approximate total student enrollmen	nt in the high school were I did m	ny student teaching was:
6.	If I were to rate my overall Studen teaching, I would rate it: (Circle	nt Teaching Experience in terms of e one)	f how it helped me in my first year of
	EXCELLENT	GOOD FAIR H	POOR
	Comment (If you desire)		

DIRECTIONS: In Column A are listed many problem areas encountered by many teachers. Column B asks: (1) if these items were of concern to you (and the degree of concern); or (2) if you did not experience these protlems in your first-year teaching.

Please place one check mark (\checkmark) in Column B for each of the items listed in Column A as it concerned you in your first year of teaching.

COLUMN A	COLUMN B				
		During My	FIRST YE	AR OF TEAC	HING
Established or "known" Problem Areas For Many First-year Teachers	This was of Great, Some, Little, or No Concern to Me			I <u>did</u> not Experience This in My	
	GREAT CONCERN	SOME CONCERN	LITTLE CONCERN	NO CONCERN	First Year
1. Determining what to include in tests					
2. Determining length of tests					
3. Eliminating test questions that can be taken two ways					
4. Determining how many tests to give					
5. Deciding on work to collect and grade					
6. Converting test scores into grades					
7. Weighting grades to determine final grade					
8. Guarding against cheating					
9. Planning daily lessons					
0. Determining objectives or standar <u>ds</u>					
1. Approach and method to use to achieve objectives					
2. Selecting textbooks and instructional materials					
3. Selecting equipment					
4. Making regular assignments			L		
5. Making "make-up" assignmen <u>ts</u>					
6. Making minor machine repairs					
7. Providing variation					
8. Guiding pupil discussions					
9. Getting student co-operation and participation					
0. Answering student questions					
1. Teaching skill subjects					
2. Teaching non-skill subjects					
3. Teaching advanced or 2nd year subjects .					
4. Building speed and/or accuracy in skill subjects					
5. Reaching standards or objectives					
6. Teaching on student level					
7. Demonstrating to the class					
8. Using the chalkboard					
9. Using available audio-visual aids					
0. Acquiring audio-visual ai <u>ds</u>					
1. Learning pupil names and characteristics					
2. Knowing student's past record					

COLUMN A	COLUMN B				
	During My FIRST YEAR OF TEACHING		HING		
Established or "known" Problem Areas For Many First-year Teachers	This was of Great, Some, Little, or No Concern to Me			ittle, or	I <u>did</u> not Experience This in My
	GREAT Concern	SOME CONCERN	LITTLE CONCERN	NO CONCERN	First Year
33. Providing supplementary work for faster students					
34. Finding time to help slower students in class					
35. Helping students outside of class					
36. Determining student needs					
7. Getting the class period under way					
18. Maintaining student interest					
9. Controlling students incessant talking					
0. Dealing with the temperamental student					
1. Dealing with the "don't care" attitude					
2. Dealing with the faster student					
3. Dealing with the slower student					
4. "Punishing" offenders					
5. Getting students to study					
6. Conducting home room sessions					
7. Directing study halls					
8. Assisting or advising the school paper and/or annual					
9. Assisting or advising Business Clubs (FBLA, FTA, etc.)					
0. Assisting or advising Fr., Soph., Jr., or Sr. Class					
1. Chaperoning at school functions					
2. Working with PTA or other parent-school functions					
3. Administering ticket sales or fund-raising activities					
4. Organizing and/or teaching adult classes					
5. Conferring with parents of students					
6. Preparing reports and records					
7. Participating in faculty meetings					
8. Working with faculty members in committee work					
9. Observing other teachers teaching classes					
0. Working with the prin., supt., or other adm. heads					
If others, please list and check)					
					· · · ·

190

IRECTIONS: In Column A are listed many Student Teaching Experiences. Column B asks: (1) if you <u>did</u> experienc hese items (and the extent of their value); or, (2) if you <u>did not</u> experience these items.

Please place one check mark (\checkmark) in Column B for each item in Column A.

COLUMN A			COLU	MN B	
Student-Teaching Experiences	DURING MY STUDENT TEACHING ASSIGNMENT I did experience this (Col. A) and it I was of Great, Some, Little, or No Value (in Minimizing this Problem During my lst year of Teaching) S		MENT I <u>did not</u> Experience This in my Stu. Teach		
	GREAT VALUE	SOME VALUE	LITTLE VALUE	NO VALUE	
L Determining what to include in tests					
2. Determining length of tests					
3. Eliminating test questions that can be taken two ways					
. Determining how many tests to give					
5. Deciding on work to collect and grade					
. Converting test scores into grades					
'. Weighting grades to determine final grade					
. Guarding against cheat <u>ing</u>					
Planning daily lessons					
. Determining objectives or standards					
. Approach and method to use to achieve objectives					
Selecting textbooks and instructional materials					
. Selecting equipment					
Making regular assignments					
Making "make-up" assignme <u>nts</u>					
Making minor machine rep <u>airs</u>					
. Providing variation					
Guiding pupil discussions					
. Getting student co-operation and participation					
Answering student questions					
. Teaching skill subjects					
. Teaching non-skill subjects					
. Teaching advanced or 2nd year subjects					
Building speed and/or accuracy in skill subjects					
. Reaching standards or objectives					
. Teaching on student level					
. Demonstrating to the class					
. Using the chalkboard					
. Using available audio-visual ai <u>ds</u>					
. Acquiring audio-visual aids					
· Learning pupil names and characteristics					
. Knowing student's past record					

191 Page 5

COLUMN A		····	COLU	MN B	
Student-Teaching Experiences	DURING MY STUDENT TEACHING ASSIGNMENT I did experience this (Col. A) and it was of Great, Some, Little, or No Value (in Minimizing this Problem During my lst year of Teaching)		MENT I <u>did</u> not Experience This in my Stu. Teach		
	GREAT VALUE	SOME VALUE	LITTLE VALUE	NO VALUE	
3. Providing supplementary work for faster students					
4. Finding time to help slower students in class					
5. Helping students outside of cla <u>ss</u>					
6. Determining student ne <u>eds</u>					
7. Getting the class period under way					
8. Maintaining student interest					
). Controlling students: incessant talking					
0. Dealing with the temperamental student					
l. Dealing with the "don't care" attitude					
2. Dealing with the faster student					
3. Dealing with the slower student					
+. "Punishing" offenders					
5. Getting students to study					
5. Conducting home room sessions					
/. Directing study halls					
3. Assisting or advising the school paper and/or annual					
). Assisting or advising Business Clubs (FBLA, FTA, etc.)					
). Assisting or advising Fr., Soph., Jr., or Sr. Class					
l. Chaperoning at school functions					
2. Working with PTA or other parent-school functions					
3. Administering ticket sales or fund-raising activities					
+. Organizing and/or teaching adult classes				1	
 Conferring with parents of students 					
) Prenaming reports and records					
7. Participating in faculty meetings					
3. Working with faculty members in committee work					
). Observing other teachers teaching classes				· · · · · · · · · · · · · · · · · · ·	
). Working with the print, sunt, or other adm, heads	1				
if others nlesse list and check)					1
a oners, prease rist and theory	1				
	<u> </u>		· · ·		
					
					
	Warman 9	Thouse	l	l	11
riease return to; Mr Bu Mi Ea	siness Educa chigan State st Lansing,	ation De Univer Michiga	ept. sity in		

EXHIBIT B

.

Exhibit B. 1.

COPY OF LETTER TO DIRECTORS OF BUSINESS EDUCATION DEPARTMENTS

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF BUSINESS AND PUBLIC SERVICE DEPARTMENT OF BUSINESS EDUCATION AND OFFICE ADMINISTRATION January 27, 1959

Dr. George -----, Director Business Education Department -----College -----, Missouri

Dear Dr. -----:

After much deliberation, revision, and committee approval, I have reached the point where I am ready to gather data for my doctor's thesis in the area of student teaching and the experiences encountered. I need your help!

I have selected colleges from each of the eight states in the UBEA Central Region (CRUBEA) and am asking the heads of the Business Education Departments to send me the names and addresses of last year's business education graduates. From these names I will select my sample.

Would you please send me the names and addresses of your last year's business education graduates who are now out in their first year of teaching. Also, if you can supply me with the grades each of these graduates earned in their student teaching, it will be most helpful in the study I am anticipating. They, of course, will be held in strictest confidence. This study is designed to determine the experiences encountered in student teaching and the relationship of these experiences to first-year teaching. There will be no attempt to evaluate a particular participating school's student-teaching program.

I realize the extra work and inconvenience these requests entail on your part, and I thank you in advance for your help.

At the present time, I am teaching on the staff at MSU in Dr. Lyle Maxwell's Business Education Department. I haven't had the pleasure of meeting you, but probably will have that opportunity at the Chicago NABTE convention.

May I hear from you at your earliest convenience.

Yours very truly,

Warren S. Theune, Instructor Department of Business Ed. & Office Administration

Exhibit B. 2. COPY OF LETTER TO BUSINESS TEACHER RESPONDENTS

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF BUSINESS AND PUBLIC SERVICE DEPARTMENT OF BUSINESS EDUCATION AND OFFICE ADMINISTRATION

April 30, 1959

You are one of the 1957-58 business education graduates who has been selected to receive this letter and participate in a study of business education graduates who are now engaged in their first year of teaching.

Now that you have almost completed your first year of teaching, you are in a position to give some honest answers to questions concerning: (1) your firstyear teaching experiences, and (2) your student-teaching experiences. By answering these questions, you will be helping us to improve the help we can give to future business education graduates.

The enclosed questionnaire was designed to take approximately ten minutes of your time. You will notice that it consists of:

Part I -Personal Data Part II -First-year Teaching Experiences Part III-Student-teaching Experiences

Please take the ten minutes right now to fill out the questionnaire and return it to me in the enclosed stamped envelope. This will, of course, eliminate the necessity for sending you a reminder.

Your name will not be used in connection with this study, and the answers you give will be held in the strictest confidence.

Thank you for your interest and cooperation.

Yours very truly,

Warren S. Theune Business Education & Office Administration

jj

Enclosure

194

Exhibit B. 3. COPY OF FOLLOW-UP LETTER TO BUSINESS TEACHER RESPONDENTS

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF BUSINESS AND PUBLIC SERVICE DEPARTMENT OF BUSINESS EDUCATION AND OFFICE ADMINISTRATION

May 13, 1959

Mr. Ronald -----High School

Dear Mr. ----:

A few weeks ago a letter and a questionnaire were sent to you asking for your help in a research study which I am conducting. This study, when completed, should provide valuable information for the improvement of student teaching in the business education area and other areas of teaching as well.

The response to this request has been very encouraging, but your opinion concerning your experiences is necessary in order to make this study a more valid study.

If your questionnaire is on its way back to me, please disregard this letter. However, in case the original was misplaced, and since time is pressing, I urge you to fill out and return this questionnaire. Use the enclosed stamped, self-addressed envelope.

I greatly appreciate your cooperation.

Yours very truly,

Warren S. Theune, Instructor Dept. of Business Education & Office Administration

WT:jj

Enclosures

P. S. If you do not wish to participate, if this questionnaire does not apply to you, or if you do not have the time, please return it to me with that notation on it. EXHIBIT C

•

Exhibit C FOURFOLD CONTINGENCY TABLES

1. Determining what to include in tests

• +ľ	95	29	124
⁻ -[60	23	83
]	155	1 52	207
ſ	ø 12	x • .049 • 50	

2. Determining length of tests



3. Eliminating ambiguous test questions



4. Determining how many tests to give



5. Deciding on work to collect and grade

▲

	•	-	
y +	94	54	148
¯ - [45	47	92
[139	101	240
-	Ø	х 144 2 4.98	

6. Converting test scores into grades



7. Weighting grades to determine final grade



8. Guarding against cheating

	+		
y +İ	52	29	81
-	68	50	118
	120	79	199
	ø X ²	x • .066 87	

 X = Value of this item as a Student-Teaching Experience. (- represents high value; - represents low value).
 Y = Degree of concern for this item during First Year of Teaching. (- represents high concern; - represents low concern).

197

•

:

•

-

_

9. Planning daily lessons



10. Determining objectives or standards



11. Approach and method to use to achieve objectives

_	+	-	
*	130	37	167
-[41	17	58
	171	54	225
	ø • X2	X • .073 1.20	

12. Selecting textbooks and instructional materials

	38	59 x	.97
	24	45	69
y +	14	14	28
_			

13. Selecting equipment



14. Making regular assignments

	+	~	
v +	63	9	72
	123	33	156
[186	42	228
	ø X ³	x = .104 2 2.47	

15. Making "make-up" assignments



16. Making minor machine repairs





and a second and a second and a second Second a seco

- . . . •

•

•

17. Providing variation



18. Guiding pupil discussions



19. Getting student cooperation and participation



20. Answering student questions



21. Teaching skill subjects

	+	••	
r +[73	6	79
[103	12	115
	176	18	194
-	¢ x2	x 048 .45	

22. Teaching non-skill subjects

	+	~	
¥ +	56	15	71
	65	12	77
[121	27	148
	ø x2	x 072 .77	

23. Teaching advanced or second year subjects

24. Building speed and/or accuracy in skill subjects____

25. Reaching standards or objectives

	-		
x +[107	31	138
[61	22	83
	168	1 53	221
!	ø X	X = .046 2 .47	

26. Teaching on student level



27. Demonstrating to the class



28. Using the chalkboard



29. Using available audiovisual aids

	+		
¥ +	31	16	47
	92	45	137
	123	61	184
	ø X2	X 011 .02	

30. Acquiring audio-visual aids

	+	-	
¥ +	34	19	53
[52	45	97
	86	64	150
	ø x 2	X 102 1.56	

31. Learning pupil names and characteristics



32. Knowing student's past record



• • • • • • • • • • • ••• • • • • • • • • • • . المحالية العربية المحالية (محالية) • • • • • • • · · · · · · · : • * 3 • • •---•

33. Providing supplementary work for faster students

.

	-	~	
r +[74	69	143
_	16	19	35
	90	1 88	178
ļ		x ø=048 x ² _41	

34. Finding time to help slower students in class

	•	•	
Y +	95	75	170
••	27	19	46
	122	94	216
	Ø	x 2 .023 .11	

35. Helping students outside of class

_	+	-	
+	51	43	94
-[31	49	80
ſ	82	92	174
-	ø X ⁴	x • .155 ² 4.18	

36. Determining student needs



37. Getting the class period under way

	+	-	
r +[63	6	69
¯ - [135	29	164
[198	35	233
-	ø X	x 115 2 3.08	

38. Maintaining student interest

	+	•	
¥ +	128	18	146
	81	8	89
	209	26	235
	Ø	x =052 2 .64	

39. Controlling students' incessant talking



40. Dealing with the temperamental student







































41. Dealing with the "don't care" attitude

-

+

r +[84	66	150
-	43	20	63
	127	1 86	213
ł	ø. X2	x 114 2.77	

42. Dealing with the faster student



43. Dealing with the slower student



44. "Punishing" offenders



45. Getting students to study

	+		
r +[6 8	59	127
¯ ~ [53	29	82
	121	88	209
	۲ ۲2 ۲2	101 2.13	

46. Conducting homeroom sessions

	+	•	
¥+[24	10	24
-[15	· 12	27
	29	22	51
_	×2	• 028 • 04	

47. Directing study halls

-	+	-	
y +[8	8	16
[15	10	25
	23	18	41
	ر چ x 2	• 098 • 39	

48. Assisting or advising the school paper and/or annual _

























49. Assisting or advising Business clubs (FBLA, FTA, etc.)



50. Assisting or advising Fr., Soph., Jr., or Sr., class.



51. Chaperoning at school functions



52. Working with PTA or other parent-school functions



53. Administering ticket sales or fund-raising activities.



54. Organizing and/or teaching adult classes.



55. Conferring with parents of students



56. Preparing reports and records





• • •







المتعادية بشاعين فالعادي



57. Participating in faculty meetings.





58. Working with faculty members in committee work





59. Observing other teachers teaching classes





60. Working with the prin., supt., or other administrative head





، ، مربع د هده بر مده مس

· · · · · · · · · · · · •

andra andra andra andra andra andra andra andra andra andra andra andra andra andra andra andra andra andra an Andra •



. . • -السام من من ما ما ما

EXHIBIT D

•
COMMENTS BY FIRST-YEAR BUSINESS TEACHER RESPONDENTS CONCERNING STUDENT TEACHING

Favorable Comments

My own student-teaching experience helped me a great deal during my first year of teaching. My experience was for a full day for twelve weeks. (MG)

Full-time teaching for three weeks was my biggest help. (JTB)

I had a full load of classes where I had complete responsibility for lesson planning, teaching, grading, and discipline. I got the full picture. I also helped with extra-curricular activities and took part in community affairs. (SS)

I feel that student teaching helped me with such matters as grading, planning lessons, and speaking in front of a class; but as far as teaching experience, it is quite different when you are actually in your own classroom rather than having a supervising teacher there to answer questions. (PB)

To me student teaching was the most beneficial methods course I had. Reading about children and working with them are two different things. Student teaching also gave me confidence to begin my first year of teaching. (SR)

I was given full control of the classes and it made me realize the responsibility of teaching students to be able to comprehend the problems of everyday life. This created pride and self satisfaction in determining my future work and responsibilities of life. (JPM)

It not only taught me how to teach the subject matter but also gave me an insight into the thinking and actions of teenagers and how I must deal with them. (MGS)

I think student teaching was especially excellent for practice in being in front of classes and in preparing grades. (RES)

I am teaching a lower age level in the same school system as I student taught. I was familiar with the practices so it was easy to make adjustments. (DVS)

•

•

.

•

. .

•

•

.

•

.

· · · · · ·

Gives you a better idea of the problems you will encounter. (JCC)

Many of the same experiences are extremely helpful when you are in charge of your own classroom. (EAR)

Helped in that it gave you confidence and lessened the fear--Can I answer all their questions? (DJK)

My teaching experience was in shorthand and I am now teaching General Business and typing. I feel, however, my student teaching in general helped me adapt myself to these new subjects in many ways. (MA)

It helped me learn the basic fundamentals of teaching and gave me necessary self-confidence in the classroom. (MB)

Training was very thorough and experience very helpful. (DD)

I am a D. E. teacher-coordinator. During student teaching we had two classes and the rest of the time was spent on coordinating coop, part time students, and setting up adult classes. The coordinating experiences under a good coordinator are invaluable. I did my student teaching away from the college which made it very natural and realistic. (DHK)

Student teaching is a very worthwhile experience. Learning how to make lesson plans and how to face a group of students were the most important things I gained from it. (MG)

Full responsibility was given to me as a student teacher. This was a real chance to try my own ideas and experiment. (BM)

I believe my student teaching has been a great help to me in my first year of teaching. Before I did my student teaching I debated whether to do it on campus or off campus. Some said the on campus situation was "unreal." However, I think the actual assistance and methods furnished by my supervising teacher more than compensated for this difference. (KLL)

My supervisor gave me many worthwhile opportunities. I taught full-time under her observation which was a good learning experience. (FMF)

My supervising teachers were very honest and exceedingly informative about "tricks of the trade." The benefit one gains in student teaching I believe is almost solely dependent upon your advisor. (HGP)

My student teaching was a valuable experience. We didn't encounter all things, but what we did encounter I'll never forget. Without it, I'm sure I'd be a very confused beginning teacher. (IMZ)

I worked under four different teachers--these varied from excellent to poor in their help offered and attitude. My overall experience was "fair." (DL)

My supervising teachers allowed complete planning, control, etc., after a week or so, along with wonderful cooperation. (MH)

I had two excellent supervising teachers who helped me immensely. They still are eager to do all they can for me. (JAW)

I student taught in two schools and one school was excellent and the other about fair. One of my supervising teachers was very enthusiastic and extremely helpful and the other was very bitter and learned very little working with her. (SAB)

My student teaching supervisor was a person whom I felt free to talk to. He was willing to answer my questions and help me. (NMP)

I had a wonderful supervising teacher and credit my success as a teacher to her as far as teaching methods. (JD)

My supervisor built my confidence. This made me overcome many anxieties I may have had. (WEB)

My supervising teachers were very qualified. They tried to help me in all ways and I am still trying to retain the "teacher" atmosphere of their classrooms and of themselves as teachers. (SJA)

I did my student teaching in the campus lab school and had two supervisors who were very interested in helping prospective teachers gain as much experience as possible. I often remember hints and helps that I gained from these teachers. Perhaps the only thing I didn't really feel prepared for were some of the discipline problems I've met in this first year. (JAE)

It helped a great deal in that one subject. (GM)

Unfavorable Comments

I did my student teaching in two skill courses with little lecture being done. I did find it a little difficult at first to lecture in bookkeeping. I feel had I had some experience in teaching a lecture course, it would have helped me to be more fully prepared. (KRM)

My student teaching experience was too limited. I had no experience in teaching typing, shorthand, or general business. If the student teaching program could be set up to give a student a more diversified teaching experience, I believe it would be more beneficial. (BH)

I wish I would have practice taught in the fields I am now teaching. (JFN)

My student teaching experiences which I had in typing were fine and certainly helped me. However, I had no experience of any kind for the teaching of shorthand and bookkeeping. (GBS)

It seems to me that to be of value, student teaching should be done in a school which meets certain standards, especially in the quality of teaching by the regular teacher. This was not so in my case, and my whole student teaching experience was a very discouraging ordeal from which I gained very little, if anything, of value to help me in this first year of teaching. (PM)

The interests and attitudes of students at my present school vary so widely from those where I student taught it's almost impossible to use the same methods in both places. (SE)

There is too much of a restriction placed on the student teacher. One cannot feel free to do something unless it was approved by the critic teacher. The student teacher is not made to feel that the class is his and the students in class recognize this fact. (JRA)

I never really felt I had command of the class as far as grading and subject matter is concerned. I feel that the lesson plans I had to make are rather impractical as far as finding time to prepare them. My greatest problem was finding time to do the type of job I would have liked to do this first year. (RGP)

I had excellent training in D. E. but am not teaching those courses this year. (JS)

Many aspects of student teaching just can't be applied to the real situation. (GRI)

I found that student teaching was nothing like teaching on my own. It was unrealistic. (RB)

I was required to do things that I didn't meet in my first year. (JEC)

I found that by doing my student teaching in the summer I didn't get the experience or necessary preparation I felt I would and should have. I would not take my student teaching during the summer if I had it to do over. (DJE)

In my student teaching class I had seven top students. It was not an ideal situation as I had no discipline problems with which to cope. Also, since it was an advanced class of very interested students very little real motivating and selling was necessary in their fourth semester. (MFK)

My term of student teaching was not much like this first year of teaching has been. I have found a need to know more about making machine repairs (very important), determining a grading scale, and publishing a school paper, etc. (JR)

Far too much busy work, especially daily lesson plans. I always handed them in, but never did strictly follow them. It would take all evening to make out lesson plans now. (LH)

The student teacher should be allowed to exercise his ability with a little more freedom. Conference with student teachers after they have had a year's experience would prove beneficial to both parties concerned. (JWH)

The situation was unrealistic in many ways. The students had had mostly student teachers during their school life--in actual teaching there is more respect given the teacher. (AFK)

I never felt the class was entirely mine when I did my student teaching. During my first year I felt more at ease to try new ways and means of getting the lessons to the students. Of course, some failed and some worked. (RRC)

We had too much observation and not enough participation. I learned more about teaching the first three weeks of actual teaching than I did in three months of student teaching. (CH)

The average student teachers ' complaint when I practice taught was that we were not "backed" by the administration. Confidence is very important for a teacher without "backing" it was hard to get for many. (JF) I spent five weeks in the school where the practice teaching was to take place--four weeks in observation, with an occasional class, and the fifth week took over the class for the one week. (FET)

I feel that I observed only a very small portion of the teaching profession during my nine week experience. I feel if I would have seen the entire year begin and end it would have been more valuable. (RGG)

By teaching just one class a day every other week, the situation does not give you a true picture of what "a day in the life of a teacher" is like. You encounter a few of the same problems but it isn't typical. (EGH)

I believe it was good, but not extensive enough. I think that only one period and one subject is not a realistic enough teaching situation. More should be required. (RRR)

I feel that the two weeks of full-time teaching was more valuable than the one-period a day routine at the lab school. Lab school teaching is not as realistic as going into a school not used to student teachers. (VP)

I don't feel that an hour a day is a very good plan. I didn't feel a part of the school. (GJI)

I taught only five hours during the time assigned to student teaching. Five weeks of the course were spent observing which was of some benefit. The remaining three weeks were assigned to two other student teachers and myself. I observed the two weeks in which the others taught, then taught one week. (MO)

I had three students in the business class I taught and there was another student teacher in the class with me-not a very realistic situation. My present classes range from 30 to 60 students. My critic was seldom in the class. (PM)

For the first several weeks of practice teaching, my critic teacher was nowhere around during the class period. In other words, I had no way of knowing what I was doing was good, bad, or indifferent. (BK)

My supervising teachers (4) were not informed as to what their responsibilities were toward me as a student teacher. Our co-ordinator was never available for advice. (CS)

Critic teacher too critical. (SKB)

My cooperating teacher would not criticize my teaching. I wanted to know how I could improve, but she would just put off the discussion or say I was doing o.k. (FLB)

Two of the teachers I taught under didn't uphold the standards I had been taught. I didn't have the respect I should have had for them. (KG)

I had a supervisor that had the attitude--you either have it or you don't. He didn't think I had it. I needed help--I didn't get it. (AS) RCOM USE ONLY

	AUG 21 1962
	DEFrance States S
	JUL 2 3 1964 #
1	00/2118514
	DEC-18-100 🛱
	FEB 9 1965 19
	JUN <u>1 1985 20</u>
	Popa.
	USE ONLY
	1