A STUDY OF PART-TIME INSTRUCTORS IN VOCATIONAL-TECHNICAL EDUCATION AMONG COMMUNITY COLLEGES IN MICHIGAN

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DALE HARVEY MESSERSCHMIDT

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ABSTRACT

A STUDY OF PART-TIME INSTRUCTORS
IN VOCATIONAL-TECHNICAL EDUCATION
AMONG COMMUNITY COLLEGES IN MICHIGAN

by Dale Harvey Messerschmidt

Statement of purpose

The purpose of this study was to determine the practices used by community colleges in the State of Michigan to recruit, hire, and prepare part-time instructors in vocational-technical education, and to compare certain attitudes of part-time vocational-technical instructors with full-time vocational-technical instructors on six selected variables.

Procedure

An interview instrument was designed to facilitate the data gathering section of this study. Administrators of vocational-technical programs at twelve community colleges in Michigan were then interviewed to determine the procedures they used to recruit, select, hire and prepare part-time vocational-technical instructors. Discussions took place in the office of each administrator, and each of these informal interviews involved approximately one hour and thirty minutes.

Later, the Minnesota Teacher Attitude Inventory, along with a personal data sheet, was administered by mail to three-hundred and twenty-seven instructors who were employed by the community colleges. Returns from the original mailing included thirty-nine of one-hundred fourteen full-time instructors and seventy-eight of two-hundred thirteen part-time

instructors. Specific hypotheses concerning instructors' attitudes toward students were tested with a point biserial correlation coefficient or the analysis of variance statistic.

Findings

Results obtained from the interviews showed that:

1. The primary source of part-time instructors for vocational-technical education in the community colleges was local business and industry.

2. Attempts to use retired personnel from industry and the military were not successful.

3. Administrators who utilized several sources (five or more) for recruiting activities had an easier time obtaining services of part-time instructors than administrators who used fewer than four sources.

4. The supply of and demand for part-time instructors appeared to be growing at similar rates. Therefore, the difficulty involved with finding instructional personnel has not increased appreciably in the recent years.

5. Most administrators relied on department chairmen, other administrators, and faculty to assist in the selection of part-time instructors. However, some administrators made the selection decisions without consulting anyone.

6. Topics which part-time and full-time instructors stated they would desire to be included in an in-service education program included: teaching methodology, examination item writing, lesson plan preparation, and the philosophy of the community college.

Tests of hypotheses concerned instructors' attitudes toward students showed that:

1. The length of teaching experience and course work in education has an effect on the attitudes of part-time instructors

2. The length of teaching experience and course work in education has no effect on the attitudes of full-time instructors

3. The age at which part-time and full-time instructors started teaching has no effect on instructors' attitudes toward students.

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By

Dale Harvey Messerschmidt

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CHAPTER I

THE PROBLEM

Introduction

The total population of the United States is growing and according to current educational statistics, the percentage of persons eighteen years of age and older attending institutions of higher education has increased from twenty-six percent in 1953 to thirty-six percent in 1963, and the proportion is expected to increase to forty-four percent by 1973.[1] In Michigan the results of both the growing population and the higher percentage of persons attending college are an increased number of community colleges and increased enrollment figures at community colleges. Since 1960, there has been an increase of eleven community colleges within the State. This increase, approximately forty percent, brings the total number to twenty-seven. At the same time, student enrollments have climbed from a total of 27,229 in 1960 to 68,250 in 1966.[2] The rate of student enrollment increase within the given six-year span is in excess of 150 percent.

Problems caused by expansion of institutions and enrollment make it vital that administrators who are responsible for educational programs within community colleges become increasingly knowledgeable concerning instructional problems which will face them.

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[1]Kenneth A. Simon and Marie G. Fullam. Projections of Educational Statistics to 1973-74. (Washington, D.C.: U.S. Government Printing Office, OE-10030 #754, 1964) 17.

[2]Community College Files in the Research Office of Higher Education, State Department of Education, East Lansing, Michigan.

Community college curriculums are usually designed to fulfill a dual role: first, they provide transfer academic programs; second, they provide terminal vocational programs. Regardless of the curricular area considered, the instructional staff is primary to the success or failure of the college as an institution of higher education. Vairo stated:

> Unless the two-year college has an instructional staff of qualified teachers, its objectives cannot be achieved. Thus the insufficient supply of competent teachers for junior colleges--indeed for all institutions of higher education--is a matter of increasing concern.[1]

Ivey, voicing a like concern, stated: ". . .administrators of higher education should be concerned about the recruitment, selection, and orientation" of the instructional staff.[2]

Staff recruitment, hiring, preparation, and evaluation are not simple problems. These problems become even more acute when one recruits, hires, and prepares a staff for part-time instruction in vocational-technical education at the community college level. One part of the problem is the multiplicity of course offerings which demand such diverse backgrounds as listed by Kuhns:

> Across the nation positions held by part-time faculty members represent a broad cross-section of business and professional life: construction management engineer, radio advertising salesman, social worker, superintendent of boys' training school, staff artist, naval astronomer, physicist, research chemist, insurance analyst, supervisor of instrumental music, operation analyst, aerospace technologist, ICC attorney-advisor, chief statistician,

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[1]Philip D. Vairo. "Faculty Quality: A Challenge to the Community College," Journal of Higher Education, XXXVI (April, 1965), 217.

[2]Nathan A. Ivey. "The Part-time Instructor and Effective Teaching," Junior College Journal, XXXI (September, 1960), 40.

> NIMH educational specialist, merchandise manager, internal revenue agent, economist, personnel director, home maker, biological oceanographer, chemical research chief.[1]

Conversations between the writer and administrators of community colleges in the State of Michigan showed that part-time instructors fill a genuine and continuing need especially in the areas of technical and industrial education, business education, and engineering technology. The above mentioned programs comprise what are sometimes called the "applied" offerings of the community college. Regardless of the specific specialty considered in vocational-technical education, a combination of skill and knowledge is required. Then, "The high and scarce level of ability necessary for vocational-technical education areas translates itself into economic demand" which means it is costly to hire instructors for these areas.[2]

If a community college wished to provide course offerings in all of the areas mentioned by Kuhns, it is obvious that it would be virtually impossible to justify all faculty positions on a full-time basis. Relative to the diversity, it becomes apparent that one of the staffing problems concerns those faculty members hired as part-time staff. Kuhns said:

> American junior colleges would be hard pressed to offer the wealth and vaiety of programs currently available were it not for the dedicated instruction provided by hundreds of part-time faculty members. The proportion of part-time to full-time faculty is almost one to one in many colleges.[3]

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[1]Eileen P. Kuhns. "Part-time Faculty," Junior College Journal, XXXIII (January, 1963), 8.

[2]Ibid., 11.

[3]Ibid., 9.

Concerning the part-time instructor in vocational-technical education at the community college level specifically, Park observed that:

> The regular staff could not provide the services needed in the specialized courses. In these, the part-time instructors bring, besides their vocational or management experience, a considerable prestige to the college, interpretations essential to the specific applications made of the subject matter taught in the service-oriented industry, and a degree of community interest and inter-relatedness unequalled in many other situations.[1]

However, hiring part-time instructors for complete staffing of the vocational-technical education area in the community college must not be considered the means to solving the problems arising from the need to offer widely diversified subjects. Part-time instructors can indeed fulfill a definite need and eliminate some of the staffing problems; however, at the same time, they create additional problems. Horton pointed out two problems with part-time instructional personnel. First, ". . . some part-time teachers are not on campus enough to become fully identified with the college and second . . .sometimes communications with them is difficult."[2]

In addition to the problems of identification and communication, Sutton said: Part-time instructors are engaged so fully in their work that it becomes difficult to obtain and then retain their specialized services when heavy demands by the primary employer are necessary.[3]

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[1]James D. Park, cited by Eileen P. Kuhns. "Part-time Faculty," Junior College Journal, XXXIII (January, 1963), 10.

[2]Robert E. Horton, cited by Eileen P. Kuhns. "Part-time Faculty," Junior College Journal, XXXIII (January, 1963), 11.

[3]Frederick Sutton, cited by Eileen P. Kuhns. "Part-time Faculty," Junior College Journal, XXXIII (January, 1963), 11.

Thus, while part-time instructors in vocational-technical education areas of the community colleges do provide assistance in bringing about a solution to the total staffing problem, they also create additional problems because the nature of their employment by the community college is on a part-time basis. If individual problems of the community college, such as part-time staffing, are isolated, studied, and resulting data are made available to persons in responsible decision-making capacities, means may be devised whereby the frequency of administrative error is reduced. Error reduction in itself is desirable. Therefore, it is intended that this study will contribute some of the information which is needed to make better decisions regarding the use of part-time instructional personnel in vocational-technical programs at the community college level.

Evidence of need

Literature in the field of community college administration frequently cites potential sources of instructional personnel. Included in the recommended sources are persons involved in various phases of business and industry, retired industrial personnel, retired military personnel, high school teachers with advanced degrees, housewives, and others with professional level skills. Teaching in the vocational-technical education areas requires high skill levels and the ability to communicate with students. But where does the administrator find this individual; how does he select him; and, what does the college do to assist him in becoming a better teacher? While these questions may have been asked repeatedly by those facing the staffing problems, a systematic study of the part-time instructor of vocational-technical education subjects at the community college level has not been made. Therefore, the position taken by this writer is:

It is possible to suggest, consider and test intelligent modifications for programs after present positions are known, but not before a survey of the current situation has been completed.

Part-time instructors of vocational-technical education have never been studied, and a report presenting factual data can be of significant value to administrators and other interested groups. Because technological changes occur at a rapid pace, people with salable skills and abilities will be engaged in the business and industrial world, and may not be available for teaching positions. Therefore, it is assumed that community colleges will be faced with the necessity of providing instruction in newer fields, but competition for qualified full-time staff members will be exceptionally keen. As an alternative solution to the staff problem, an administrator will look for someone engaged in the occupational field to teach on a part-time basis. Gowin reported large numbers of part-time teaching personnel employed by institutions of higher education. The need for employment of part-time instructors is in part the result of the non-availability of qualified personnel for full-time positions.[1]

Before beginning the present study, people on various levels of educational authority were consulted, and queried about the problems of staffing vocational-technical education programs. Persons consulted included administrators from the Michigan Department of Education responsible for coordinating programs among community colleges, administrators responsible for vocational education, professors in community college administration, and administrators of vocational-technical education at the

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[1]D. B. Gowin. A Report of An Experimental Study of Part-time College Faculty, (Bridgeport, Connecticut: University of Bridgeport Press, 1957).

community colleges. The usual response which occurred to questions, on all levels of authority, was, "I really do not know; but I think. . . ." It is, therefore, believed that results of this study will be useful and helpful in clarifying related topics for further investigation.

Statement of purpose

The purpose of this study was to determine the practices used by community colleges in the State of Michigan to recruit, hire, and prepare part-time instructors in vocational-technical education, and to compare selected attitudes of part-time vocational-technical instructors with full-time vocational-technical instructors on six selected variables. More specifically, this study was concerned with:

1. The sources of part-time instructors for vocational-technical programs
2. The methods or processes employed in recruiting part-time instructors for vocational-technical education areas
3. The ultimate selection process of part-time instructors in vocational-technical programs
4. The in-service education programs designed to better the effectiveness of part-time instructors in vocational-technical education.
5. A comparison of attitudes between part-time and full-time vocational-technical programs on six variables

Hypotheses to be tested

1. The length of teaching experience significantly influences the attitude of part-time and full-time instructors of vocational-technical subjects.

2. Teachers of vocational-technical subjects with more extensive formal educational experience show more positive attitudes toward students than teachers with less extensive formal educational experience.

3. Full-time instructors of vocational-technical subjects have more positive attitudes toward students than do part-time instructors of vocational-technical subjects.

4. Both full-time and part-time instructors who profess to like teaching manifest greater positive attitudes toward students than will part-time and full-time instructors who do not like teaching.

5. Full-time vocational-technical instructors who have had more than six semester hours of course work in education manifest more positive attitudes toward students than do full-time instructors who have had less than six semester hours of course work in education.

6. Part-time vocational-technical instructors who have taken more than six semester hours of course work in education manifest more positive attitudes toward students than do part-time instructors who have taken less than six semester hours of course work in education.

7. Part-time instructors who have entered teaching after age thirty-five manifest less positive attitudes toward students than part-time instructors who entered teaching before age thirty-five.

Importance of the study

Prior to legislation providing federal funds for vocational-technical education, the major difficulty for this field was funding. Now, however, the financial strain has been relieved somewhat by the expenditure of federal monies, and the locus of the problem has shifted to finding qualified instructional personnel. Dobrovolny stated:

> With funds available for the expansion of post-high school technical education programs, the problem that faces program administrators is that of engaging sufficient numbers of competent faculties for these programs.[1]

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[1]Jerry S. Dobrovolny. "Preparation of Junior College Teachers of Technical Subjects," Junior College Journal, XXXV (December, 1964), 9-10.

One solution to staffing diverse program offerings is the use of part-time instructional staff.

Community college administrators must be aware of sources of part-time teaching personnel, techniques used to recruit and hire instructors and methods for improving their classroom effectiveness. Many writers have said that the quality of the educational program cannot be any better than the quality of the people who make up the staff. What qualifications do community college administrators desire when recruiting instructors for the vocational-technical areas? Current materials on this topic are limited.

> Since the two-year, post-high school, technical programs have emerged so recently in our educational system, it has been difficult to establish a national standard to measure the competency of the staff teaching in these programs. There is no consistent pattern of training that has been followed by those teachers involved in technical programs.[1]

This study was concerned with the problems of recruiting, hiring, and preparing part-time instructors of vocational-technical education, and comparing part-time instructors with the full-time instructors on selected variables which could, or could not, affect teacher-student relationships. Evidence of concern for difficulties brought about by the employment of part-time instructional staff were shown by the following studies.

A project reported by Gowin and associates showed that on responses from 399 urban universities widely differing standards for appointment exist. While smaller universities placed more emphasis on degrees held, the criteria for employment in the larger universities were professional competence and teaching ability. These two factors, and ability, ranked

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[1]Ibid., 11.

higher than degrees held, personal qualities, and practical experience. Moreover, there was no reported evidence that the part-time teacher was encouraged to utilize his professional competence in such areas as counseling of students, planning curricula, or participating in activities of the full-time faculty.[1]

Gowin's study also included questionnaires returned by members of the Association of Evening Colleges which showed that only nineteen of ninety-five reporting colleges employed part-time teachers in less than twenty percent of their classes. Seventeen colleges reported that twenty to forty percent of their classes were staffed by part-time teachers; twenty-eight colleges reported that forty to sixty percent of their classes were staffed by part-time teachers; twenty colleges reportedly employed part-time teachers in sixty to eighty percent of their classes; and, eleven colleges employed part-time teachers in more than eighty percent of their classes.[2] Results of Gowin's work were important to this study of part-time instruction in vocational-technical areas of community colleges because these instructors taught in the late afternoon, evening, and Saturday.

The National Education Association in a survey of Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1959-60 found that of 752 degree-granting institutions 404 or 53.7 percent employed twenty or more part-time teachers; only forty-nine, or 6.5 percent,

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[1]D. B. Gowin. A Report of An Experimental Study of Part-time College Faculty (Bridgeport, Connecticut: University of Bridgeport Press, 1957).

[2]Ibid.

of the surveyed institutions employed no part-time teaching faculty; in all 752 reporting institutions, 46,702 part-time teachers were employed.[1] Part-time instructional personnel fill a crucial role in higher education programs. Without some degree of uniformity in selecting personnel, in understanding purposes advocated by the institution, and in actions by part-time staff, there can be little sequential order of subject matter, and continuity within the instructional program.

Definitions of terms used

Administrators	Administrators in the community colleges surveyed in this study are those persons whose primary responsibilities are in the direction and management of programs in the vocational-technical education areas.
Community colleges	Essentially the terms community college and junior college are interchangeable. The term refers to a two-year, post-high school institution which provides both academic and vocational-technical education programs.
Faculty	The faculty refers to the personnel who do the actual teaching in the community colleges. For purposes of this study, both part-time and full-time teachers are included in the term, but only persons engaged in teaching the vocational-technical subjects will be considered.
Full-time faculty	Staff members whose primary job responsibility is that of classroom teaching on a full-time basis are full-time faculty members.
Part-time faculty	Persons whose primary job responsibilities are something other than teaching, but who teach as a secondary occupation are part-time faculty members.

[1] Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1959-60, Research Report 1960-R3, (Washington, D.C.: National Education Association, 1960).

Limitations of the study

Because of geographic and financial considerations, only community colleges within the State Of Michigan were included in the study. While implications for future community colleges do exist, (it must be understood that) this study was confined to the geographic limits of Michigan and the transfer of generalizations to other geographic regions is limited.

This study was governed essentially by the restrictions of the normative-descriptive survey research methodology; therefore, subjective analyses and evaluations were used in order to arrive at conclusions and to produce recommendations. Further limitations were imposed by the assumptions inherent to the specific statistical techniques employed in testing the stated hypotheses.

Procedure

Administrators and instructors of vocational-technical education subjects at the community college level were the heart of this study. Administrators were contacted to determine specific practices they performed in recruiting, selecting, hiring, and educating part-time instructional staff. Instructors provided data about themselves and their attitudes toward students which were used for testing the stated hypotheses.

After discussing the problem of part-time instructors in vocational-technical subjects with several people experienced in community college administration, an interview instrument was constructed, tested, and revised. Later, using the prepared schedule, interviews were conducted with the chief administrators responsible for vocational-technical education in twelve of Michigan's community colleges. Following the interviews, a personal data sheet and a Minnesota Teacher Attitude Inventory were mailed to both part-time and full-time instructors. They completed the requested materials and returned them.

The data were compiled, reported, and hypotheses were tested. Conclusions based upon presented data were drawn and subsequently recommendations for further study of the part-time instructional staff were developed.

Expected outcomes

Before entering into the actual procedures of reviewing literature, preparing instruments to guide the study, and gathering data, certain outcomes were expected. These outcomes were:

1. Administrators of community colleges located in large, industrial metropolitan areas would not experience any difficulty in recruiting part-time instructional personnel for vocational-technical subjects.

2. It was expected that administrators would seldom do the actual selecting of part-time staff on an individual basis. This activity would be delegated to specific departments or supervisors.

3. Qualifications for part-time instructors of vocational-technical education would differ in terms of educational preparation and vocational experience.

4. Few, if any, in-service education programs designed to assist part-time instructors of vocational-technical education would exist.

5. Administrators would advocate in-service education programs for the professional growth of part-time instructors in vocational-technical education.

6. Differences of attitudes toward students between part-time instructors and full-time instructors would exist.

7. The current age of the instructor would affect the instructor's attitudes toward students.

8. The amount of educational preparation would cause differences in attitudes toward students.

9. The length of teaching experience would create differences in attitudes toward students.

10. The age at which one entered teaching would be a factor influencing instructor's attitudes toward students.

11. The degree of satisfaction derived from teaching would reflect upon an instructor's attitude toward students.

Overview of the study

Chapter I described the total study. Chapter II prepares a structure for the study and reviews pertinent literature and research to clarify the design of the study and population characteristics. The design of the study and characteristics used are presented in Chapter III. Chapter IV presents an analysis of the data; Chapter V presents the conclusions with implications for further study.

CHAPTER II

REVIEW OF LITERATURE

Literature concerning the community college movement has been appearing with growing frequency in both lay and professional books, journals, periodicals, and newspapers. While the latter source has been generally focused upon local issues, there has been a growing awareness that one community college's problems may be very similar to the problems which other community colleges are experiencing, and therefore the means for solving these problems, or the actual solution itself, can be successfully duplicated or used in modification by another institution.

Recent periodicals contain ever increasing numbers of articles relating to the total entity of the community college. Not only are the articles concerned with the community college concept, but also to the specific problems involved in establishing goals relevant to the population and community to be served, administrative procedures, staff relations, record keeping, curriculum development, and the procuring of faculty members. Writers have discussed this latter aspect and more specifically the desirable qualities which should be manifested by community college instructors. However, the coverage has been primarily in generalities. The literature shows little concern for the precise qualities which do exist, should exist, or any exploration of the situation in which community colleges must operate when attempting to recruit faculty members with necessary qualifications.

This chapter is divided into four specific sections to provide a framework which is pertinent to the problem. Commensurate with the literature available, the materials are divided into the general problem of supply and demand in community college teaching; the literature surrounding actual recruitment and selection of faculty; materials about the part-time instructor are reviewed; and the reported literature on the Minnesota Teacher Attitude Inventory is surveyed.

THE GENERAL PROBLEM

Goals of community colleges in Michigan

Money was appropriated by the Michigan Legislature to perform a total study on higher education throughout the State, and one part of the above study, completed by Sebastian V. Martorana, was concerned with the goals of community colleges. In listing the objectives of Michigan's community colleges, Martorana stated:

> (1). The Michigan community colleges on the whole accept and are making energetic efforts to accomplish the five functions usually associated to local, public, community and junior colleges. The five purposes generally assigned to these institutions: (a) providing general education for all students; (b) offering transfer and college-parallel courses in pre-professional fields and in the arts and sciences; (c) providing organized occupational programs for students who will seek to enter employment immediately after leaving the local college; (d) offering adult and community-service programs of a wide variety; and (e) providing a full program of student personnel and counseling services for the students enrolled.
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> (2). Although they are doing significantly greater work than the private colleges or the State colleges in the provision of organized occupational programs, the Michigan community colleges are still placing major emphasis on offerings in pre-professional fields and in the lower division arts and science programs for transfer credit. Even so, the community colleges are the chief source of supply for technicians and semi-professional personnel in Michigan, as shown by the fact that as a group they offer

> more organized occupational programs of less-than-bachelor's degree length than do either the State colleges and universities as a group or the private institutions as a group, more students are enrolled in these programs in the community colleges than in either of the other types of institutions of higher education. Community college acceptance of this important educational assignment in Michigan is evident, further, in that they have established more programs in recent years than the other two types of institutions have established.[1]

Martorana then recommended to the Michigan Legislature that the community colleges within the State should continue efforts not only to maintain the supply of skilled personnel but also to increase the number of technicians and semi-professional personnel for the economy of the State. And therefore, he pointed out that the community colleges should receive recognition and fiscal support for being the chief source of such workers. Consequently, Michigan's community colleges and local industry have worked cooperatively in providing facilities and support for education which will maintain a supply of technical and semi-professional manpower necessary for the State's economic needs. But the State of Michigan has not been alone in realizing the necessity for vocational-technical education at the post-high school level.

In 1947 the Vocational Education Committee of the California Junior College Federation pointed up the necessity for increasingly effective vocational and other terminal programs within the community colleges of that state. The committee's report stated that:

> A significantly large number of high school graduates feel the need for further education, particularly vocational in

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[1]Sebastian V. Martorana, The Community College in Michigan, (Lansing, Michigan: Michigan Legislative Study Committee on Higher Education, 1957), 3-4.

> nature; yet, because of economic, social, or intellectual limitations, these individuals will not or cannot go to a four-year college or university.[1]

It was determined that the California community colleges would be in a better position to handle vocational programs rather than the regular K-12 school district because of its more extensive geographic area, and larger tax base, as well as service to a larger population. The same criteria have applied in Michigan.

Faculty recruiting in community colleges

Although it has been emphasized in mass communication media that the shortage of qualified instructional staff has reached a critical stage, it must be pointed out, however, that the current problems of faculty recruitment facing higher education are neither completely new nor are they completely unique. In 1920, McConaughy wrote:

> The serious situation which college administrators face, in trying to find suitable recruits for next year, is so obvious to us all that it needs no comment. The main cause of this crisis is also patent; the financial situation in teaching today is such that few self-respecting college graduates are willing to consider it as a career.[2]

In addition, there has been concern about class size, McConaughy continued: "Classes must be smaller; some of our State universities report that this year they have recitation classes with over a hundred in them. No wonder teachers leave such tasks, or 'jobs,' to seek service in other fields."[3] Then in 1964 when he discussed the problem of class size, Heffner stated:

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[1]"Vocational Education in the Junior Colleges," California Journal of Secondary Education, XX (January, 1947), 56.

[2]James L. McConaughy. "Recruiting of Teachers for Colleges," School and Society, XI (June 19, 1920), 721.

[3]Ibid., 723.

> Class size needs to be examined to make sure it is most desirable for the area under consideration. Classes of 100 are probably the least efficient, since it is not possible to give more individual attention in a group of this size than in one of 500.[1]

But yet the problem of staffing with capable people appears as a primary issue whenever representatives of institutions of higher education discuss their current concerns. Continuing growth in the number of two-year colleges in the present decade has made a definite imprint on the recruiting program. According to Vairo, "Unless the two-year college has an instructional staff of qualified teachers, its objectives cannot be achieved. Thus the insufficient supply of competent teachers for junior colleges--indeed for all institutions of higher learning--is a matter of increasing concern."[2] Ingalls was much more specific in his demand for instructors to teach in community colleges, and he described the personal and professional characterisitics which he thought were necessary.

> We are looking for men and women with an adequate philosophy about comprehensive community college education; with training, academic and employment to fit the job; with sharpened skills, with motivations, and with enthusiasms for teaching in our community college.[3]

Another writer, Wickam, speaking on recruitment of college teachers, emphasized that providing college teachers of good quality was the most pressing problem of higher education during 1955.[4]

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[1]"Meeting the Need for College Teachers; Recruiting More Women," School and Society, LVIIC (February 8, 1964), 42.

[2]Vairo. "Faculty Quality: A Challenge . . .," 217.

[3]Rosco C. Ingalls. "Problems of Staffing the Community College," National Association of Secondary Schools Principals Bulletin, XXXVII (April, 1953), 399.

[4]"Recruiting College Teachers," School and Society, LXXXI (April 16, 1955), 123.

It was shown in the first chapter of this paper that a growth of approximately forty percent in the number of community colleges, and one hundred-fifty percent in the number of students has occurred within the State of Michigan in this past decade. Therefore, the problem of recruiting instructors must continue to be critical because our burgeoning technology opens new fields where instruction is necessary; however, few people are prepared to teach in the new areas.

Brunner and Lindquist surveyed administrators in community colleges to determine what practices were being followed in staff recruiting. Brunner's data showed that the community colleges will eventually be forced to compete with the four-year colleges for staff members. ". . .this means that the junior college administrators will either have to become aware of the need to treat the instructional staff better or they will lose their personnel in increasing numbers to senior institutions."[1]

Efforts to uncover potential instructors for the community colleges led to some discussion about the present college student population as an area for recruiting new college teachers. In a recent survey to determine whether or not there was an adequate number of undergraduates who would eventually be interested in college teaching, Hatch concluded that certain faculties, especially technological areas, would continue to have keen competition due to industrial demands, wages, and opportunities for advancement.[2] It does appear that a shortage of

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[1]Ken August Brunner and Clarence B. Lindquist. "Recent Faculty And Instructional Practices," Junior College Journal, XXX (February, 1960) 339.

[2]Stephan Hatch. "Where Will the Teachers Come From?" New Society, II (1964), 17-21.

qualified community college teachers will continue in the future. But what personal and professional qualifications have been recommended for adequate instruction?

Recommendations for adequate staffing

There was a large body of literature concerned with the community college instructor. Hence, the following information was extracted from those articles considered representative, pertinent to the topic, and most comprehensive in scope. Charles and Summerer, discussing the community college faculty in terms of its base of origin, age range, and experiential background reached the following conclusions: it is desirable to have a broad range of geographic origin represented among the teaching staff thus lessening the manifestations of geographic provincialism; it is desirable for the community college faculty to be composed of a broad age range among its members so that, theoretically, the younger members could provide enthusiasm, new ideas and vigor, while older members could provide the necessary stability; and it is essential that the staff have both professional and personal experience.[1]

Garrison, in discussing the problem of staffing within community colleges reiterated this need for professional preparation. He stated:

> We are going to have to find young people with subject Master's Degrees--and perhaps even only Bachelor's Degrees plus out-of-college experience--who show the possibility of growth into full professional capability in the classroom and laboratory. But we can't simply throw them into a classroom without some kind of knowledge of the teaching skill that our particular situations both require and strive for.[2]

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[1]Searle F. Charles and Kenneth H. Summerer. "Building A Junior College Faculty," Junior College Journal, XXIX (March, 1959), 422-423.

[2]Roger H. Garrison. "Professional Teacher or Dedicated Amateur?" School and Society, VIIC (October 30, 1956), 391.

Pyle's recommendations for strengthening community college teaching staffs listed:

1. Employ more women, more retired military personnel, and part-time people generally.
2. Use master teachers on television.
3. Use teaching machines.
4. Experiment with new class sizes and arrangements.
5. Use all college facilities fully and on a year-round basis.
6. Employ more clerical people to take care of routine details in the college, thus permitting professional personnel to devote full-time to the task of teaching.
7. Make certain that state requirements for teaching at the junior college level are realistically related to professional needs and conditions of the market.[1]

Subsequently, Pyle discussed the more acute problem of staffing vocational-technical education areas within the community college. "The experience and education needed for the proper preparation of teachers of technical and vocational subjects poses an even greater problem than we find in academic areas. What is needed here are persons who have both practical experience and the ability to teach."[2]

Indeed, the ideal combination of practical experience and formal educational preparation could be a long-term investment on the part of an individual instructor. Questions can be raised concerning the sequence of preparation. Should practical experience precede educational experience or vice versa? If one happened to have both prerequisites, he should also have opportunities to continue his study in both areas.

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[1]Gordon B. Pyle. "Strengthening the Junior College Teaching Profesion," Junior College Journal, XXXII (May, 1962), 529.

[2]Ibid., 530.

However, the rapid rate of technological growth which has been occurring in the advanced nations of the world has made it exceedingly difficult for both college instructors and men engaged in industrial research to remain abreast of research findings, and publications pertinent to the individual fields. One recommendation for alleviation of this conflict has been advanced by E. L. Moreland, Dean of Massachusetts Institute of Technology, who stated:

> . . .one of the most effective ways of increasing cooperation between university and industrial research might be to have scientific men engaged in industrial research to teach courses at a university, giving the students their background of experience in research in industry. At the same time a professor, expert in some field of research, would go into industry and bring to its research problems a fresh approach.[1]

Certainly carrying out the above recommendation was not without difficulty for both the industry and the educational institution which participated in the common venture. Most research men from industry will require some extended assistance in teaching preparation, methods of instruction, evaluation and other details involved with the educational process. Most college professors will, in turn, need assistance before they can be productive additions to the industrial corporation.

Deficiencies among community college staff members

Regardless of the original source of its staff members, the community college faculty, as any teaching faculty, has its deficiencies which must be corrected. In an effort to forestall serious conflict with new staff members, some community college administrators have prepared

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[1]E. L. Moreland, cited by Robert D. Potter. "Proposed Exchange Professorships Between Industries and Universities," Science, IXC (May 3, 1940), 10-11.

in-service programs to assist newly hired faculty. Pugh and Morgan surveyed community college administrators to obtain a list of perceived deficiencies which they expected with their new staffs.[1] Because most administrators surveyed were dependent upon the graduate schools to fill their needs, it was perceived that the following areas would be most deficient:

1. Training in guidance and counseling
2. Understanding of the philosophy and background of the community college
3. Student teaching and observation in the community college
4. Having experiences and understanding necessary for underlying committee assignments and faculty services
5. The community nature of the two-year college

Sources of community college instructors

It was pointed out previously in this chapter that college students were considered as a recruiting area for the community college staff. But differences of opinion have existed among community college administrators regarding the desired experiential factors for instructors. The facts, regarding true sources of instructors, as gathered by the National Education Association report, showed:

> Junior colleges. . .took only 23.1 percent of their new teachers from graduate school. At the same time, they attracted 29.3 percent from high school teaching, and 11.0 percent from business corporations. As many as 15.4 percent were full-time teachers in universities and colleges the preceeding year.[2]

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[1]David B. Pugh and Roy E. Morgan. "Faculty Needs and Requirements," Junior College Journal, XIII (May, 1953), 427-435.

[2]"College Teachers Demand Exceeds Supply; Summary of Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1959-60 and 1960-61," National Education Research Bulletin, XIL (October, 1961), 81.

Maul, although he did not state the source of data from which he derived his facts and figures, reported figures similar to those found in the NEA Bulletin.

> . . .the fact stands out that the high school classroom is the largest single source of new junior college teachers. Each biennial report shows that just about three of every ten new junior college teachers were engaged in high school teaching the preceding year. . . . Just under one-fourth of the new junior college teachers were principally engaged in graduate study the preceding year. . . . From business and industrial ccupations the junior colleges attract about one of ten new teachers.[1]

Merson identified the same three sources of teachers for the community colleges.

> Three major sources of junior college instructors are: (1) high schools: successful high school instructors frequently are eventually promoted to junior college jobs; (2) colleges: many instructors are employed in junior colleges directly from graduate schools of colleges and universities; these instructors frequently have had experience in university and college teaching; (3) business and industry: an increasing number of instructors are being recruited from business and industry to teach vocational-technical subjects; these instructors are frequently employed to teach in the evening program.[2]

The survey conducted by Eckert and Stecklein was indeed, more revealing than any other article found on the sources of community college instructors. Source materials used in their report were obtained by questionnaire from a total of 130 persons teaching in eleven community colleges in the State of Minnesota. They reported that the instructors frequently entered community college teaching through accident rather than by intent and/or design. "They usually begin their services as

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[1]Ray C. Maul. "Can We Get Enough Good Teachers?" Junior College Journal, XXXIV (December, 1963), 7.

[2]Thomas B. Merson. "Preparation and Selection of Instructors for Community Colleges," California Journal of Secondary Education, XXXI (December, 1956), 499.

high school teachers, pursuing whatever graduate work they take on a part-time basis. In consequence, they seldom secure the amount of advanced training needed for upper-level college posts."[1] The report also revealed that the work loads for instructors were so great that seldom could they complete the graduate programs they had outlined for themselves; nor could the individual do any writing to contribute to his professional field. It was found too that community college instructors definitely felt a lack of recognition and appreciation on the part of the general public being served by the community college. Probably because of the manner in which the instructors obtained their present positions,

> . . .more than two-thirds of these junior college faculty members said that they were satisfied with their careers and wished to continue in this field. The minority, who were uncertain or who said that they would not again select this field, was significantly larger than in four-year programs, indicating that junior colleges face special problems in recruiting and holding qualified staff members.[2]

Areas difficult to staff in community colleges

The supply and demand of personnel with specific skills such as those needed to teach in vocational-technical education fluctuate with the development of a new area, and the usual cyclic pattern of job opportunities. Supplies of teachers seem to rise and diminish in a similar pattern. From a survey on full-time faculty made among community college administrators in Michigan, Vaccaro found: "Subject areas that were listed most frequently as ones difficult to fill were:

1. Women's physical education
2. Nursing education

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[1]Ruth E. Eckert and John E. Stecklein. "Career Motivations and Satisfactions of Junior College Teachers," Junior College Journal, XXX (October, 1959), 89.

[2] Ibid., 89.

3. Physics, mathematics, chemistry and other sciences

4. Technical subjects such as electronics and mechanical technology."[1]

From the same study, qualifications among vocational-technical instructors which administrators found difficult to obtain were:

1. Formal educational background

2. Industrial work experience

3. Professional course work in education

4. Other qualifications such as positive attitudes toward teaching and the community college

Seay, when associated with the Kellogg Foundation, pointed out why the difficulty existed:

> It is difficult to recruit instructors for semi-professional and technical curricula. In the main, an instructor for occupationally oriented courses must have had a rich industrial, business, or professional career, and in addition, he must have had substantial formal and professional preparation. Many of those qualified by experience lack substantial formal preparation. Thus in-service education is important.[2]

In-service education can be useful, but only after an instructor has been hired. One solution to the problem, however, may be to select a group of potential instructors and prepare them before they actually begin teaching. The literature, however, had reported no programs of such nature.

Comparison of vocational-technical staff and academic staff

Levy's study using data from structured interviews with instructors of academic courses and terminal courses revealed:

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[1]Louis C. Vaccaro. "A Survey and Evaluation of the Practices Used by Michigan Community Colleges in the Recruitment and Selection of Faculty," (Unpublished Doctoral Dissertation, College of Education, Michigan State University), pp. 81-82.

[2]Maurice F. Seay. "Grants for Technical Education; A New Kellogg Grant Program," Junior College Journal, XXXIV (March, 1964), 10.

> . . .the academic course teacher claims the more complicated teaching problems as a result of the wide range of student abilities and scholastic objectives. The terminal course teacher indicates that he spends a greater percentage of time in the classroom, and attributes this fact to the necessarily time-consuming development of skills and dexterities based upon a broad general background.[1]

Differences seemed to exist in the educational outcomes which academic instructors and instructors of vocational-technical programs desired as the end result of the educational process. Levy found ". . .the academic instructor aims at student development as a part of general community--citizenship development; the teacher of the terminal students is directing the evolution of the economic competence of the individual student and the community as a whole."[2]

Instructors of academic courses and instructors of vocational-technical courses differed on the topic of their individual job preparation requirements. Instructors of academic courses felt that in order to offset personal weaknesses they should have work in areas such as methods of teaching, evaluation, curriculum planning, philosophy of the community college, and adult education. Moreover, the academic course instructors favored a broad general educational background.

In contrast to the above position, Levy concluded:

> The composite teacher of terminal courses is largely a practical specialist, teaching without degree or professional training in education. While acquiring in-service teaching experience, he is aware of having certain inadequacies as an educator. They are in the areas of methods of teaching at the community college level, understanding the community

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[1]Leonard Levy. "Signigicance of Similarities and Differences Between Community College Teaching Groups," Junior College Journal, XXIIX (April, 1958), 445.

[2]Ibid., 446.

> college student, and the general education field. Recommendations by the terminal course faculty member include courses in (1) methods of teaching, (2) adult education, and (3) functions and philosophy of the small community college. In general, the terminal course instructor's recommendations for subject matter training stress practicality.[1]

The teacher of vocational-technical courses was found to value teaching experience at the high school level, teaching experience at the college level, work in the subject matter field, and experiences involving people. But the teacher of vocational-technical education rejects certain background criteria as being necessary.

> The teacher of terminal courses does not rely upon professional organizations or reading for professional growth. While he would welcome improvements in professional organizations, the terminal course teacher fundamentally a subject matter specialist, is inclined to limit himself to business and industrial meetings. He has a high regard for in-service training, which he describes as his most practical source of assistance and development as a teacher.[2]

Koos surveyed 1,089 teachers in forty-eight community colleges across the United States to determine the highest degree held by teaching staff members. He found that more than sixty-seven percent of the teachers of academic subjects held a master's degree or doctorate; while less than fifty percent of the teachers of special subjects, including vocational-technical instructors, held at least the master's degree. Nine percent of the special teachers held no degrees at all.[3] Koos, in a

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[1]Ibid.,

[2]Ibid.,

[3]Leonard V. Koos. "Junior College Teachers: Degrees and Graduate Residence," Junior College Journal, XIIX (April, 1948), 77-89.

supplementary survey, reported that teachers of special subjects taught fewer courses than did teachers of academic subjects. This fact was attributed to the specialization of the courses and the individual preparatory background. Koos also reported that instructors in vocational-technical education programs frequently taught mathematics, physics, and chemistry when these subjects were related to the vocational-technical areas, in addition to teaching the laboratory type courses where skill development was paramount.

Sources of vocational-technical instructors

In July, 1962, the American Association of Junior Colleges met to discuss the problem of providing vocational-technical education. By providing the required liaison between educational institutions and industrial corporations, it would be possible for teaching aspirants to have gained experience in both fields so that one could fulfill something greater than minimum requirements in each field.

> How can junior colleges obtain teachers who are properly educated and yet have first-hand experience in the fields they will teach? This question came up frequently and finally resulted in a recommendation that liaison between industry and the university be strengthened in order that more graduate-level programs be developed for those who will teach in the technical education fields.[1]

Federal monies were available to operate programs of vocational-technical education, but the teacher shortage was the crucial factor because so many instructors were demanded immediately that the training program never had an opportunity to really prove itself in meeting the demand.

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[1]"Cooperation Between Industry and Junior Colleges," School and Society, XC (October 20, 1962), 340.

> Every factor will have to be explored to recruit new teachers for technical programs. Industry provides one of the best sources of new teachers. For these new recruits, who have not had any formal pedagogic training, in-service training courses have to be conducted. Additional academic training either in subject matter or pedagogy can be obtained by attending summer school at some university.[1]

The problem has not been solved, however. Harris stressed the point that while community college is the only institution in the United States today which accepts the responsibility for offering specialized occupational education at the college level, and is uniquely fitted to provide educational programs in the occupational areas which will rise in employment figures, the programs will never materialize unless they receive adequate financial, moral, and personal support of the administration. Harris directly questioned the community college administrators when he asked, "Are you willing to support vocational-technical education programs?"

Problems of vocational-technical education

Redemsky, discussing areas needing research in the vocational-technical programs of the community colleges, asked the question, "If there is to be a vocational-technical education program, on what bases will it be justified, planned, and structured?"

> It seems that the junior colleges should: (1) conduct more follow-up studies of their graduates in order to determine to what extent inclusion of vocational-technical courses in the curriculum is warranted; (2) survey the community to secure a perspective of the occupational pattern; (3) conduct a survey of high school seniors in order to determine if more seniors would attend the junior college if vocational-technical curricula were offered; (4) conduct a survey to determine what percent of the high school graduates

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[1]Dobrovolny. "Preparation of Junior College Teachers. . . ," 13.

> remain in the community; (5) make an analysis of the type of occupations in which these high school graduates are engaged in order to determine if the junior college could offer curricula which would train them for these occupations; (6) discuss with employers the types of training junior colleges could offer to aid prospective employees; and, (7) organize a citizens committee to discuss and contemplate the expansion of the vocational-technical curricula in the junior college.[1]

Following Redemsky's writings of 1952, Karnes no longer raised the question of should vocational-technical education exist, he stated that the question has become one of how should vocational-technical education be organized.

> Of the many problems in the field of technical education which demand research effort, that of organization and administration structure is singled out as the most crucial to the development of this phase of education. . . . Remaining unanswered stands the question of the kind of institution and the type of administrative structure within which semiprofessional education can be most effectively developed. . . . Uniformity of administrative pattern is neither desirable nor essential, but surely the choices can be narrowed through research in depth and through planning and coordination within an entire state.[2]

Regardless of whether or not institutions of higher education have solved, for themselves, the problems of organization, administration, and philosophy which permits vocational-technical curricula to exist, the fact remains that these curricula are presently in operation and staff members are mandatory for the program, a basis for selection and a set of desirable characterisitics for instructors must exist.

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[1]Louis W. Redemsky. "Vocational-Technical Aspect of Junior College Terminal Education," Junior College Journal, XXIII (December, 1952), 224.

[2]M. Ray Karnes. "Technical Education," Review of Educational Research, XXXII, (October, 1962), 430-431.

FACULTY SELECTION, CHARACTERISTICS, AND EDUCATION

Within institutions of higher education, controversy about the preparation of instructors has existed. Some departments suggested that teaching methodology was not an important consideration when selecting an instructor. Yet other departments have believed that all instructors should have had preparatory experiences in teaching methodology. Dierkhoff supported the latter idea when he said:

> If teaching is an art which requires no study, no deliberately planned practice, which is based on no principles, and comprises no skills that must be mastered, surely it is unique among the arts. But it is not unique. There is a theoretical base in philosophy, psychology, history, and sociology that may be learned by study; there is a body of skills that may be learned by practice. The study may be private study or guided study. The practice may be fumbling, empirical trial and error, or it may be planned, supervised, and subject to criticism. Which will bring the neophyte more quickly (and more likely) to professional competence ought to be clear; and a college employing a young scholar has an obligation to its students, if not to him, to provide guidance in his study of his profession and supervision in his practice of it. It must assume that teachers are born to be made, that an inept teacher can improve his practice of his profession, that a good teacher can become a better teacher, and that the improvement of teaching may be fostered by study, thought, practice, criticism, practice, thought, and study.[1]

Depending upon the philosophy of the institution, administration, faculty, and board of control, the importance placed on the art of teaching will be distinctly manifested in the recruitment, selection, and education of the teaching and administrative staff. Unrah wrote:

> If the college attempts to imitate the four-year liberal arts school, it will attempt to enforce a policy for the similar training of its staff. If, however, the college makes a genuine effort to serve the community, and it sets up a terminal curriculum, it will insist upon a different type of training on the part of its personnel."[2]

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[1]John S. Diekhoff. "Untaught Teachers," Saturday Review, VIII (October 15, 1960), 90.

[2]Adolph Unrah. "The Special Training Needed for Teachers in Junior Colleges or Community Colleges," Education, LXXI (November, 1950), 139.

Interpretation of the institution's basic philosophy, then, became a basis upon which personnel were selected, and the process through which the selection will take place in the future.

Selection process

A growth process or evolution has occurred in the selection and hiring procedures used by colleges and universities. Educational history shows that in early periods teachers' appointments were dependent upon the approval of clergymen, church boards of laymen, and other governing bodies of colleges and universities which did the actual interviewing. Today, however, more authority rests in the hands of individual department chairmen or college deans. But the problem remaining is still constant: How can the college be sure it has obtained the services of the best qualified man? Goodhartz and Cloud advocated the use of a committee to determine a candidate's selection. Goodhartz wrote:

> The relative value of making a selection of a candidate either by the chairman himself or by the chairman together with a committee of members of the department is something to be carefully considered. There is much to be said for the latter plan. The judgment of three or four colleagues who 'look over' the candidates is apt to be sounder and more representative of department feeling.[1]

It would, according to Cloud's thesis, be unfortunate to have one man or a committee hire personnel to staff an area in which there would be no familiarity with the program, demands, and expectations of the personnel involved.

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[1]Abraham S. Goodhartz. "Selection and Induction of New Faculty Members, Journal of Educational Sociology, XXVI (January, 1953), 190.

> The personnel of this board may be kept flexible--that is, be constituted of different members for varying types of applicants. The administrators can profit largely from composite judgments arrived at in this manner.[1]

Numerous other writers agreed with Goodhartz and Cloud because faculty members wanted to feel they had some voice in selecting fellow instructors. In addition, the candidate had a greater opportunity to determine whether or not he really wished to be employed within the interviewing department.

Instructors' personal characteristics

Writings of Price, Colvert and Koos are characteristic of those which described the personal attributes deemed desirable for community college instructors.[2,3,4] A composite list of characteristics follows:

1. Broad academic preparation, preferably in two major areas, but a master's degree in at least one teaching area
2. Sound moral character
3. A feeling for people, and their individualities
4. One who seeks perfection for himself and others
5. One who is prompt

Trabue surveyed 204 community college presidents to determine the administrator's opinions about the degree of importance attached to

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[1]A. J. Cloud, "Selecting Junior College Instructors," California Journal of Secondary Education, XXXIV (May, 1947), 281.

[2]Hugh G. Price. "The Role of Administration in Excellent Teaching," Junior College Journal, XXIV (September, 1953), 37-42.

[3]C. C. Colvert. "Ideal Junior College Teacher," Junior College Journal, XXII (May, 1952), 502-507.

[4]Leonard V. Koos. "Programs of Junior College Teacher Preparation Imperitive," Junior College Journal, (April, 1948), 423-424.

instructor's personal characteristics. College presidents want instructors who have the ability to:

1. Inspire student to think for themselves and to express their ideas
2. Have students seek his advice on intimate personal matters

Areas which the 204 community college presidents did not report as being significant dealt with having done research in the instructor's field, or having written scholarly papers.[1]

Community college students polled by Stearns to find the personal characteristics desired in instructors by students, showed that students desire instructors who:

1. Do not expect complete perfection
2. Do not coddle, interfere, or pry into student's lives
3. Avoid emotional responses to student's behavior
4. Understand individuality among human beings
5. Avoid using the power of the faculty role[2]

Problems of beginning college instructors

Problems of the neophyte college teacher were, of course, dependent upon the background which the individual brought to his new job. Although a wide variety of problems were encountered, Stripling reduced the data obtained from eighty-six faculty members in seventy-nine institutions, covering thirty-one states, to the following nine items of commonality.

1. Understanding the policies relating to grading students
2. Understanding institutional organization

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[1]M. R. Trabue, "What Traits Should Junior College Teachers Possess?" Junior College Journal, XXI (November, 1950), 140-142.

[2]Doris Stearns. "Attitudes of Instructors," Junior College Journal, XVI (September, 1945), 21-23.

3. Understanding faculty-trustee relationship

4. Learning the administrative routine of the institution

5. Getting a clear and workable knowledge of the philosophy of the institution

6. Acquiring adequate secretarial assistance

7. Access to auxiliary teaching materials

8. Understanding policies regarding leaves and travel for professional meetings

9. Inability to obtain information from students' records[1]

Additional difficulties can exist when an institution deals with the wide variety of individuals' abilities to adjust to new or different circumstances, background, and preparation. Buechel described the experience his institution had with recently-hired community college instructors.

> Our experience with persons who have come from these sources has indicated that those who have had practical experience in the industrial or professional field develop into better instructors. The individual who has faced the everyday problems in the business world has acquired a strong taste for a community attitude. The individual who has been forced to make decisions, to direct activities, or to meet the public has undoubtedly realized the value of practical experience.[2]

However, Buechel also found that persons hired from business and industry for teaching positions generally lacked skills and techniques in handling the counseling functions associated with teaching. Hence, the in-service program had to be established to rectify deficiencies of this nature.

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[1]Robert O. Stripling. "Problems of New Members of the College Faculty," Clearing House, XXVII (February, 1953), 356-362.

[2]J. F. Marvin Buechel. "Desirable Background for Community College Teachers, " Junior College Journal, XIX (November, 1948), 117.

Writers, such as Unrah, have written widely on the necessity for in-service education programs not only for beginning community college teachers but also for the more experienced teachers as well. It is generally agreed that teaching in the community college is different from teaching in the four-year college or university, and distinctly different from high school teaching. Grade level, student characteristics, abilities, schedules, and administrative procedures are all different from that found in the high school. It had been pointed out previously that approximately one-third of all new community college teachers were recruited from high school programs; hence, it is mandatory that in-service programs assist new instructors to make the necessary adjustments in their work habits, and outlooks.

> If teachers are promoted from the high school, the special training will be in terms of deficiencies, omissions, or none at all. Inexperienced teachers may often be inducted into an in-service training program by the junior college dean. In some instances junior colleges set their own requirements. A junior college organization, perhaps statewide may seek to enforce certain standards. And thus it may be somewhat of a cursory examination of the problem that the special training of teachers has a varied and rather unpredictable solution.[1]

Therefore, an in-service education program must fulfill three purposes for the community college: (1) the in-service program must provide instruction when knowledge is deficient or non-existent; (2) the in-service program must re-awaken skills which have been dormant; and (3) the in-service education program must change behavior patterns which are not desirable in the new environment.

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[1]Unrah. "The Special Training Needed. . . ," 139.

PART-TIME INSTRUCTORS

Several writers have advocated the use of part-time instructors in community colleges to both alleviate the shortage of teachers in certain areas and to provide instruction in several programs which were not large enough to justify hiring full-time staff members. Questions of primary concern to administrators responsible for hiring part-time instructors were: from where do part-time instructors originate; how do part-time instructors compare with full-time instructors; and, what proportion of a faculty can be made up of part-time instructors?

In writing about the utilization of part-time instructors within the community colleges, Kuhns said:

> Across the nation positions held by part-time faculty members represent a broad cross-section of business and professional life; construction management engineer, radio advertising salesman, social worker, superintendent of boy's training school, staff artist, naval astronomer, physicist, research chemist, insurance analyst, aerospace technologist, supervisor of instrumental music, operation analyst, ICC attorney advisor, chief statistician, NIMH educational specialist, applied mathematician, research scientist, merchandise manager, internal revenue special agent, economist, personnel director, homw maker, biological oceanographer, chemical research chief.[1]

The broad gamut of offerings, as described by Kuhns, necessitated the use of part-time instructors. When one moves into the vocational-technical areas specifically, the necessity becomes even more evident because salary demands prohibit many institutions from hiring full-time staff members.

Figures gathered by the United States Bureau of the Census showed that there is a teaching reserve in existence within the United States. The problem, however, is that women make up the bulk of the reserve and

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[1]Kuhns. "Part-time Faculty. . . ," 8.

an extremely small percentage of women are vocational-technical instructors. The 1960 census identified over one-half million people who had been employed as teachers at the time of the 1960 census. Of this figure, men comprised approximately seven percent, and of that seven percent only 6.8 percent had formerly been employed at the college level.[1] Therefore, it will be necessary for community college administrators to find potential instructors from other areas rather than the teacher reserve.

Nystrom looked to industrial research laboratories in an effort to determine the academic and professional capabilities of research workers as part-time teachers in community colleges.[2] In addition, he questioned the willingness of the employing company, and individuals, to teach on a part-time basis. Nystrom's results were based on 151 people with master and doctoral degrees employed by an electronics research laboratory; results, regarding industrial corporations reactions were based upon a total of sixty-nine business establishments. The study showed that thirty-one percent of his 151 subjects had from one to five years of college teaching experience. Usually the experience was as a graduate student.[3] If released time could be made available by the employing company, eighty-five percent of the respondents would agree

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[1]"Teaching Reserve; Based on U.S. Census of Population; 1960; Special Reports, Characteristics of Teachers," National Education Association Research Bulletin, VIIIL (October, 1964), 75.

[2]J. W. Nystrom. "Can Industrial Laboratories Supply Part-time College Teachers," College and University, XIL (Winter, 1964), 135-146.

[3]Ibid., 140.

to teach part-time, even though they recognized that class preparation and other details would interfere with their regular work assignment. Slightly more than one-third (25/69) of the companies contacted reported a willingness to permit part-time teaching on a released time basis because they felt it would be beneficial to both the educational institution and the industrial research laboratory.[1]

> The question was asked, "If a preparation for teaching seminar were offered (including orientation to a specific college's policies and procedures, philosophy of education, theories of learning, teaching methods and techniques) would you want to participate in it?" For the responding group of 128, 84 or 66 percent answered yes.[2]

Extent of part-time instructional staff

In 1959 the National Education Association reported a survey made on the topic of salaries. Although this study was not concerned with the salary aspect, the NEA report did contain some data pertinent to this study. The National Education Association surveyed 752 degree-granting institutions and found that 404 or 53.7 percent, employed twenty or more part-time teachers, while only forty-nine or 6.5 percent, employed no part-time teachers. In all 752 reporting institutions, there were 46,702 part-time teachers in service.[3]

As technological changes occur, the organization which usually adopts the advantage first has been industry. Consequently, a hardship on educational institutions has been created through the lack of personnel available for instructional purposes. Industry with its competitive bidding has another advantage over colleges with structured pay scales.

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[1]Ibid., 145.

[2]Ibid., 145.

[3]National Education Association, "Salaries Paid and Salary Practices. . . ," 57.

Reasons for part-time instructors

Various reasons for the employment of part-time instructors in vocational-technical education have been alluded to in previous sections of this study. Following are several statements by writers dealing with the topic.

> American junior colleges would be hard-pressed to offer the wealth and variety of programs currently available were it not for the dedicated instruction provided by hundreds of part-time faculty members. The proportion of part-time to full-time faculty is almost one to one in many colleges.[1]

According to Park:

> The regular staff could not provide the services needed in the specialized courses. In these, the part-time instructors bring, besides their vocational or management experience, a considerable prestige to the college, interpretations essential to the specific applications made of subject matter taught in the service-oriented industry, and a degree of community interest and inter-relatedness unequalled in many other situations.[2]

DeCrow's study of data from questionnaires returned by ninety-five of the 142 members of the Association of University Evening Colleges revealed: nineteen employed part-time teachers in less than twenty percent of their classes; seventeen reported from twenty to forty percent of the classes staffed by part-time teachers; twenty employed part-time teachers in sixty to eighty percent of the classes; and eleven colleges employed part-time instructors to teach in more than eighty percent of their classes.[3]

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[1]Kuhns. "Part-time Faculty. . . ," 9.

[2]James D. Park, cited by Kuhns, "Part-time Faculty. . . , 10.

[3]Roger DeCrow. Administrative Practices in University Evening Colleges, (Chicago: Center for the Study of Liberal Education for Adults, 1962), 163.

Appointed standards

Gowin and his associates at the University of Bridgeport conducted one of the most noted studies concerning criteria for appointment of part-time instructors. Responses from 399 urban universities revealed widely differing standards for appointment. The criteria for employment in the larger universities were professional competence and teaching ability; these two factors ranked higher than degrees held, personal qualities, or practical experience. The smaller universities placed more emphasis on degrees held. According to Gowin, there was no evidence to show that the part-time teacher was encouraged to utilize his professional competence in areas such as counseling of students, planning curricula, or participation in activities of the full-time faculty.[1]

Bullough reported responses obtained on a fifty-three percent return (110 subjects) from an institution he identified only as an urban university. In his effort to describe the appointment standards for part-time instructors, Bullough said, "The overwhelming majority have some type of advanced degree and a surprising number, 22, or 20 percent, had had previous teaching experience on the college level."[2]

When part-time instructors were requested to compare their preparation and ability with the full-time teaching staff, they responded with the following:

> In their own estimation the part-time faculty ranked themselves on the whole with the full-time faculty. Twenty (18.2 percent) of the part-time faculty felt that they were much more knowledgeable about the developments in their own

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[1]Gowin, A Report of An Experimental Study. . . , 76.

[2]Vern L. Bullough. "Will New College Teachers Be Adequately Prepared?" Association of American Colleges Bulletin, VIL (December, 1958), 613.

> field than were the full-time faculty members in their departments, while another 46 (41.8 percent) felt that they were at least as well informed as the full-time faculty. It is perhaps significant that the people who ranked themselves more qualified than the full-time teachers came for the most part from the business school and the more technical departments of the institution. On the whole, these were the people who degree-wise were the least qualified, who had the fewest publications and who had the least desire to continue their schooling. This same group also tended to think that the part-time teachers did a better classroom job than the full-time instructor.[1]

Reports prepared on the qualification, preparations, and abilities of part-time instructional staff members have been written about rather small samples of the total population. Some authorities claim there is no information. Maul stated:

> What are the qualifications of that host of part-time teachers who carry a substantial part of the whole instructional load? Here again, we have no answer to one question--the scholarship attainments of part-time teachers.[2]

A study made at Los Angeles State College of Applied Arts and Science examined the relationships among attitudes, interests, academic standards, relationships to students, and knowledge of subject for a matched group of thirty-five part-time and thirty-five full-time faculty. Data obtained from student and faculty questionnaires gave general conclusions: (1) the full-time staff felt that the part-time teacher contributed to a lowering of academic standards, decreased the effectiveness of the instructional program, and failed to advance the interests of the full-time staff; (2) students, however, rated part-time teachers more favorably than full-time teachers; (3) a Q sort of the "ideal college

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[1]Ibid., 616-617.

[2]Ray C. Maul. "Will New College Teachers Be Adequately Prepared?" Educational Record, XL (October, 1959), 327.

teacher" gave a correlation of 0.85 revealing little difference in the teaching goals of the two groups. Differences in attitude within the same division were greater than differences between divisions; (4) student expectations, reported grades, and the distribution of grades did not differ significantly between the two groups; (5) while the department chairmen felt that greater participation of part-time teachers in non-teaching functions was desirable, little or no opportunity had been offered the part-time staff to participate in such activities.

The findings as reported in the latter statement, (5) above, differed with a statement made by Robert E. Horton, Dean of Educational Services at Los Angeles City College. Horton said that part-time teachers were not on campus enough to become fully identified with the College and that communication with part-time instructors was sometimes difficult. Hence, a difference of opinion or fact exists.[1]

Nathan Ivey, writing about the part-time instructor and effective teaching, presented some ideas for administrators to follow regarding the recruitment, selection, and appointment procedures.[2] He said that selection must be made in advance so that actual hiring can occur on a short notice basis; and, orientation to truly welcome the part-time instructors must be planned; part-time instructors must be familiarized with regulations and procedures; they must be informed about students, institutional philosophy, available services, and departmental policies.

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[1]Robert E. Horton, cited by Eileen P. Kuhns, "Part-time Faculty," Junior College Journal, XXXIII (January, 1963), 11.

[2]Ivey, "The Part-time Instructor. . . ," XXXI, 40-43.

In addition, the part-time instructor must be assisted with his teaching, preparations, and classroom techniques. Ivey also advocated encouraging the part-time teacher to use the library facilities, attend faculty meetings, and to take advantage of opportunities for professional growth. Finally the part-time instructor must be encouraged to participate in a self-evaluation program.

THE MINNESOTA TEACHER ATTITUDE INVENTORY

Description

The Minnesota Teacher Attitude Inventory was developed as an instrument to assist in selecting candidates for teacher education programs, and to assist administrators in the selection of teachers for employment. In developing norms for the inventory, the authors, Cook, Leeds, and Callis, mailed the inventory to 1,934 teachers with 1,714 or 88.6 percent returning the completed instrument.[1] Attitudes which the inventory was designed to measure were in the following areas:

1. The moral status of students
2. Discipline
3. Principles of human development
4. Principles of education
5. Personal reactions of the teacher

According to the manual accompanying the Minnesota Teacher Attitude Inventory, reliability figures between responses of teachers and students showed a product moment correlation of .93; the same statistic between

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[1]Walter W. Cook, Carroll H. Leeds, and Robert Callis. Minnesota Teacher Attitude Inventory, (New York: The Psychological Corporation), 10.

teachers and principals was .87; and, the reliability between the MTAI and Baxter's Rating Scale of the Teachers Personal Effectiveness was .92.

The Minnesota Teacher Attitude Inventory was constructed for use with public school teachers, and when Burkard Tested the inventory's effectiveness with 330 teaching nuns in a parochial school setting, she found:

> The MTAI as a whole failed to distinguish between the teachers rated high and those rated low. . . . The differences all had to do with the teachers' attitudes toward teaching, children, and to a lesser degree, with discipline. The low MTAI scores suggest disagreement between the educational philosophy reflected by the MTAI and that of the parochial teachers and pupils taking part in the study.[1]

Reliability

Reliability with the MTAI over a period of time had been tested, by the authors, through the test-retest procedure with a time interval of three years. The specific correlation figure was not published in the journal article, however, the authors stated that a significant result was obtained.[2]

Ferguson, Brown and Callis performed a factor analysis on the MTAI in which eleven item clusters were identified and scored by 117 subjects. Results of the analysis indicated that the clustering of items was a function of the strength of the expressed attitudes toward students rather than a function of the content of the items.[3]

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[1]M. Innocentia Burkard. "Effectiveness of the MTAI In A Parochial School Setting," Journal of Experimental Education, XXXIII (1965), 228.

[2]Walter W. Cook, Cyril J. Hoyt, and Alf Eikas. "Studies of Predictive Validity of the Minnesota Teacher Attitude Inventory," Journal of Teacher Education, VII (1956), 167-172.

[3]John L. Ferguson, Kenneth B. Brown, and Robert Callis, "Factor Analysis of the Minnesota Teacher Attitude Inventory," (Columbia, Missouri: University of Missouri Press, 1954), 22.

Validity

Validity of the Minnesota Teacher Attitude Inventory was tested by Della Piana and Gage, in addition, by Stein and Hardy. Under the assumption that teacher-pupil behavior is a reciprocal situation, the above writers tested the relationship. Results by Della Piana and Gage supported the validity of the interactional viewpoint; but no figures were stated to support the conclusion.[1] Stein and Hardy reported a correlation coefficient of .56 which supported the hypothesis.[2]

Age, educational preparation, and predictability of the MTAI were checked and findings showed that older women teachers exceeded younger women by a significant margin on favorable teaching attitudes.[3] Comparisons between the MTAI and the professional information section of the National Teacher Examination showed a positive correlation.[4] Correlations between scores on the MTAI and total scores on the ACE Psychological Examination, grade point averages, and biographical information indicating interest with young people showed significant positive relations.[5]

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[1]G.M. Della Piana and N.L. Gage. "Pupils Values and the Validity of the Minnesota Teacher Attitude Inventory," Journal of Educational Psychology, IVL (1955), 167-178.

[2]H.L. Stein and James Hardy. "A Validation Study of the MTAI in Manitoba," Journal of Educational Research, L (1957), 332.

[3]J.C. Gowan and Isabel Dible, "Age Effects on the Test Scores of Women Teaching Candidates," California Journal of Educational Research, XI (January, 1960), 38.

[4]Anthony C. LaBue, "Teachers Classroom Atitudes," Journal of Teacher Education, X (December, 1959), 433.

[5]N.M. Downie and C.R. Bell. "The MTAI Inventory as An Aid in the Selection of Teachers," Journal of Educational Research, IVL (1953), 699-704.

Kearney and Rocchio were interested in determining whether or not differences existed between teachers in self-contained classrooms and teachers of special subjects. Statistical significance at the one percent level was found for the two groups. Teachers who have students throughout the day are not only interested in subject matter, but also are concerned with the pupil's home, personality, background, activities and his health. Whereas, teachers of special subjects were found to think in terms of subject matter to be covered rather than the development of a self-directing personality by their students.[1]

Fakeability

Tests of the fakeability of the Minnesota Teacher Attitude Inventory were conducted by Eson, Rabinowitz, Sorenson, and Polmantier and Ferguson.[2,3,4,5] All four studies showed that when subjects were directed to fake their responses in a given direction, it was possible to increase the mean score in that direction. Hence, it must be accepted that if the subject either wishes to fake his score or is instructed to fake his response, it is possible to do so.

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[1]Nolan C. Kearney and Patrick D. Rocchio, "The Relations Between The Minnesota Teacher Attitude Inventory and Subject Matter Taught by Elementary Teachers," Educational Administration and Supervision, IXL (1955), 359.

[2]Morris E. Eson, "The Minnesota Teacher Attitude Inventory in Evaluating the Teaching of Education Psychology," Journal of Educational Psychology, IIIL (1956), 271-275.

[3]William Rabinowitz. "The Fakeability of the Minnesota Teacher Attitude Inventory," Educational Psychological Measurement, XIV (1954), 657-664.

[4]A.G. Sorenson. "A Note on the 'Fakeability' of the Minnesota Teacher Attitude Inventory," Journal of Applied Psychology, XL (1956), 192-194.

[5]P. C. Polmantier and J.L. Ferguson, "Faking the Minnesota Teacher Attitude Inventory," Education and Psychological Measurement, XX (1960), 79-82.

SUMMARY

Chapter II has been divided into four sections: (1) literature dealing with the general supply and demand problem of qualified community college teacher candidates; (2) literature pertaining to recruitment and ultimate selection of teachers for community colleges; (3) materials apropos to part-time instructors specifically the necessity, source, problems, and acceptability; and, (4) reviews of research performed with the Minnesota Teacher Attitude Inventory.

Reviewed literature has shown that current supply and demand problems have been with education for an extended period of time. A suggested procedure for ultimate selection is to use a committee of faculty and administrators rather than an individual administrator for the decision making. Part-time instructors have been used extensively for many years, and in certain types of programs it is more desirable to employ part-time personnel due to economic factors and practicality. The Minnesota Teacher Attitude Inventory is susceptible to faking, but positive reliability, and validity coefficients show that the instrument is accpetable for use.

Chapter III will describe the design of the study.

CHAPTER III

DESIGN OF THE STUDY

Increasing student enrollments, diversified program offerings, and rising numbers of community colleges within the State of Michigan have all contributed to the general problem of recruiting qulaified instructional personnel for community college programs. Vocational-technical education in the community college faces an additional problem of competing with industrial corporations for the competent, highly skilled, and trained personnel needed to man the instructional staff. In an effort to offset part of the manpower problem of staffing an instructional department, administrators within these institutions of higher education have employed instructors on a part-time basis. Generally, the part-time instructor teaches a course which has a small enrollment; he teaches in a field of highly specialized technical skill or content; or, he teaches a course where the enrollment is beyond the capacity of the regular staff. In reality, the part-time instructor fills a special role which assists the regular staff.

This study has been designed to obtain information about the part-time instructor. Where do administrators of vocational-technical education find the part-time staff members? How do administrators recruit part-time staff members for vocational-technical education programs? Who assists the administrator in selecting the most desirable candidate to fill a part-time position? What in-service education programs exist to help the part-time instructor become a better and more effective instructor? And finally, how do attitudes toward students held by part-time instructors

compare with those held by full-time instructors? Due to the nature of the information desired in this study, the normative-descriptive survey was the basic research methodology used in the data gathering, reporting, and analyzing procedures.

Sources of data

All information in this study was concerned with instructors of vocational-technical education among community colleges within the State of Michigan. Therefore, it was decided to survey those community colleges which maintained intensive offerings in the vocational-technical areas because more vocational-technical instructors were employed by these institutions. The selected colleges which participated in this study represented a known bias due to the degree of emphasis placed on vocational-technical education. However, the effort was to determine the procedures utilized by administrators responsible for supervision of part-time instructors in vocational-technical education, and it seemed illogical to consult community colleges in which vocationa-technical offerings were limited.

Catalogues of all operating community colleges in Michigan were surveyed to determine which colleges maintained programs of vocational-technical education. The records of the community colleges compiled by Michigan Department of Education were then studied to determine when the vocational-technical programs at each community college were begun. Eleven of the twelve colleges selected for this study had their programs of vocational-technical education in operation for a period in excess of three years, and therefore considered to be no longer experimental but stable. This stability was considered as adding credibility to the administrator's response at the time of the interview.

Because of the type of information desired from the community college administrator--sources of part-time instructors, selecting techniques, hiring procedures, and in-service education programs--it was decided to hold personal interviews rather than construct a questionnaire type instrument. The interview presented an opportunity to probe in depth, to question a practice, to request greater clarification, and to elicit responses which may not have been possible with a written instrument.

In addition to the information gathered through interviews with administrators, data were gathered from individual instructors. Part-time and full-time instructors of vocational-technical education employed by the twelve community colleges surveyed in this study were requested to complete two instruments: the Minnesota Teacher Attitude Inventory and the "Personal Data Sheet." The MTAI was designed to measure instructors' attitudes toward students in the areas of discipline, human growth and behavior, principles of education, and personal reactions of the teacher. The "Personal Data Sheet" was an instrument designed by the writer for this study to solicit information about the instructor--age at which he began teaching, amount of course work in education, and academic level achieved by the instructor.

Construction of survey instruments

In an effort to maintain as much structure as possible in the data gathering procedure, it was decided that a personal interview with an administrator in each community college would be the most appropriate technique for data gathering. In order to be certain that all questions would be asked at each institution, an interview schedule was constructed. Items to be included in the instrument were devised after an examination of the literature concerning in-service education, recruiting, selecting,

and hiring of instructional staff. In addition to library resources, discussions with faculty members in community college administration and higher education led to a more effective organization of instrument items. After completion of a tentative instrument, trial runs were made with graduate students in community college administration. Ultimately, ambiguous and unclear items were either re-written or removed from the final instrument.

The completed instrument was divided into the following five sections:

1. Information about the community college and the administrator being interviewed.
2. Techniques used in recruitment of part-time instructors for vocational-technical programs
3. Information concerned with employment interview techniques, persons responsible for the final selection of the part-time instructor and instructor's educational and vocational qualifications
4. Questions about the in-service education program designed to assist part-time instructors in vocational-technical programs
5. Effects of part-time personnel on the instructional program of the community college

After extensive reading of research materials dealing with the Minnesota Teacher Attitude Inventory, a series of hypotheses concerning teachers' attitudes toward students was developed. In order to test the stated hypotheses, information about teachers' backgrounds was needed; therefore, the "Teacher Personal Data Sheet" was developed.[1]

Procedure

The Director, Office of Community College Cooperation at Michigan State University, was contacted for recommendations and assistance with

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[1]See appendix B

this study. At the time of the discussions, it was decided that an informal interview would be the most appropriate data gathering technique. Subsequently it was decided that a letter requesting an interview be sent to the chief administrator of the selected community college introducing the interviewer, explaining the purpose of the interview, and requesting confirmation of an interview time and date.[1]

Within ten days of mailing, all cards confirming the request for interviews were received. Only one of the twelve dates requested had to be re-scheduled.

The average time involved in each interview was approximately one hour and thirty minutes. Statistical information and personnel rosters were requested, and when these materials were not immediately available, the administrator agreed to mail them at his earliest convenience. Every interview took place in the office of the administrator, and was "informal" in nature.

At the close of the interview, the interviewer obtained the administrator's permission to solicit the cooperation of the part-time and full-time faculty members in the second phase of the study. This second phase compared part-time instructors in vocational-technical education with full-time instructors in the area of those attitudes measured by the MTAI.

The Minnesota Teacher Attitude Inventory was selected to measure attitudes toward students of both part-time and full-time instructors. More specifically, this inventory had been designed to measure teachers' attitudes toward the following behavior:

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[1]See appendix C

1. Moral status of students in the opinion of adults
2. Discipline--problems of conduct in the classroom
3. Principles of human growth and development
4. Principles of education related to curriculum, administration, and philosophy
5. Personal reactions of the teacher--likes and dislikes

According to the authors, this inventory can be used as a teacher recruiting instrument when specific personality characteristics are desired. Assuming a given educational institution wanted warm, accepting teachers for its students, the MTAI scores could point out persons possession or not possessing these traits .

A survey of available instruments designed to measure attitudes toward students on a post-secondary level failed to uncover any instrument specifically designed for this expressed purpose. Therefore, the MTAI was deemed the most desirable instrument available. Caution, however, had to be used when the data of this study were interpreted because while available norms were very extensive on the elementary level and moderately extensive for the secondary level, they were limited on the post-secondary level.

The initial mailing list, sent on November 25, 1966, included a total of three-hundred twenty-seven persons, both part-time and full-time instructors in vocational-technical education at the twelve colleges surveyed. On December 2, 1966, and December 9, 1966, the first and second follow-up cards, respectively, were sent to each instructor.

Treatment of the data

Following completion of the interviews, all data gathered from the community college administrators were summarized in tabular form. Procedures, trends, relationships, and problems could be more readily

identified by this technique. One aspect of the total problem was concerned with the areas of recruiting, selecting, hiring, and preparing part-time instructors for teaching of vocational-technical education subjects in community colleges; therefore, the analysis of the stated activities was primarily an attempt to identify the organizational patterns and procedures used by the administrators.

Literature prepared by community college administrators, and other persons interested in community college activity, formed a base for comparing the recommended procedures with the results of this study. The types of personnel sought by the administrators were compared with recommended types; sources of part-time instructors found in this study were compared with methods recommended in the literature.

Prior to writing the specific hypotheses to be tested in this study, a representative of the Office of Educational Research, College of Education, Michigan State University, was consulted for assistance with the design of the study, instrumentation, and analysis of the data. In order to test the hypotheses stated below, the point biserial correlation coefficient and the analysis of variance statistics were used. Hypotheses to be tested are:

Ho-1 The length of teaching experience of part-time and full-time instructors in vocational-technical subjects does not influence the attitudes toward students.

Ho-1: $M_1=M_2$

M_1=part-time instructors; M_2=full-time instructors

Ho-2 Instructors of vocational-technical subjects with more extensive formal education experience show no more positive attitudes toward students than instructors with less formal educational experience.

Ho-2: $M_1=M_2$

M_1=instructors with less than a bachelors degree; M_2=instructors with at least a bachelors degree

Ho-3 Full-time instructors of vocational-technical subjects do not have more positive attitudes toward students than do part-time instructors of vocational-technical subjects.

Ho-3: $M_1=M_2$

M_1=full-time instructors; M_2=part-time instructors

Ho-4 Full-time and part-time instructors who profess to like teaching do not manifest greater positive attitudes towards students than full-time and part-time instructors who do not like teaching.

Ho-4: $M_1=M_2$

M_1=instructors who like teaching; M_2=instructors who dislike teaching

Ho-5 Full-time vocational-technical instructors who have had more than six semester hours of course work in education do not manifest more positive attitudes toward students than do full-time instructors who have had less than six semester hours of course work in education.

Ho-5: $M_1=M_2$

M_1=full-time instructors with more than six semester hours of course work in education; M_2=full-time instructors with less than six semester hours of course work in education.

Ho-6 Part-time vocational-technical instructors who have taken course work in education do not manifest more positive attitudes toward students than do part-time instructors who have never taken any course work in education.

Ho-6: $M_1=M_2$

M_1=part-time instructors with course work in education; M_2= part-time instructors with no course work in education

Ho-7 Part-time instructors who have entered teaching after age thirty-five do not manifest less positive attitudes toward students than part-time instructors who entered teaching before age thirty-five.

HO-7: $M_1=M_2$

M_1=part-time instructor who entered teaching after age thirty-five; M_2=part-time instructor who entered teaching before age thirty-five.

Summary

The procedures, instrumentation, and methodology employed in gathering data and analyzing data were described in this chapter. Sources of data for this study were obtained from two primary sources. First, community college administrators responsible for recruiting, selecting, hiring, and preparing part-time instructors for vocational-technical education were interviewed; second, instructors, both part-time and full-time, were requested to complete the Minnesota Teacher Attitude Inventory and a personal data sheet.

All instruments prepared by the writer were pretested with faculty members and graduate students in community college administration. Revisions were made following the test runs. The statistics used to test the null hypotheses were the point biserial correlation coefficent, and the analysis of variance.

Chapter IV is divided into two sections. The first section reports the data obtained through interviews with community college administrators; and the second section describes the data and tests the hypotheses about instructors of vocational-technical education programs.

CHAPTER IV

PRESENTATION OF DATA

The following chapter is divided into two parts. Part One reports the data gathered through interviews with each of the twelve community colleges. Part Two reports the responses obtained from instructors at these colleges.

College control

In Michigan's laws concerning the governing boards for community colleges, there can be control through the local school district, or control may be established through a separate board of trustees. Six of the twelve colleges surveyed in this study were controlled by public school boards of education, and the remaining six were controlled by separate boards of trustees for the community colleges.

TABLE 1 TYPE OF CONTROL

Community College Community College	Public Board Public School Board	Separate Community College Board
1	X	
2		X
3	X	
4		X
5		X
6	X	
7		X
8	X	
9		X
10		X
11	X	
12		X

In reading the tables throughout this study, the sequence of community college numbers remains intact. College number one in Table 1 remains as college number one in subsequent tables.

Administrative titles

Job titles found to exist among administrators responsible for the vocational-technical education area varied from one institution to another. In addition, duties assigned to the individual varied according to the enrollment and staff size in each instance. Of those administrators interviewed, the most frequently used title was Dean of Vocational-Technical Education. Two individuals carried the title of Director of Industrial-Technical Education; two were Deans of Instruction; and, the remaining titles included Deans of the College, Chairman of Applied Arts and Sciences, Chairman of Engineering and Technology, and Coordinator of Technical Education. See Table I for the resume.

TABLE 2 BACKGROUND OF THE ADMINISTRATOR

Community College Number	Title of person responsible for part-time voc.-tech. personnel	Highest academic degree held	Years in present position	Position held immediately prior to present position
1	Assist. to the Dean of the College	M.A.	7	Director, Personnel in the same school district
2	Director, Div. of Indust. Tech. Education	Ed.D.	3	Assistant Professor, Indust. Arts Education
3	Coordinator o Tech. Education	M.Ed.	6	Instructor, Machine shop and counselor at the same college
4	Asst. to Dean of Voc.-Tech. Education	M.S.	2	Graduate Student
5	Chairman, Div. of Applied Arts and Sciences	M.A.	1	Instructor, Div. of Applied Arts and Sciences; same college
6	Dean of the College	M.A.	1	Dean of Instruction, same college
7	Dean of Vocational-Technical Division	M.A.	8	Director, Vocational Education of city schools; same city
8	Dean of Instruction	M.A.	1	Dean of Applied Arts and Sciences at the same college
9	Director, Vocational Education	M.A.	1.5	Apprenticeship coordinator for city district; same district
10	Dean of Vocational-Technical Education	Ed.S.	1.3	Director, Vocational Education and Practical Arts; same district
11	Dean of Instruction	Ph.D.	.5	Research Assist. while in grad. school; priv. business prior
12	Chairman, Engineering and Technology	M.A.	1	Associate Professor of Industrial Arts Education

All persons filling the positions responsible for recruiting, selecting, hiring, and supervising vocational-technical education held the master's degree. One Dean of Instruction held a doctorate, and one administrator held an Educational Specialist Diploma.

Experience

The twelve administrators interviewed in this study had spent a total of thirty-five many years in the positions which they filled at the time of the interview. Seven of the twelve persons interviewed have been in their current positions less than two years. This would appear to indicate that mobility was a prevalent condition in community college administration.

Previous positions

Responses to the question, "What was your position immediately prior to the position which you now fill?" revealed that a high percentage of persons had been promoted from within the existing administrative structure. Only one-third of the administrators interviewed had come to the job from outside the school district or the college in which they were employed.

Sources of part-time instructors in vocational-technical education

Local business and industry: Administrators responsible for recruiting part-time instructors in vocational-technical education went primarily to business and industrial establishments in the local area to recruit personnel. In only one instance was local business and industry a second choice for obtaining the services of part-time instructional staff.

TABLE 3 SOURCES OF PART-TIME INSTRUCTORS IN VOCATIONAL-TECHNICAL EDUCATION

TABLE 3 SOURCES OF PART-TIME INSTRUCTORS IN VOCATIONAL-TECHNICAL EDUCATION

Community College Number	Graduate Schools	University placement offices	Private educational placement offices	Local high school teachers	Local industry and utilities	Industry within state	Efforts of present faculty	Retired Personnel	Appl. Files	Other
1	No	No	No	2	1	No	No	3	No	
2	No	No	No	4	1	No	2	3	No	
3	No	No	No	4	1	3	5	Unsuccessful	2	
4	No	No	No	No	1	No	No	No	2	
5	No	No	No	4	1	No	3	No	2	
6	4	No	No	1	2	No	No	No	3	
7	No	No	No	No	1	No	No	No	2	
8	No	No	No	2	1	No	3	Unsuccessful	4	
9	5	No	No	2	1	No	3	Minimal Success	4	
10	No	No	No	3	1	No	2	No	4	
11	No	No	No	2	1	No	3	No	No	
12	2	No	No	3	1	6	4	7	5	
Total	3	0	0	10	12	2	8	3	9	

The above table should be read as follows: Community College number one used personnel from local industry and utilities as its primary source for part-time instructors. The local high school teacher was the second source of part-time instructors.

Local high school teachers in the vocational-technical areas were contacted second in frequency. Depletion of these sources led to the utilization of applicants and recommendations of present faculty members.

University Placement offices: University placement offices and private educational placement agencies had not been used by any community college contacted in this study for the recruitment of part-time instructors.

Other sources: Industrial establishments outside the immediate service area of the college were contacted by two community colleges; graduate schools and retired personnel were contacted by three community colleges as sources of instructional staff. Existing literature recommends the use of retired personnel for part-time teaching vacancies. But when the interviewer asked about the use of retired personnel, responses were: "Yes, we tried them and our opinion is that they should remain retired." "We hired four retired military personnel last year, ans we have retained one." "We found that retired personnel from industry usually lack the necessary physical stamina to teach in the technical area; and retired military personnel cannot adapt quickly enough to be effective in the community college program." One college reported that retired military personnel are sometimes hired for administrative positions because they are generally efficient. However, the same persons sometimes disrupt the on-going program due to their frequent disregard for the personalities of supporting personnel such as secretaries.

Methods of contacting part-time instructors in vocational-technical education

The most common source of part-time instructional personnel in vocational-technical education areas was from local industry. Because the source was readily at hand, most contacts were informal telephone calls to a personal acquaintance in the business or industrial field:

Nine of the twelve administrators interviewed depended upon personal contacts and telephone conversations as the primary method of contact; and, two of the remaining three persons used the same approach as their secondary method of contacting part-time vocational-technical personnel.

Advertisements: Only one community college administrator advertised in periodical literature for part-time instructional staff. By inserting advertisements in national periodical literature, he built files for later contacts. In addition, the same adminstrator was the only one who contacted such organizations as the local branch of the American Association of University Women.

Current files: Eleven of the twelve institutions maintained a file of candidates for part-time instructional positions. However, the list of applicants was referred to after the administrators had exhausted their personal contacts in industry, and their informal contacts with other educators.

TABLE 6.—METHODS USED TO CONTACT PART-TIME INSTRUCTORS IN VOCATIONAL-TECHNICAL EDUCATION

TABLE 4 METHODS USED TO CONTACT PART-TIME INSTRUCTORS IN VOCATIONAL-TECHNICAL EDUCATION

Community College Number	Written commun.- letters, bulletins	Advertise- ments in newspapers or period- icals	Personal phone calls to persons known to be interested	Personal contacts in local industry	Informal commun. with other educators	File of Applicants	Other (Specify)
1	2	No	No	1	No	3	No
2	2	No	3	1	5	4	No
3	No	No	3	1	4	2	No
4	No	No	No	1	2	No	No
5	4	No	2	1	3	5	No
6	No	No	4	3	2	1	Suggest. from advisory comm.
7	5	No	3	2	4	6	Suggest. from advisory comm.
8	No	No	3	1	4	5	Department Chairmen provide leads 2
9	5	No	2	1	3	4	No
10	4	5	2	1	3	6	AAUW, Bus. & Prof. Women, Adv. Comm.
11	No	No	2	1	3	4	No
12	4	No	1	2	3	5	No
Total	19	5	25	17	40	35	

Degree of difficulty to obtain part-time instructors in vocational-technical education

By asking the administrator to estimate the degree of difficulty in obtaining part-time instructional staff for vocational-technical education, one really asked about an administrative duty. Two persons indicated that recruiting part-time instructors in vocational-technical areas was a very difficult assignment. However, a study of Table 4 showed one administrator relying on suggestions from advisory committees as his primary source of part-time instructional staff, and another used only two of at least six possible sources of supply as his recruiting area. Hence, the difficulty of recruiting part-time instructional staff may simply be a manifestation of limited effort expended by the administrator, or of the limited field of candidates that the administrator used in his recruiting.

Of the six administrators reporting that recruitment of part-time staff was not difficult, five utilized as least five possible manpower sources as their recruiting area. Only one of the six used four possible areas for recruiting personnel.

Reasons for the degree of difficulty in recruiting part-time instructors are listed below in an order of frequency encountered--greatest difficulty to least difficulty:

1. Obtaining the desirable combination of academic preparation, industrial experience, and those personal characteristics which make a good teacher

2. Convincing people with the desired academic and industrial backgrounds that they have the ability to teach successfully is the second most difficult item.

3. Scheduling classes to fit the primary work load of a man employed in a recently developed area such as data processing is third most difficult.

Least difficulty:

1. Being located in an industrialized area where trained men in technical positions are abundant eased recruiting.

2. Cooperativeness of industrial organizations which permit their employees to teach during eveing hours or on a direct loan basis from the business or utility.

3. Adequate pay scale which permits an educational institution to establish a financial situation wherein the technician can afford to teach part-time

Change noted in the degree of difficulty to recruit part-time instructors

In spite of the relatively short average time employed in supervisory roles, eleven of the twelve administrators felt that they could make a valid statement about the degree of difficulty experienced in the recruitment of part-time instructors for vocational-technical education during the past five years. Reasons for their position on the above statement were based on their experiences within the employing institution. Of the twelve men interviewed, eight had been promoted from within the same community college district. The remaining three felt that their conversations with other officials in the employing community college qualified their responses.

Five administrators stated that they had noted a change in the degree of difficulty in recruiting part-time instructors during the past five years. Six administrators stated they had experienced no change in the recruiting problem; the remaining administrator lacked experience on which to base a judgment.

Of the five administrators who said that the degree of difficulty in recruiting part-time instructional staff has changed in the past five years, four stated that it was now easier to obtain part-time instructional personnel. The ease of recruitment was created through more interest in the community college program by both the community and industry, teaching

TABLE 5 DEGREE OF DIFFICULTY IN OBTAINING PART-TIME INSTRUCTORS IN VOCATIONAL-TECHNICAL AREAS

Community College Number	Not Difficult	Difficult	Very Difficult
1		X	
2	X		
3	X		
4			X
5	X		
6		X	
7			X
8		X	
9	X		
10	X		
11		X	
12	X		
Total	6	4	2

pay scales were higher, and the administrators learned to contact part-time instructional personnel more appropriately.

The lone administrator who claimed that recruitment was more difficult based his reason on the increased pressure industry now places on some employees.

The six administrators who experienced no change in difficulty of recruiting part-time instructors for vocational-technical subjects within the past five years based their statements on the following:

1. Community colleges and curricular programs within the community colleges have become established; thus, reputations and personal contacts now provide an adequate number of part-time instructors.

2. Because community colleges and community college programs are becoming more stable, there is a smaller percentage of the total faculty employed on a part-time basis.

3. Administrators are now conscious of the necessity for maintaining continuous contacts with local sources of part-time instructional staff.

4. The supply and demand for part-time instructors have been growing in approximately equal numbers; therefore, the degree of difficulty in recruiting has not changed by any significant figure.

Eleven administrators foresaw that the problem of recruiting part-time instructors would remain approximately constant. Table 6 showed the responses from the item concerning future difficulty.

TABLE 6 FUTURE DIFFICULTY IN OBTAINING PART-TIME INSTRUCTORS FOR VOCATIONAL-TECHNICAL PROGRAMS

Decreasing	Remaining constant	Increasing
2	7	2

From the interviews held, it appeared that the degree of difficulty in recruiting part-time instructors for vocational-technical education will remain as it is today. Instructional staffs are growing to such size that they can meet enrollment demands with fewer part-time instructors; the rate of growth involving technical personnel in industry is increasing thereby creating a larger supply of part-time instructors; and, the administrators are making amore concentrated effort to recruit part-time personnel.

Minimum qualifications for part-time instructors in vocational-technical education

When administrators were asked what they desired as minimum qualifications for part-time instructors in vocational-technical education, a wide range of qualifications was reported. However, these desired qualifications were lowered as the need for a classroom instructor became of utmost importance. Thus, the standard for appointment dwindled as the need for a teacher (any teacher) became greater.

In terms of educational background desired, five community college administrators stated that they try to obtain someone with a bachelor's degree or at least a diploma from a porfessional school. One administrator required two years of college education. Four administrators wanted someone who held a high school diploma as the minimum educational requirement. The remaining two administrators would accept anyone who could be certified by the State to teach on a part-time basis.

Further questioning of the respondents revealed that one administrator insisted upon finding instructors who had two years of college teaching experience. Only after exhausting all possibilities would that administrator

TABLE 7 MINIMUM QUALIFICATIONS FOR PART-TIME INSTRUCTORS IN VOCATIONAL-TECHNICAL EDUCATION

Community College Number	Educational Minimum	Teaching Experience		Vocational Experience Years	Comments
		High School	College		
1	B.S.	0	0	unknown	Must know the indust. area
2	H.S.	0	2	3-5	
3	H.S.	0	0	prefer 10	
4	H.S.	0	0	4-5	
5	B.S.	0	0	unknown	Desires QUALITY experience
6	B.S. or Prof. sch. dip.	0	0	5	
7	Certifiable only	0	0	1	
8	B.S.	0	0	2	
9	Certifiable only	0	0	3	
10	H.S.	0	0	unknown	Desires sound indust. exper.
11	2 yrs. coll.	0	0	3	
12	H.S.-B.S.	0	0	Industrial experience depends on the area to be taught	

accept a part-time instructor with less than two years teaching experience at the college level. As Table 7 showed, teaching experience on either the high school or community college level was not considered of great significance as a prerequisite to teaching in the community college vocational-technical program.

A majority of the administrators interviewed pointed out that they may not require teaching experience in a formal sense; however, they tried to find people who have had some experience in working closely and intimately with people. The experience may be in supervising Boy Scouts, teaching a Sunday School class, participating with a youth group, or in positions of civic club responsibility.

Regarding vocational experience as a prerequisite to part-time teaching, a continuum exists which is quite similar to the problem of educational background demanded. When the interviewer asked, "How many years of industrial experience do you demand before you will hire a part-time instructor in the vocational-technical area?" the administrators frequently responded with a question concerning the type and quality of the vocational experience. Work experience was found to be similar to teaching experience. Did the man have five years of varied industrial experience, or did he have one year of experience repeated five times? Administrators again varied in their industrial experience requirements for part-time instructors. Words which occurred most frequently were concerned with "quality industrial experience," "sound industrial experience," or "it depends upon the area of instruction." One-third of the twelve administrators would not present a precise figure as the minimum experience required for part-time instructor's place of employment so that an observation of the actual work experience could be made and considered.

The greatest amount of work experience desired by any one administrator was ten years. In discussing why he required that much experience, he said that he felt the man would be more mature, more knowledgeable in his field, and more respect would be commanded by his students in class.

Although there was no question on the interview sheet concerned with the topic, one administrator volunteered that he had tried a group of men prepared for part-time instructional positions by the AFL-CIO and considered the experiment an unsuccessful venture. Personnel selected by the labor organization had greater seniority than others; but those with seniority too frequently had not kept themselves knowledgeable within the skill area which resulted in the AFL-CIO-selected and prepared part-time instructor being unqualified to handle adequately the instructional program.

Qualifications most difficult to find in part-time instructors

In response to a question concerning the desired aspects of educational and experiential background which make it difficult to recruit part-time instructors four administrators said it was the educational requirements which caused them most difficulty. Frequently the highly skilled vocational-technical man has attained his level of proficiency through narrow specialization with subsequent disregard for general preparatory programs. An additional three administrators said they had difficulty in obtaining the services of people with a desirable combination of educational background and industrial experience. Table 8 showed that three others had difficulty in obtaining persons with industrial experience or, more specifically, varied industrial experience.

In two cases, administrators felt they had no difficulty in recruiting and hiring men with the qualities they demanded for part-time instructors.

TABLE 8 QUALIFICATIONS MOST DIFFICULT TO OBTAIN

Area	Number Reporting
1. Educational background	4
2. Industrial experience	2
3. Varied industrial experience	1
4. Combination of industrial experience and educational background	3
TOTAL	10*

Qualifications least difficult to obtain with part-time instructors

Table 9 showed responses to the question asking for the qualifications least difficult to find in part-time instructors for vocational-technical programs. Work experience was the most easily found qualification and therefore, the least difficult to obtain. Two institutions reported that people with formal educational experience were available in greater abundance than with only vocational experience. The remaining two colleges reported having no difficulty at all in obtaining services of part-time instructors with desirable qualifications both educationally and vocationally.

TABLE 9 QUALIFICATIONS LEAST DIFFICULT TO OBTAIN

Area	Number Reporting
1. Industrial experience	5
2. Educational experience	2
3. No problem finding a combination of educational experience and industrial experience	2
TOTAL	9**

*Two administrators reported that the combination of educational background and vocational experience was most difficult to obtain.

Recommendations required for part-time instructors in vocational-technical education

A common procedure in selecting instructional staff members for institutions of higher education is to have letters of recommendation submitted by those with knowledge of the applicant's professional and personal qualities. Therefore, the administrators responsible for recruiting part-time instructional staff were questioned about the procedures they utilized in obtaining background information. Table 10 showed which colleges required letters of recommendation and which did not. Explanations for not requiring letters of recommendation followed a general pattern. Usually the part-time instructors were personally known by an administrative official, a department chairman, or someone on the faculty; sometimes the part-time instructor was hired on short notice; part-time instructors not specifically recommended may be dropped from the staff with less difficulty if they do not prove to be successful.

Those persons who did require letters of recommendation gave the usual answers about why the requirement was made. They provided additional material on which judgments were based; if a supervisor thought enough of the man's skills and abilities, he would probably be a successful addition to that staff. A few administrators mentioned that of all the letters of recommendation which they had requested, seldom, if ever, did they receive a negative communication. On this basis relatives and clergymen have been generally discounted as recommendation sources.

** Three institutions reported having difficulty obtaining the combination of educational background and industrial experience.

TABLE 10 LETTERS OF RECOMMENDATION

College Number	Requiring letters of recommendation	Not requiring letters of recommendation
1		X
2	X	
3		X
4	X	
5		X
6	X	
7	X	
8		X
9		X
10		X
11		X
12	X	
TOTAL	5	7

TABLE 11 EFFECTIVENESS OF RECOMMENDATIONS

Effectiveness	Number of administrators indicating	Reasons
Not effective	1	Frequently the man recommended is a good man on the job; however, he is not a teacher.
Effective	8	We usually phone the supervisors because the supervisor is usually known by at least one department member; we rule out relatives and clergy-men as persons for references.
Very effective	3	Someone within the department usually knows the man. In addition, we call the superviosr.

According to the data revealed in Table 11, one administrator believed that the recommendations were not effective. His belief was based on the premise that the recommendation was made on the basis of the man's ability to perform his job in an industrial setting and was not relevant to his ability to teach in a community college. However, three administrators considered recommendations to be very effective.

The data in Table 12 revealed that all administrators were primarily dependent on the information obtained by telephone in basing eventual decision-making. Literature on the recruiting process stated that information should be obtained from employers. In the sample questioned, only one administrator did not call the candidate's employer. His reason for not requesting a recommendation was based on the general feeling that employers in his area dislike "moonlighting" by employees. In this instance a somewhat schizophrenic situation existed. The corporation viewed part-time teaching at the community college favorably after the teaching had been completed; however, the same corporation did not endorse part-time teaching as a favorable activity for its employees when the plans were known beforehand.

Four administrators said that they contacted the part-time teaching applicant's previous employer, and three occasionally contacted the previous employer, usually when a question about the part-time instructor's background existed.

One community college had a chart designed which staff members used when evaluating all candidates for part-time teaching positions. Down the left side of the chart was a list of applicants' names; across the top was a series of entries dealing with competencies deemed important for positions in that college. No other institutions contacted in this study maintained a similar instrument.

TABLE 12 TECHNIQUES FOR GATHERING AND VALIDATING INFORMATION ABOUT CANDIDATES

Community College Number	Personal references, phone calls, visits	Contact previous employer	Contact primary employer	Evaluation form on candidates	Transcripts or proof of training	Teaching Observation	Other techniques
1	Phone calls	Infrequently	Usually	No	Requested	No	
2	Phone calls	Yes	Yes-super.	No	Yes	When poss.	
3	Phone calls	Yes	Yes-super.	No	Yes	No	
4	Phone calls	Yes	Yes-super.	No	Yes	No	Lengthy interview
5	Phone calls	No	No	No	Yes	No	
6	Phone calls	Yes	Yes-super.	No	Yes	No	
7	Phone calls	Infrequently	Yes-super.	Yes	Yes	Seldom	
8	Phone calls	No	Usually	No	Yes	No	
9	Phone calls	No	Yes-super.	No	No	Seldom	
10	Phone calls	Seldom	Yes-super.	No	If hired for more than 1 term	Seldom	Observe and follow after employment
11	Phone calls	No	Usually	No	Yes	No	
12	Phone calls	No	Yes-super.	Yes-to determine pay	Yes	No	

Each community college administrator requested all part-time instructors in the vocational-technical areas to submit transcripts or proof of educational training for inclusion in their files. In most instances the transcript served no purpose except to provide general information or for determining pay scales. In addition to the transcripts or proof of training, the only other document necessary was an application form.

Observed teaching situations were not scheduled for any applicant by the community college as a prerequisite for employment. Table 12 disclosed: One administrator observed the applicant when possible; three of the remaining eleven seldom observed an applicant; and, the remaining eight never observed applicants before hiring them as part-time instructors.

Regarding other techniques for gathering and validating references, one administrator reported using lengthy interviews with the applicant, another observing and following the part-time instructors through their first semester of employment.

Participants in the selection process

Writers such as Goodhartz and Cloud advocated the use of several persons in the selection of professional staff members.[1,2] Theoretically, a staff will feel more responsibility toward the interests of the department and the college if it takes part in the selection of new faculty members. The administrators responsible for staffing the

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[1]Goodhartz, loc. cit.

[2]Cloud, loc. cit.

TABLE 13 PARTICIPANTS SELECTING PART-TIME INSTRUCTORS IN VOCATIONAL-TECHNICAL EDUCATION

Community College Number	Confer with department chairman	Other faculty within the department	Written examinations	Pooled judgment technique	Other (specify)
1*	X	X	--	X	
2	X	Sometimes	--	X	Usually use several interviews
3	X	X	--	X	
4	--	--	--	--	The dean confers with the assistant dean only
5	X	X	--	X	
6	X	X	--	X	
7	Sometimes	--	--	Seldom	The college is currently undergoing changes which will require assistance with staff
8	X	Infrequently	--	--	
9	--	--	--	--	Director of vocational education makes all decisions independently
10	X	X	--	X	
11	X	--	--	--	
12	X	X	--	X	

*The departmental chairman assumes all responsibility for staff selection, then he recommends his choice to the district personnel director.

vocational-technical area at two community colleges did not contact any of their staff members before hiring a part-time instructor. A third administrator said he "sometimes" conferred with a department chairman before selecting a part-time instructor, but "seldom" used a pooled judgment technique.

Of the twelve college officials surveyed, nine made a practice of conferring with the department chairman regarding the chairman's selection, and six of those nine officials included fellow faculty members in interviewing prospective candidates. None of the respondents in this study currently used any kind of written examinations to assist in the evaluation of a candidate, nor did there seem to be any inclination to give the topic consideration. Seven colleges used the pooled judgment technique for selecting part-time instructors.

Community colleges operating under public school boards of control frequently were dependent upon the personnel officer employed by that district to hire the people recommended to them. In no instance did any of the persons interviewed say that a personnel officer did not follow a recommendation, but it was evident that the personnel officer held the decision-making responsiblity within the confines of his office.

Invitations for visits and personal interviews

Data in Table 13 showed that all community college did not require that applicants actually come to the college facilities for a personal interview. Ten of the twelve administrators, however, did require that an interview take place. Administrators pointed out that the interview actually served two equally important purposes: first, the community college staff had an opportunity to learn more about the man being considered

TABLE 14 APPLICATION INTERVIEWS

Community College Number	Invites the applicant to campus for an interview	Does not invite the applicant to the campus for an interview	Travel expenses: College pays	Travel expenses: Individual	Other techniques used to interview candidates if he does not appear on campus
1	Always	--	--	X	
2	Not necessarily	--	--	X	The candidate is frequently a personal acquaintance
3	X	--	--	X	
4	X	--	--	X	
5	X	--	--	X	
6	X	--	--	X	
7	X	--	--	X	
8	Not necessarily	--	--	X	Usually someone in the department knows the man
9	X	--	--	X	When possible the man is interviewed at place of employment
10	X	--	--	X	We try to take him to dinner
11	X	--	--	X	
12	X	--	--	X	

for a part-time position; and, second, the applicant learned more about the operation of the college. It should be pointed out, also, that no community college administrator interviewed in this study failed to invite all candidates for part-time teaching positions to the campus.

The two colleges which did not require candidates to appear for an interview usually hired persons known by the department chairman, the chief administrator, or some faculty members. No college had a standard policy of paying expenses for the interview session inasmuch as part-time instructors were predominately local citizens.

Number of part-time vocational-technical instructors

Table 14 showed that in most instances the community colleges with large enrollments hired the greatest number of new instructors. However, colleges with relatively small enrollments, and new or additional vocational programs showed a large increase of instructional staff in both the full-time and part-time positions. Among the community colleges surveyed in this study, this growth pattern in the vocational-technical area was quite evident. The 1966-67 academic year, as compared with the previous academic year, showed an increase of forty-nine full-time positions, and sixty-two part-time positions to the instructional staff. Four colleges, however, employed approximately eighty-two percent of the sixty-two new part-time instructors. These four colleges were located in the larger metropolitan areas of southeastern and southwestern Michigan.

Table 15 refers to the success rate of the administrators' recruitment program--the number of offers made to candidates to acquire the necessary number of part-time instructors. Success rates tended to be

TABLE 15 ONE YEAR SUCCESS RATE IN RECRUITING PART-TIME VOCATIONAL-TECHNICAL INSTRUCTORS

Community College Number	Total openings available	Total offers presented	Reasons for the offer rejection
1	1	1	
2	15	15	
3	10	10	
4	10	12	Cannot schedule personal activities to avoid class conflicts
5	3	5	Inadequate salary scale
6	0	0	
7	3	5	Inadequate salary scale; did not approve of class make-up; unable to be certified.
8	0	0	Past experience with instruct. rejections were due to feelings of inadequacy.
9	0	0	
10	15	21	Schedule conflicts--willing to teach one semester but not two semesters
11	1	1	
12	4	4	
Total	62	75*	

*The success ratio of recruiting the desired instructor was found to be 82.6 percent for twelve community colleges included in this study.

TABLE 16 VOCATIONAL-TECHNICAL INSTRUCTORS HIRED BY SURVEYED COMMUNITY COLLEGES FOR 1966-67

Community College Number	Student Enrollment		Faculty		Number of faculty hired in vocational-technical education for the 1966-67 academic year	
	Total	FTE	Full-time	Total	Full-time	Part-time
1	3,312	2,375	108	185	3	1
2	9,707	6,401	237	434	8	15
3	11,000	5,668	308	523	1	10
4	3,278	2,420	95	55	12	10
5	6,230	4,450	210	248	3	3
6	4,917	3,882	119	139	1	0
7	2,493	2,045	60	98	7	3
8	3,006	2,028	92	97	6	0
9	2,182	1,672	91	113	1	0
10	2,730	2,000	93	122	3	15
11	2,418	1,760	85	121	0	1
12	4,063	3,050	97	118	3	4
Total	55,336	37,751	1,595	2,253	49	62

high because part-time instructors were sometimes released during the work day at their primary places of employment, and because someone on the existing staff already knew the person desired by the community college. The success rate for all community colleges surveyed in this study was approximately eighty-three percent.

Answers to questions concerning why potential part-time instructors in vocational-technical education reject job opportunities led to the conclusion that the most important factor involved in accepting part-time teaching was convenience. It appeared that if the work interfered with the social activities of an individual or his family, the candidate would reject the opportunity. Moreover, if the class ran more than one semester, the probability of rejection would be higher than if the course ran only one semester.

One of the twelve community college administrators interviewed stated that the salary he could offer was too low and he, therefore, could not compete successfully with local industry.

In-service education programs for part-time instructors

Educators writing on topics of staff preparation agreed that an in-service education program was most desirable for continued development among individuals, departments, and the total professional staff. In this study it was found that only five out of the twelve colleges surveyed had in-service education programs. However, when questioned concerning the value of in-service education programs for sound operations, three-fourths (9/12) of those administrative officials surveyed thought it was necessary.

Among existing in-service education programs, with the exception of the initial group meeting or orientation, the operational procedures

TABLE 17 EXISTING IN-SERVICE EDUCATION

Community College Number	Existing in-service program		Reason for a program not existing
	Yes	No	
1		X	Recognized need not existing
2	X		
3	X		
4	X		
5	X		
6	X		
7		X	Course outlines, text, materials, and exams prepared. Any addit. necess. on informal basis
8		X	Small numbers of people are involved and handled on an informal basis
9		X	Schedule does not permit meetings to occur; budget is too tight
10		X	Currently assist. is informal; depart. chairman's responsibility
11		X	Few numbers and handled informally
12		X	Time schedules do not permit a program

TABLE 18 IN-SERVICE EDUCATION NECESSARY

Community College Number	Do you believe an in-service program is necessary? Yes	No	Comments
1	X		Due to the size of staff, an inservice program must be informal
2	X		
3		X	The orientation, assist., and superv. should be as informal as possible
4	X		Depart. vary with degree of integration betw. part-time and full-time personnel
5		X	There should be no formal in-service program until size of part-time staff warrants
6	X		
7	X		We are reaching the size when we must do something
8	X		There may be an area voc. school estab. which will affect size of our part-time staff
9	X		
10		X	We do not have enough time to perform our required functions now
11	X		When the no. of part-time instruct. becomes too large to be handled informally
12	X		Contracts will be re-written to provide for an in-service program

were on a very informal basis. In most instances the part-time instructor was assigned to a sympathetic, interested, and tolerant full-time staff member in a type of "big brother" relationship. In colleges where the total number of part-time instructors was low, the department chairman assumed the bulk of the burden in assisting these personnel.

Community college administrators who did not have in-service education programs established felt such programs were unnecessary. Most frequent reasons given for not having programs were: few instructors were involved and could be handled on an informal basis; schedules were so over-crowded that time did not permit a formal program; and, course materials were so structured that it was unnecessary to provide in-service assistance.

When responses of college number ten were traced, it was found that the administrator had no in-service education program, did not consider a program feasible because the schedule was already over-crowded, had the lowest success rate among recruitments, and used the fewest sources for recruitment.

Topics to be included in an in-service education program

Data from Table 19 made it evident that administrators, if they were involved in planning an in-service education program, would emphasize priority in the following order: examination item writing, administrative procedures, philosophy of the particular community college, and writing of lesson plans.

Eleven of the twelve administrators would include examination item writing as part of the in-service program; ten would cover administrative

TABLE 19 TOPICS TO BE INCLUDED IN AN IN-SERVICE EDUCATION PROGRAM

Comm. College Number	Philosophy of your comm. college	Course of study writing	Lesson plan writing	Admin-istrative procedures	Practice teaching	Exam. item writing	Other
1	--	X	X	X	--	X	
2	X	X	X	X	X	X	
3	X	--	--	X	--	X	All mat. are prepared for the part-time instruct.
4	X	--	X	X	--	X	
5	X	--	--	X	--	X	Infor. is pres. on the type of student being served
6	X	X	X	X	X	X	Relations with students, colleagues via inf. commun.
7	X	--	X	X	--	X	
8	X	X	X	X	X	X	Description of the student body
9	Probably	--	X	--	X	X	
10	--	--	--	--	--	--	
11	X	--	--	X	--	X	
12	X	X	X	X	--	X	Assistance with method. and audio-visual aids
Total	9	5	8	10	4	11	

X designates items which would be included in an in-service program

-- designates items which would not be included in an in-service program

procedures involved in attendance requirements, record keeping, and departmental reporting.

Eight administrators, in answer to questions concerning assistance to part-time instructors in lesson plan writing, agreed that the topic should be covered. However, when the more extensive procedure of course writing was considered, only five of the twelve felt participation necessary for the part-time staff. Concensus about writing courses of study deemed it a responsibility of the full-time staff and not an aspect of the part-time instructor's responsbility.

Practic teaching sessions would be included by four institutions as a function of the in-service education program.

From the interviews, it appeared that administrators thought it was necessary for part-time instructors to be appraised of students' behavior, students' characteristics, and students' expectations.

Contributions of part-time staff in the community college

Part-time instructors brought specific influences to the community colleges. These influences were both positive and negative in nature. By asking about the influence of part-time staff members through two specific questions--positive aspects and negative aspects--the following results were recorded in their respective order of frequency:

Positive influences:

1. Part-time instructors in the vocational-technical areas brought a highly industrial-oriented approach to the classroom.

2. Part-time instructors in the vocational-technical areas, through formal and informal contacts, up-dated the technical information of full-time staff members.

3. Part-time instructors in the vocational-technical areas created realistic job situations for the class.

4. Part-time instructors in the vocational-technical areas have a depth of proficiency in narrow areas which cannot easily be obtained with a full-time staff member.

5. Part-time instructors in the vocational-technical areas provided the college with an opportunity to broaden its course offerings which could not be accomplished with only full-time staff members.

6. Part-time instructors in the vocational-technical areas familiarized students with the language of the industrial world, and the social status of industrial corporations.

7. Part-time instructors in vocational-technical areas provided the community college with specialized skills; however, the colleges were not obligated to retain their services when enrollments were small.

Negative influences:

1. Part-time instructors of vocational-technical education necessarily divide their allegiance between their primary employer and the community college.

2. Part-time instructors of vocational-technical education were unable to have sufficient contact with the community college which led to communication difficulties.

3. Part-time instructors of vocational-technical education did not always maintain the proper sequence of material being presented, thereby frequently disrupting the course programming.

4. Part-time instructors of vocational-technical education seldom contributed to the on-going program of:

   a. curriculum matters

   b. course construction

   c. student advisement

   d. procedural tasks

5. Part-time instructor's academic expectations of students in vocational-technical education were frequently too high, and the part-time instructor's personality characteristics were not sufficiently flexible.

6. Part-time instructors of vocational-technical education generally lacked understanding of teaching/learning situations; they exhibited poor teaching techniques; lacked the ability to communicate with students; failed to prepare

adequate lesson plans; and, part-time instructors did not understand grading procedures.

7. Part-time instructors of vocational-technical education required closer supervision than regular staff members. They frequently concelled classes to fit personal needs, dismissed classes early, and based all grades on the results of one examination.

8. Part-time instructors of vocational-technical education were not conscious of many social taboos associated with the teaching profession; for example, they might appear in class with an odor of liquor on their breath.

According to the data revealed in Table 11, one administrator believed that the recommendations were not effective. His belief was based on the premise that the recommendation was made on the basis of the man's ability to perform his job in an industrial setting and was not relevant to his ability to teach in a community college. However, three administrators considered recommendations to be very effective.

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TABLE 12 TECHNIQUES FOR GATHERING AND VALIDATING INFORMATION ABOUT CANDIDATES

	Evaluation	Transcripts	Teaching	Other

TABLE 12 TECHNIQUES FOR GATHERING AND VALIDATING INFORMATION ABOUT CANDIDATES

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1	Phone calls	Infrequently	Usually	No	Requested	No	
2	Phone calls	Yes	Yes-super.	No	Yes	When poss.	
3	Phone calls	Yes	Yes-super.	No	Yes	No	
4	Phone calls	Yes	Yes-super.	No	Yes	No	Lengthy interview
5	Phone calls	No	No	No	Yes	No	
6	Phone calls	Yes	Yes-super.	No	Yes	No	
7	Phone calls	Infrequently	Yes-super.	Yes	Yes	Seldom	
8	Phone calls	No	Usually	No	Yes	No	
9	Phone calls	No	Yes-super.	No	No	Seldom	
10	Phone calls	Seldom	Yes-super.	No	If hired for more than 1 term	Seldom	Observe and follow after employment
11	Phone calls	No	Usually	No	Yes	No	
12	Phone calls	No	Yes-super.	Yes-to determine pay	Yes	No	

Each community college administrator requested all part-time instructors in the vocational-technical areas to submit transcripts or proof of educational training for inclusion in their files. In most instances the transcript served no purpose except to provide general information or for determining pay scales. In addition to the transcripts or proof of training, the only other document necessary was an application form.

Observed teaching situations were not scheduled for any applicant by the community college as a prerequisite for employment. Table 12 disclosed: One administrator observed the applicant when possible; three of the remaining eleven seldom observed an applicant; and, the remaining eight never observed applicants before hiring them as part-time instructors.

Regarding other techniques for gathering and validating references, one administrator reported using lengthy interviews with the applicant, another observing and following the part-time instructors through their first semester of employment.

Participants in the selection process

Writers such as Goodhartz and Cloud advocated the use of several persons in the selection of professional staff members.[1,2] Theoretically, a staff will feel more responsibility toward the interests of the department and the college if it takes part in the selection of new faculty members. The administrators responsible for staffing the

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[1]Goodhartz, loc. cit.

[2]Cloud, loc. cit.

TABLE 13 PARTICIPANTS SELECTING PART-TIME INSTRUCTORS IN VOCATIONAL-TECHNICAL EDUCATION

	Pooled	Other

TABLE 13 PARTICIPANTS SELECTING PART-TIME INSTRUCTORS IN VOCATIONAL-TECHNICAL EDUCATION

Community College Number	Confer with department chairman	Other faculty within the department	Written examinations	Pooled judgment technique	Other (specify)
1*	X	X	--	X	
2	X	Sometimes	--	X	Usually use several interviews
3	X	X	--	X	
4	--	--	--	--	The dean confers with the assistant dean only
5	X	X	--	X	
6	X	X	--	X	
7	Sometimes	--	--	Seldom	The college is currently undergoing changes which will require assistance with staff
8	X	Infrequently	--	--	
9	--	--	--	--	Director of vocational education makes all decisions independently
10	X	X	--	X	
11	X	--	--	--	
12	X	X	--	X	

*The departmental chairman assumes all responsibility for staff selection, then he recommends his choice to the district personnel director.

vocational-technical area at two community colleges did not contact any of their staff members before hiring a part-time instructor. A third administrator said he "sometimes" conferred with a department chairman before selecting a part-time instructor, but "seldom" used a pooled judgment technique.

Of the twelve college officials surveyed, nine made a practice of conferring with the department chairman regarding the chairman's selection, and six of those nine officials included fellow faculty members in interviewing prospective candidates. None of the respondents in this study currently used any kind of written examinations to assist in the evaluation of a candidate, nor did there seem to be any inclination to give the topic consideration. Seven colleges used the pooled judgment technique for selecting part-time instructors.

Community colleges operating under public school boards of control frequently were dependent upon the personnel officer employed by that district to hire the people recommended to them. In no instance did any of the persons interviewed say that a personnel officer did not follow a recommendation, but it was evident that the personnel officer held the decision-making responsiblity within the confines of his office.

Invitations for visits and personal interviews

Data in Table 13 showed that all community college did not require that applicants actually come to the college facilities for a personal interview. Ten of the twelve administrators, however, did require that an interview take place. Administrators pointed out that the interview actually served two equally important purposes: first, the community college staff had an opportunity to learn more about the man being considered

TABLE 14 APPLICATION INTERVIEWS

Community College Number	Invites the applicant to campus for an interview	Does not invite the applicant to the campus for an interview	Travel expenses: College pays	Travel expenses: Individual	Other techniques used to interview candidates if he does not appear on campus
1	Always	--	--	X	
2	Not necessarily	--	--	X	The candidate is frequently a personal acquaintance
3	X	--	--	X	
4	X	--	--	X	
5	X	--	--	X	
6	X	--	--	X	
7	X	--	--	X	
8	Not necessarily	--	--	X	Usually someone in the department knows the man
9	X	--	--	X	When possible the man is interviewed at place of employment
10	X	--	--	X	We try to take him to dinner
11	X	--	--	X	
12	X	--	--	X	

for a part-time position; and, second, the applicant learned more about the operation of the college. It should be pointed out, also, that no community college administrator interviewed in this study failed to invite all candidates for part-time teaching positions to the campus.

The two colleges which did not require candidates to appear for an interview usually hired persons known by the department chairman, the chief administrator, or some faculty members. No college had a standard policy of paying expenses for the interview session inasmuch as part-time instructors were predominately local citizens.

Number of part-time vocational-technical instructors

Table 14 showed that in most instances the community colleges with large enrollments hired the greatest number of new instructors. However, colleges with relatively small enrollments, and new or additional vocational programs showed a large increase of instructional staff in both the full-time and part-time positions. Among the community colleges surveyed in this study, this growth pattern in the vocational-technical area was quite evident. The 1966-67 academic year, as compared with the previous academic year, showed an increase of forty-nine full-time positions, and sixty-two part-time positions to the instructional staff. Four colleges, however, employed approximately eighty-two percent of the sixty-two new part-time instructors. These four colleges were located in the larger metropolitan areas of southeastern and southwestern Michigan.

Table 15 refers to the success rate of the administrators' recruitment program--the number of offers made to candidates to acquire the necessary number of part-time instructors. Success rates tended to be

TABLE 15 ONE YEAR SUCCESS RATE IN RECRUITING PART-TIME VOCATIONAL-TECHNICAL INSTRUCTORS

Community College Number	Total openings available	Total offers presented	Reasons for the offer rejection
1	1	1	
2	15	15	
3	10	10	
4	10	12	Cannot schedule personal activities to avoid class conflicts
5	3	5	Inadequate salary scale
6	0	0	
7	3	5	Inadequate salary scale; did not approve of class make-up; unable to be certified. Past experience with instruct. rejections were due to feelings of inadequacy.
8	0	0	
9	0	0	
10	15	21	Schedule conflicts--willing to teach one semester but not two semesters
11	1	1	
12	4	4	
Total	62	75*	

*The success ratio of recruiting the desired instructor was found to be 82.6 percent for twelve community colleges included in this study.

TABLE 16 VOCATIONAL-TECHNICAL INSTRUCTORS HIRED BY SURVEYED COMMUNITY COLLEGES FOR 1966-67

Community College Number	Student Enrollment		Faculty		Number of faculty hired in vocational-technical education for the 1966-67 academic year	
	Total	FTE	Full-time	Total	Full-time	Part-time
1	3,312	2,375	108	185	3	1
2	9,707	6,401	237	434	8	15
3	11,000	5,668	308	523	1	10
4	3,278	2,420	95	55	12	10
5	6,230	4,450	210	248	3	3
6	4,917	3,882	119	139	1	0
7	2,493	2,045	60	98	7	3
8	3,006	2,028	92	97	6	0
9	2,182	1,672	91	113	1	0
10	2,730	2,000	93	122	3	15
11	2,418	1,760	85	121	0	1
12	4,063	3,050	97	118	3	4
Total	55,336	37,751	1,595	2,253	49	62

high because part-time instructors were sometimes released during the work day at their primary places of employment, and because someone on the existing staff already knew the person desired by the community college. The success rate for all community colleges surveyed in this study was approximately eighty-three percent.

Answers to questions concerning why potential part-time instructors in vocational-technical education reject job opportunities led to the conclusion that the most important factor involved in accepting part-time teaching was convenience. It appeared that if the work interfered with the social activities of an individual or his family, the candidate would reject the opportunity. Moreover, if the class ran more than one semester, the probability of rejection would be higher than if the course ran only one semester.

One of the twelve community college administrators interviewed stated that the salary he could offer was too low and he, therefore, could not compete successfully with local industry.

In-service education programs for part-time instructors

Educators writing on topics of staff preparation agreed that an in-service education program was most desirable for continued development among individuals, departments, and the total professional staff. In this study it was found that only five out of the twelve colleges surveyed had in-service education programs. However, when questioned concerning the value of in-service education programs for sound operations, three-fourths (9/12) of those administrative officials surveyed thought it was necessary.

Among existing in-service education programs, with the exception of the initial group meeting or orientation, the operational procedures

TABLE 17 EXISTING IN-SERVICE EDUCATION

Community College Number	Existing in-service program		Reason for a program not existing
	Yes	No	
1		X	Recognized need not existing
2	X		
3	X		
4	X		
5	X		
6	X		
7		X	Course outlines, text, materials, and exams prepared. Any addit. necess. on informal basis
8		X	Small numbers of people are involved and handled on an informal basis
9		X	Schedule does not permit meetings to occur; budget is too tight
10		X	Currently assist. is informal; depart. chairman's responsibility
11		X	Few numbers and handled informally
12		X	Time schedules do not permit a program

TABLE 18 IN-SERVICE EDUCATION NECESSARY

Community College Number	Do you believe an in-service program is necessary? Yes	No	Comments
1	X		Due to the size of staff, an inservice program must be informal
2	X		
3		X	The orientation, assist., and superv. should be as informal as possible
4	X		Depart. vary with degree of integration betw. part-time and full-time personnel
5		X	There should be no formal in-service program until size of part-time staff warrants
6	X		
7	X		We are reaching the size when we must do something
8	X		There may be an area voc. school estab. which will affect size of our part-time staff
9	X		
10		X	We do not have enough time to perform our required functions now
11	X		When the no. of part-time instruct. becomes too large to be handled informally
12	X		Contracts will be re-written to provide for an in-service program

were on a very informal basis. In most instances the part-time instructor was assigned to a sympathetic, interested, and tolerant full-time staff member in a type of "big brother" relationship. In colleges where the total number of part-time instructors was low, the department chairman assumed the bulk of the burden in assisting these personnel.

Community college administrators who did not have in-service education programs established felt such programs were unnecessary. Most frequent reasons given for not having programs were: few instructors were involved and could be handled on an informal basis; schedules were so over-crowded that time did not permit a formal program; and, course materials were so structured that it was unnecessary to provide in-service assistance.

When responses of college number ten were traced, it was found that the administrator had no in-service education program, did not consider a program feasible because the schedule was already over-crowded, had the lowest success rate among recruitments, and used the fewest sources for recruitment.

Topics to be included in an in-service education program

Data from Table 19 made it evident that administrators, if they were involved in planning an in-service education program, would emphasize priority in the following order: examination item writing, administrative procedures, philosophy of the particular community college, and writing of lesson plans.

Eleven of the twelve administrators would include examination item writing as part of the in-service program; ten would cover administrative

TABLE 19 TOPICS TO BE INCLUDED IN AN IN-SERVICE EDUCATION PROGRAM

Comm. College Number	Philosophy of your comm. college	Course of study writing	Lesson plan writing	Admin-istrative procedures	Practice teaching	Exam. item writing	Other
1	--	X	X	X	--	X	
2	X	X	X	X	X	X	
3	X	--	--	X	--	X	All mat. are prepared for the part-time instruct.
4	X	--	X	X	--	X	
5	X	--	--	X	--	X	Infor. is pres. on the type of student being served
6	X	X	X	X	X	X	Relations with students, colleagues via inf. commun.
7	X	--	X	X	--	X	
8	X	X	X	X	X	X	Description of the student body
9	Probably	--	X	--	X	X	
10	--	--	--	--	--	--	
11	X	--	--	X	--	X	
12	X	X	X	X	--	X	Assistance with method. and audio-visual aids
Total	9	5	8	10	4	11	

X designates items which would be included in an in-service program

-- designates items which would not be included in an in-service program

procedures involved in attendance requirements, record keeping, and departmental reporting.

Eight administrators, in answer to questions concerning assistance to part-time instructors in lesson plan writing, agreed that the topic should be covered. However, when the more extensive procedure of course writing was considered, only five of the twelve felt participation necessary for the part-time staff. Concensus about writing courses of study deemed it a responsibility of the full-time staff and not an aspect of the part-time instructor's responsbility.

Practic teaching sessions would be included by four institutions as a function of the in-service education program.

From the interviews, it appeared that administrators thought it was necessary for part-time instructors to be appraised of students' behavior, students' characteristics, and students' expectations.

Contributions of part-time staff in the community college

Part-time instructors brought specific influences to the community colleges. These influences were both positive and negative in nature. By asking about the influence of part-time staff members through two specific questions--positive aspects and negative aspects--the following results were recorded in their respective order of frequency:

Positive influences:

1. Part-time instructors in the vocational-technical areas brought a highly industrial-oriented approach to the classroom.

2. Part-time instructors in the vocational-technical areas, through formal and informal contacts, up-dated the technical information of full-time staff members.

3. Part-time instructors in the vocational-technical areas created realistic job situations for the class.

4. Part-time instructors in the vocational-technical areas have a depth of proficiency in narrow areas which cannot easily be obtained with a full-time staff member.

5. Part-time instructors in the vocational-technical areas provided the college with an opportunity to broaden its course offerings which could not be accomplished with only full-time staff members.

6. Part-time instructors in the vocational-technical areas familiarized students with the language of the industrial world, and the social status of industrial corporations.

7. Part-time instructors in vocational-technical areas provided the community college with specialized skills; however, the colleges were not obligated to retain their services when enrollments were small.

Negative influences:

1. Part-time instructors of vocational-technical education necessarily divide their allegiance between their primary employer and the community college.

2. Part-time instructors of vocational-technical education were unable to have sufficient contact with the community college which led to communication difficulties.

3. Part-time instructors of vocational-technical education did not always maintain the proper sequence of material being presented, thereby frequently disrupting the course programming.

4. Part-time instructors of vocational-technical education seldom contributed to the on-going program of:

   a. curriculum matters

   b. course construction

   c. student advisement

   d. procedural tasks

5. Part-time instructor's academic expectations of students in vocational-technical education were frequently too high, and the part-time instructor's personality characteristics were not sufficiently flexible.

6. Part-time instructors of vocational-technical education generally lacked understanding of teaching/learning situations; they exhibited poor teaching techniques; lacked the ability to communicate with students; failed to prepare

adequate lesson plans; and, part-time instructors did not understand grading procedures.

7. Part-time instructors of vocational-technical education required closer supervision than regular staff members. They frequently concelled classes to fit personal needs, dismissed classes early, and based all grades on the results of one examination.

8. Part-time instructors of vocational-technical education were not conscious of many social taboos associated with the teaching profession; for example, they might appear in class with an odor of liquor on their breath.

TABLE 20 WORK PATTERN OF PART-TIME VOCATIONAL-TECHNICAL EDUCATION INSTRUCTORS

Community College Number	Does a work pattern exist? Yes	No	Unknown	Begin as part-time then enter full-time teaching	Begin and continue as part-time instructor	Vascillate between part-time and full-time teaching	Begin as part-time then depart	Remarks
1			X					Exper. with part-time instruct. is limited
2	X			X				When opport. exist, they prefer teaching
3	X			X				If conditions for change are proper, they teach
4	X				X			
5	X				X			
6	X				X			
7	X				X			
8	X						X	Primary work sched. does not permit cont'd teach.
9			X		X		X	Unsure but both patterns exist
10	X						X	Usually stay 2-4 years, then comp. transf. them
11	X				X			
12	X				X			

COMPARISON OF ATTITUDES BETWEEN PART-TIME AND FULL-TIME INSTRUCTORS OF VOCATIONAL-TECHNICAL EDUCATION

The second section of this chapter concerns itself with the results obtained from responses to the Minnesota Teacher Attitude Inventory. Each human characteristic considered in this study was thought to influence the instructor's attitudes toward students. Therefore, scores on the MTAI were treated as the independent variable and the characteristics were treated as dependent variables in order to test the hypotheses.

Returns on the attitude inventory

Table 20 showed that a total of three-hundred twenty-seven subjects were contacted to participate in this study. Of the total figure, one-hundred fourteen were full-time instructors, and two-hundred thirteen were part-time instructors. All were engaged in teaching in the vocational-technical education programs at the twelve institutions surveyed.

TABLE 21 INSTRUMENTS MAILED AND RESPONSES

	Mailed	Returned	Percentage
Full-time instructors	114	39	34
Part-time instructors	213	78	27
Total	327	117	
Usable instruments		114	

Statistics used

Two statistics used to test the following hypotheses were the analysis of variance and the point biserial correlation coefficient.

Results of the computed F ratios and the T tests were compared with values printed in the tables at the .05 percent level of significance.

TABLE 22 SUMMARY OF HYPOTHESES TESTED

Hypothesis	Disposition
Ho-1	Part-time instructors' attitudes toward students are affected by teaching experience
Ho-2	Full-time instructors' attitudes toward students are not affected by teaching experience
Ho-3	Part-time instructors' attitudes toward students are similar to full-time instructors' attitudes toward students
Ho-4	Not tested
Ho-5	Full-time instructors' attitudes toward students are not affected by course work in education
Ho-6	Part-time instructors' attitudes toward students are affected by course work in education
Ho-7	The age at which part-time instructors entered teaching did not affect their attitudes toward students

Test of hypotheses:

Ho-1a Part-time instructors' attitudes toward students and years teaching experience

Rejected

The analysis of variance statistic was used to test for difference between attitudes toward students and length of teaching experience.

TABLE 23 PART-TIME INSTRUCTORS AND TEACHING EXPERIENCE

Source of variation	Sum of squares	d.f.	Mean square
Between groups	13,561	3	4,520
Within groups	76,031	74	1,027
Total	89,592	77	

$$F = \frac{4520}{1027} = 4.40$$

Entering the F table with three degrees of freedom in the numerator and seventy-four degrees of freedom in the denominator, showed that the tabled value of F, at the .05 level, lies at 4.04. The computed F was equal to 4.4. Therefore, the hypothesis was rejected.

Ho-1b Full-time instructors' attitudes toward students and length of teaching experience

Not rejected

TABLE 24 FULL-TIME INSTRUCTORS AND TEACHING EXPERIENCE

Source of variation	Sum of squares	d.f.	Mean square
Between groups	2,480	3	827
Within groups	40,633	35	1,161
Total	43,113	38	

$$F = 1.40$$

The figures in Table 21 presented the analysis of variance data used to test the hypothesis concerning full-time instructors' attitudes toward students and teaching experience. The computed F = 1.40 was

compared with the tabled value for thirty-five and three degrees of freedom was found to be 2.87 at the .05 level of significance. Therefore, the hypothesis was not rejected.

Ho-2 Differences in attitude toward students when comparing part-time instructors with full-time instructors

Not rejected

The point biserial correlation coefficient was used to test the hypothesis of relationship of attitudes toward students on the parts of full-time and part-time instructors. A correlation coefficient of .107 based on 114 responses was computed. The T test produced a figure of .94 which was less than the tabled value of 1.979 for 125 degrees of freedom. Consequently, the tabled value was not interpolated because the null hypothesis was not rejected with the greater number of degrees of freedom.

Ho-4 Full-time and part-time instructors compared with the degree of satisfaction with teaching

Not tested

In order to test the hypothesis of relationship ofattitudes toward students based upon the instructors' satisfaction with teaching, it would have been necessary to obtain a sample representative of the continuum. In this study, the writer did not obtain an adequate number of responses with negative feelings toward teaching. Only one full-time instructor stated that he disliked teaching; therefore, the hypothesis was not tested.

Ho-5 Full-time instructors and course work in education

Not rejected

The variable of course work in education was dichotomized into categories involving zero to six semester hours and more than seven semester hours. Based upon responses from thirty-nine full-time instructors of vocational-technical education, a point biserial correlation

coefficient of .059 was obtained. Comparison of the computed T value of .28, with the tabled value of 2.032 for thirty-four degrees of freedom, showed that the correlation coefficient was not even approaching a level of significance.

Ho-6 Part-time instructors and course work in education

Rejected

The variable, course work in education, was dichotomized for part-time instructors in the manner identical to that used for full-time instructors. Responses from seventy-eight part-time instructors produced a point biserial correlation coefficient of .605. The computed value of T, based on seventy-five degrees of freedom, which was found to be 1.992. Therefore, the hypothesis that the amount of course work in education makes no difference in attitudes toward students was rejected.

Ho-7 The age at which part-time instructors entered teaching and attitudes toward students

Not rejected

Categories of part-time instructors in vocational-technical education were dichotomized into those who began teaching after age thirty-five and those who began teaching before age thirty-five. The point biserial correlation coefficient of -.193 was determined when the number of responses was seventy-eight. Testing for significance with a T test produced a value of 1.40 which was less than the tabled value of 1.992. Therefore, the hypothesis was not rejected.

SUMMARY

The data in Chapter IV reported the information gathered by interviewing the administrator responsible for recruiting, selecting, and hiring, and the in-service preparation of instructors for the vocational-technical education areas. Interviews were conducted at twelve community colleges within the State of Michigan. Several hypotheses concerned with the attitudes of part-time and full-time instructors toward students were tested.

The following series of statements is divided into two parts and reports the data from each section. First is the information obtained through interviews with administrators, and second is the result of the hypothesis testing.

Results of the interviews with administrators

1. Titles and duties for administrators of vocational-technical education at the community colleges surveyed varied greatly from one institution to another.
2. The master's degree was the minimal educational qualification found among administrators.
3. Considerable mobility existed among community college administrators in vocational-technical education with promotions usually occurring from within the institutional staff
4. Part-time instructors of vocational-technical education were recruited from:
    a. local business and industry
    b. local high school staffs
    c. retired personnel from business and industry

5. Methods for contracting individuals were: telephone calls, advertisements in periodicals, newspapers, and professional literature. Applications for part-time teaching were considered only after personal contacts had been exhausted.

6. Administrators having difficulty with recruiting part-time instructional personnel utilized fewer areas for recruitment than administrators having no difficulty with recruitment.

7. Part-time instructors of vocational-technical education meeting the criterion calling for a desirable combination of industrial experience and educational preparation were most difficult to obtain.

8. Community colleges located in heavily industrialized areas had less difficulty obtaining the services of qualified instructors for part-time teaching than those located in less heavily industrialized areas.

9. There has been no change in the supply and demand of part-time instructors in vocational-technical education for the past five years.

10. Administrators recruiting part-time instructors for vocational-technical education found the educational requirement more difficult to obtain than industrial experience, but the administrator wanted "quality," "extensive," and "varied" industrial experience.

11. Teaching experience was not found to be a mandatory prerequisite for part-time instructors of vocational-technial subjects.

12. Personal recommendations were solicited from individuals' industrial supervisors; however, letters of recommendation were not demanded for part-time instructors.

13. Most administrators of vocational-technical education requested the assistance of other staff members in the selection of part-time instructors.

14. Part-time and full-time instructors of vocational-technical programs stated they willingly would participate in in-service education programs to improve skills in teaching methodology, examination item writing, lesson plan and course outline writing. In addition, instructors desired information on community college philosophy and student characteristics.

15. Administrators thought part-time instructors' positive contributions to vocational-technical education programs occurred because the part-time instructors:

a. brought an industrial viewpoint to the classroom

b. up-dated full-time staff members with technical data

c. created realistic job situations for students

d. often possessed a skill needed to fill a void in the resources of full-time staff

e. created an opportunity for broader course offerings

f. could easily be released from the staff whenever their services were no longer required.

16. Administrators thought part-time instructors in vocational-technical education detracted from the educational programs' progress because they:

a. divided allegiances between two occupations, and the primary occupation received first considerations

b. had limited contact with the community college

c. frequently disrupted the sequence of course materials due to the difficulty in communicating

d. failed to facilitate the on-going program of the community college through curriculum development, registration assistance, student advisement, etc.

e. maintained rigid expectations of students' academic performances

f. lacked understanding of many classroom learning situations

g. required closer supervision than full-time instructors

Results of hypotheses

1. Part-time instructors' attitudes toward students became more positive with teaching experience when attitudes were measured with the Minnesota Teacher Attitude Inventory.

2. Full-time instructors' attitudes toward students did not become more positive with longer experience when attitudes were measured with the Minnesota Teacher Attitude Inventory.

3. The hypothesis which tested the relationship of part-time instructors' attitudes toward students and full-time instructors' attitudes toward students showed no difference between the two.

4. Course work in education had no effect on full-time instructors' attitudes toward students.

5. Part-time instructors' attitudes toward students were affected by course work in education.

6. Part-time instructors who entered teaching prior to age thirty-five did not differ in their attitudes toward students from part-time instructors who entered teaching after age thirty-five.

CHAPTER V

SUMMARY, DISCUSSION AND RECOMMENDATIONS

Federal legislation has provided fiscal assistance to vocational education, and now the foremost problem in vocational education has become one of staffing adequately the instructional departments. Community colleges assume a major role for instruction in the vocational-technical areas; therefore, the community college has been faced with the problem of obtaining services of competent instructional personnel. One alternative to the total problem of staffing the instructional department has been to hire part-time instructors for those courses which cannot be properly handled through the use of full-time instructors.

This study set out to determine the practices used by community colleges within the State of Michigan to recruit, hire, and prepare (through in-service education) part-time instructors of vocational-technical education. And, this study compared attitudes toward students of part-time vocational-technical instructors with full-time vocational-technical instructors.

Procedure

Administrators of vocational-technical education at twelve community colleges in Michigan were interviewed to determine the procedures administrators used to recruit, select, hire, and prepare part-time instructors of vocational-technical education. All interviews were guided by a structured instrument, and the interviews which took place in the administrators'

offices were approximately one hour and thirty minutes in length.

The Minnesota Teacher Attitude Inventory was selected as the instrument to measure instructors' attitudes toward students in the areas of discipline, principles of human growth, curriculum, philosophy, and instructors' likes and dislikes. A total of three hundred and twenty-seven instructors of vocational-technical education employed by the twelve community colleges were contacted. The total included both part-time and full-time instructors. Returns of thirty-four percent for full-time instructors and twenty-seven percent for part-time instructors were obtained. Specific hypotheses about instructors' attitudes toward students were tested with either a point biserial correlation coefficient or the analysis of variance statistic.

Conclusions

Results of this study reported in the following paragraphs were divided into two distinct segments. Part One reported the data obtained from the administrators interviewed at the twelve community colleges; Part Two reported the tests of hypotheses with data obtained from instructors of vocational-technical education.

The results of the twelve interviews showed that:

1. Local business and industrial corporations were the primary sources of part-time instructors of vocational-technical education for community colleges

2. High school teachers were recruited second most frequently for part-time teaching positions in vocational-technical education at the community colleges

3. Retired personnel from business, industry, and the military had been utilized by the community colleges in teaching situations; however, physical stamina, ability to teach, and interpersonal relations among staff and students proved these sources to be of limited value

4. Telephone calls to supervisory personnel in local business and industry were utilized to identify persons with specific skills who could teach on a part-time basis

5. Individual applications for part-time teaching positions on file with the community college were considered only after the administrators had exhausted all other avenues of filling the part-time position

6. Administrators who utilized several sources (five or more) for recruiting activities had an easier time obtaining services of part-time instructors than administrators who used fewer than four sources

7. The supply and demand for part-time instructors appeared to be growing at similar rates. Therefore, the difficulty involved with finding instructional personnel has not increased appreciably in recent years.

8. Administrators were more concerned with finding an individual whose vocational experience and educational background were commensurate with the requirements of the part0time opening than they were with the length of time an individual had spent on the job or in school

9. Two criteria considered essential for part-time instructors of vocational-technical education were educational background and industrial experience. Administrators found it more difficult to recruit persons with strong educational backgrounds than persons with extensive industrial experience

10. Personal recommendations for part-time instructors were requested; however, the recommendations were generally obtained on an informal basis

11. Most administrators relied on department chairmen, other administrators, and faculty to assist in the selection of part-time instructors. However, some administrators made the selection decisions without consulting anyone else

12. All applicants for part-time teaching positions were invited to visit the campus for personal interviews; however, some administrators did not require the interview.

13. Five of the twelve community colleges surveyed had active in-service education programs for teaching staff. Nine administrators thought in-service programs were necessary

14. Topics which the part-time and full-time instructors stated they would want included in an in-service education program included teaching methodology, examination item writing, lesson plan preparation, discussions of student characteristics, and philosophy of the community college

15. Part-time instructors created positive and negative influences on the community college program. Positive influences included bringing an industrial viewpoint to the community college classroom, up-dating the technical information of full-time staff, and creating realistic job situations in the classroom. Part-time instructors also filled an instructional void in the vocational program, and they could be hired and released as the student enrollment increased and decreased

Negative influences included the lack of communications between the part-time instructor and the community college, failures to maintain sequential order of course materials, seldom contributing to on-going tasks of the college, not knowing about teaching skills, and not knowing the ability level of the community college student.

The second part of this study was concerned with the attitudes of instructors toward students. Based on data obtained through the Minnesota Teacher Attitude Inventory and a "Personal Data Sheet," the following information was derived:

1. Part-time instructors' attitudes toward students became more positive as the length of teaching experience increased

2. Full-time instructors' attitudes toward students did not change as the length of teaching experience increased

3. Course work in education caused part-time instructors' attitudes toward students to become more positive

4. Course work in education had no effect on the attitudes of full-time instructors toward students

5. The age at which both part-time and full-time instructors began teaching had no effect on the instructors' attitudes toward students.

Discussion

The practices used by administrators surveyed in this study paralleled closely procedures recommended in the literature. Several instances, however, showed that some administrators either did not wish to follow certain recommended procedures, or they have found the procedures unsatisfactory for their specific situations. A case in point was concerned with the pooled judgment technique for selecting part-time

instructors. The literature recommended that the administrator solicit opinions and judgments of faculty members before making a definite selection. Some administrators, however, elected to perform the tasks of recruiting, selecting, and hiring part-time staff without consulting anyone else. Findings in this study showed that administrators who made all the decisions without help stated that recruiting was very difficult. Whereas administrators who said recruiting was not difficult requested assistance for the recruitment and selection of part-time staff. In addition to requesting faculty assistance with recruitment, administrators who said recruitment was not difficult also used more sources than those administrators who siad recruitment was difficult. Data in this study showed that administrators who used more sources for recruitment and consulted faculty members for pooled judgments about part-time instructors generally had an easier time in staffing the instructional department.

References in the literature on recruiting instructional personnel for higher education suggested that retired persons could be potential candidates. Included in the group would be retired military, retired businessmen, and retired industrial personnel. This study revealed that attempts to utilize these groups were not completely successful. Administrators reasoned that retired personnel failed to be successful because they lacked physical stamina and the ability to get along with others. There seems to be little question about the opinion concerning stamina; however, some question can be raised about the ability to get along with others. A conjecture may be that persons retired from the military and persons retired from business and industry who have the qualifications to teach in higher education had filled positions of authority. Therefore, they continued to have expectations of similar situations in the community college and

overlooked the fact that an instructor frequently reasons and persuades rather than directs when he wishes to bring about learning. Another factor which may account for the lack of success among retired personnel could be the age difference. Community college students would be approximately twenty years of age, and a retired man may be fifty to sixty years of age. Consequently there exists a gap of approximately two generations to be bridged by the communicators.

Both part-time and full-time instructors of vocational-technical education at the community colleges involved in this study desired information about teaching methodology, examination item writing, community college philosophy, and less plan writing. If it is assumed that preparation in these areas will assist the instructors to become better teachers, then it logically follows that the administrator would want to provide equipment, funds, facilities, and personnel to establish the in-service program. It may not be necessary to employ personnel from other institutions to handle the instruction; however, it is conceivable that it could be advantageous to utilize assistance from other institutions.

The second phase of this study was concerned with a comparison of part-time and full-time instructors' attitudes toward students. When the Minnesota Teacher Attitude Inventory was used to measure instructors' attitudes toward students at the community college level, it was found that course work in education and length of teaching experience were of no significance with full-time instructors. It would seem that teaching experience and education course work, when treated as dependent variables, should have some effect on instructors' attitudes toward students. Therefore, it was concluded that results of the MTAI with post-secondary school populations should be studied and interpreted very carefully.

Recommendations for further study

In pursuit of this study, several areas of interest were aroused which may be recommended as worthy of future investigation. Included in these suggestions would be:

1. A study of part-time instructors of vocationa-technical education regarding their attitudes toward students enrolled in the community college

2. A study testing hypothesized contributions of part-time instructors to vocational-technical education in the community college

3. A comparison of teaching effectiveness between part-time and full-time instructors in vocational-technical education

4. A study on the effect of an in-service education program on instructional practices

5. A study of the instructor morale in a department which assists in the selection of part-time instructors versus a department in which instructors do not participate in the selection of part-time instructors

6. Students' reactions to the teaching of full-time instructors as compared with part-time instructors

7. A study involving employers opinions of part-time instructors and full-time instructors

8. A study of the reasons part-time instructors had given for not wishing to continue teaching

9. A study of the esteem in which the part-time instructor is held by peers at his place of employment.

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Interview

Michigan Department of Education, East Lansing, Michigan. Personal interview with Richard Webster. December 1, 1966.

APPENDICES

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM

RESEARCH AND DEVELOPMENT PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION • ERICKSON HALL Room 301D

November 25, 1966

Dear Instructor:

The following letter is a request for your assistance on a research project being completed at Michigan State University which involves instructors of vocational-technical education at the community college level.

An administrator at your college has been interviewed to obtain information relating the sources and techniques used in recruiting, selecting, and hiring of instructors for the vocational-technical education areas. The next step, the part in which your cooperation is requested, is to gather some data concerning attitudes toward students of part-time and full-time instructors in this area. Comparisons between attitudes of part-time and full-time instructors will then be made to determine whether or not differences exist.

Now, if you will agree to participate in this project, it will consume approximately 25 minutes of your time.

Enclosed in this envelope you will find a brief questionnaire of personal data, a Minnesota Teacher Attitude Inventory, a response sheet for the inventory, and a stamped, addressed envelope to be used for returning the questionnaire and MTAI response sheet.

Please complete the questionnaire by placing a check mark before the alternative which best describes your personal situation. Read the instructions on the cover of the MTAI; and, complete the response sheet. Then mail the questionnaire and response sheet to the research assistant.

CAUTION! The literature shows that it is possible to "fake" responses on the enclosed instrument; therefore, it can be rendered useless unless you will be completely honest and respond to the item as you actually feel. Comments upon the study and requests for an abstract of the study are, indeed, welcome; however, it will be necessary for you to enclose your name and address with the return. Results will be available by January 15, 1967.

Our most sincere gratitude is expressed for your participation with this project.

Sincerely yours,

Dale H. Messerschmidt

Dale H. Messerschmidt
Research Assistant

DHM:ra

Enclosure

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM

RESEARCH AND DEVELOPMENT PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION • ERICKSON HALL

INSTRUCTORS PERSONAL DATA SHEET

Please place a check mark (✓) next to the items which describe your present situation.

1. Length of teaching experience

   _____a. 1-3 years
   _____b. 3-5 years
   _____c. 5-10 years
   _____d. Above 10 years

2. Length of educational program

   _____a. Less than a Bachelors degree
   _____b. Bachelors degree
   _____c. Masters degree
   _____d. Doctoral degree

3. Do you teach

   _____a. Part-time
   _____b. Full-time

4. To what degree do you enjoy teaching?

   _____a. I totally dislike teaching
   _____b. I am indifferent toward teaching
   _____c. I enjoy teaching
   _____d. Teaching is my greatest satisfaction

5. How many semester hours of course work have you taken in the field of education?

   _____a. 0-6 hours
   _____b. 7 or more hours

6. At what age did you begin teaching?

   _____a. Before 35
   _____b. After 35

7. If an in-service education program were offered to instructors, would you be willing to participate?

   _____a. Yes
   _____b. No

8. Please check the topics on which you feel your teaching preparation is inadequate.

   _____a. Preparing lesson plans
   _____b. Preparing course outlines
   _____c. Curriculum construction
   _____d. Examination item writing
   _____e. Understanding grading procedures
   _____f. Teaching methodology
   _____g. Understanding the community college philosophy
   _____h. Other (please specify)

DO NOT OPEN UNTIL TOLD TO DO SO

MINNESOTA TEACHER ATTITUDE INVENTORY

Form A

WALTER W. COOK
University of Minnesota

CARROLL H. LEEDS
Furman University

ROBERT CALLIS
University of Missouri

DIRECTIONS

This inventory consists of 150 statements designed to sample opinions about teacher-pupil relations. There is considerable disagreement as to what these relations should be; therefore, there are no right or wrong answers. What is wanted is your own individual feeling about the statements. Read each statement and decide how YOU feel about it. Then mark your answer on the space provided on the answer sheet. Do not make any marks on this booklet.

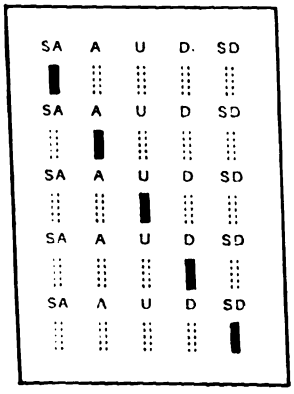
If you **strongly agree,** blacken space under "SA" .....

If you **agree,** blacken space under "A" .....

If you are **undecided** or **uncertain,** blacken space under "U" .....

If you **disagree,** blacken space under "D" .....

If you **strongly disagree,** blacken space under "SD" .....



Think in terms of the general situation rather than specific ones. There is no time limit, but work as rapidly as you can. **PLEASE RESPOND TO EVERY ITEM.**

The inventory contained in this booklet has been designed for use with answer forms published or authorized by The Psychological Corporation. If other answer forms are used, The Psychological Corporation takes no responsibility for the meaningfulness of scores.

Printed in U.S.A.

The Psychological Corporation, 304 East 45th Street, New York, N. Y. 10017

66-143TB

SA—Strongly agree A—Agree	U—Undecided or uncertain	D—Disagree SD—Strongly disagree

1. Most children are obedient.
2. Pupils who "act smart" probably have too high an opinion of themselves.
3. Minor disciplinary situations should sometimes be turned into jokes.
4. Shyness is preferable to boldness.
5. Teaching never gets monotonous.
6. Most pupils don't appreciate what a teacher does for them.
7. If the teacher laughs with the pupils in amusing classroom situations, the class tends to get out of control.
8. A child's companionships can be too carefully supervised.
9. A child should be encouraged to keep his likes and dislikes to himself.
10. It sometimes does a child good to be criticized in the presence of other pupils.
11. Unquestioning obedience in a child is not desirable.
12. Pupils should be required to do more studying at home.
13. The first lesson a child needs to learn is to obey the teacher without hesitation.
14. Young people are difficult to understand these days.
15. There is too great an emphasis upon "keeping order" in the classroom.
16. A pupil's failure is seldom the fault of the teacher.
17. There are times when a teacher cannot be blamed for losing patience with a pupil.
18. A teacher should never discuss sex problems with the pupils.
19. Pupils have it too easy in the modern school.
20. A teacher should not be expected to burden himself with a pupil's problems.
21. Pupils expect too much help from the teacher in getting their lessons.
22. A teacher should not be expected to sacrifice an evening of recreation in order to visit a child's home.
23. Most pupils do not make an adequate effort to prepare their lessons.
24. Too many children nowadays are allowed to have their own way.
25. Children's wants are just as important as those of an adult.
26. The teacher is usually to blame when pupils fail to follow directions.
27. A child should be taught to obey an adult without question.
28. The boastful child is usually over-confident of his ability.
29. Children have a natural tendency to be unruly.
30. A teacher cannot place much faith in the statements of pupils.

GO ON TO THE NEXT PAGE

SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree.

31. Some children ask too many questions.

32. A pupil should not be required to stand when reciting.

33. The teacher should not be expected to manage a child if the latter's parents are unable to do so.

34. A teacher should never acknowledge his ignorance of a topic in the presence of his pupils.

35. Discipline in the modern school is not as strict as it should be.

36. Most pupils lack productive imagination.

37. Standards of work should vary with the pupil.

38. The majority of children take their responsibilities seriously.

39. To maintain good discipline in the classroom a teacher needs to be "hard-boiled."

40. Success is more motivating than failure.

41. Imaginative tales demand the same punishment as lying.

42. Every pupil in the sixth grade should have sixth grade reading ability.

43. A good motivating device is the critical comparison of a pupil's work with that of other pupils.

44. It is better for a child to be bashful than to be "boy or girl crazy."

45. Course grades should never be lowered as punishment.

46. More "old-fashioned whippings" are needed today.

47. The child must learn that "teacher knows best."

48. Increased freedom in the classroom creates confusion.

49. A teacher should not be expected to be sympathetic toward truants.

50. Teachers should exercise more authority over their pupils than they do.

51. Discipline problems are the teacher's greatest worry.

52. The low achiever probably is not working hard enough and applying himself.

53. There is too much emphasis on grading.

54. Most children lack common courtesy toward adults.

55. Aggressive children are the greatest problems.

56. At times it is necessary that the whole class suffer when the teacher is unable to identify the culprit.

57. Many teachers are not severe enough in their dealings with pupils.

58. Children "should be seen and not heard."

59. A teacher should always have at least a few failures.

60. It is easier to correct discipline problems than it is to prevent them.

GO ON TO THE NEXT PAGE

SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree

61. Children are usually too sociable in the classroom.

62. Most pupils are resourceful when left on their own.

63. Too much nonsense goes on in many classrooms these days.

64. The school is often to blame in cases of truancy.

65. Children are too carefree.

66. Pupils who fail to prepare their lessons daily should be kept after school to make this preparation.

67. Pupils who are foreigners usually make the teacher's task more unpleasant.

68. Most children would like to use good English.

69. Assigning additional school work is often an effective means of punishment.

70. Dishonesty as found in cheating is probably one of the most serious of moral offenses.

71. Children should be allowed more freedom in their execution of learning activities.

72. Pupils must learn to respect teachers if for no other reason than that they are teachers.

73. Children need not always understand the reasons for social conduct.

74. Pupils usually are not qualified to select their own topics for themes and reports.

75. No child should rebel against authority.

76. There is too much leniency today in the handling of children.

77. Difficult disciplinary problems are seldom the fault of the teacher.

78. The whims and impulsive desires of children are usually worthy of attention.

79. Children usually have a hard time following instructions.

80. Children nowadays are allowed too much freedom in school.

81. All children should start to read by the age of seven.

82. Universal promotion of pupils lowers achievement standards.

83. Children are unable to reason adequately.

84. A teacher should not tolerate use of slang expressions by his pupils.

85. The child who misbehaves should be made to feel guilty and ashamed of himself.

86. If a child wants to speak or to leave his seat during the class period, he should always get permission from the teacher.

87. Pupils should not respect teachers any more than any other adults.

88. Throwing of chalk and erasers should always demand severe punishment.

89. Teachers who are liked best probably have a better understanding of their pupils.

90. Most pupils try to make things easier for the teacher.

GO ON TO THE NEXT PAGE

SA—Strongly agree
A—Agree

U—Undecided or uncertain

D—Disagree
SD—Strongly disagree

91. Most teachers do not give sufficient explanation in their teaching.

92. There are too many activities lacking in academic respectability that are being introduced into the curriculum of the modern school.

93. Children should be given more freedom in the classroom than they usually get.

94. Most pupils are unnecessarily thoughtless relative to the teacher's wishes.

95. Children should not expect talking privileges when adults wish to speak.

96. Pupils are usually slow to "catch on" to new material.

97. Teachers are responsible for knowing the home conditions of every one of their pupils.

98. Pupils can be very boring at times.

99. Children have no business asking questions about sex.

100. Children must be told exactly what to do and how to do it.

101. Most pupils are considerate of their teachers.

102. Whispering should not be tolerated.

103. Shy pupils especially should be required to stand when reciting.

104. Teachers should consider problems of conduct more seriously than they do.

105. A teacher should never leave the class to its own management.

106. A teacher should not be expected to do more work than he is paid for.

107. There is nothing that can be more irritating than some pupils.

108. "Lack of application" is probably one of the most frequent causes for failure.

109. Young people nowadays are too frivolous.

110. As a rule teachers are too lenient with their pupils.

111. Slow pupils certainly try one's patience.

112. Grading is of value because of the competition element.

113. Pupils like to annoy the teacher.

114. Children usually will not think for themselves.

115. Classroom rules and regulations must be considered inviolable.

116. Most pupils have too easy a time of it and do not learn to do real work.

117. Children are so likeable that their shortcomings can usually be overlooked.

118. A pupil found writing obscene notes should be severely punished.

119. A teacher seldom finds children really enjoyable.

120. There is usually one best way to do school work which all pupils should follow.

GO ON TO THE NEXT PAGE

SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree

121. It isn't practicable to base school work upon children's interests.

122. It is difficult to understand why some children want to come to school so early in the morning before opening time.

123. Children that cannot meet the school standards should be dropped.

124. Children are usually too inquisitive.

125. It is sometimes necessary to break promises made to children.

126. Children today are given too much freedom.

127. One should be able to get along with almost any child.

128. Children are not mature enough to make their own decisions.

129. A child who bites his nails needs to be shamed.

130. Children will think for themselves if permitted.

131. There is no excuse for the extreme sensitivity of some children.

132. Children just cannot be trusted.

133. Children should be given reasons for the restrictions placed upon them.

134. Most pupils are not interested in learning.

135. It is usually the uninteresting and difficult subjects that will do the pupil the most good.

136. A pupil should always be fully aware of what is expected of him.

137. There is too much intermingling of the sexes in extra-curricular activities.

138. The child who stutters should be given the opportunity to recite oftener.

139. The teacher should disregard the complaints of the child who constantly talks about imaginary illnesses.

140. Teachers probably over-emphasize the seriousness of such pupil behavior as the writing of obscene notes.

141. Teachers should not expect pupils to like them.

142. Children act more civilized than do many adults.

143. Aggressive children require the most attention.

144. Teachers can be in the wrong as well as pupils.

145. Young people today are just as good as those of the past generation.

146. Keeping discipline is not the problem that many teachers claim it to be.

147. A pupil has the right to disagree openly with his teachers.

148. Most pupil misbehavior is done to annoy the teacher.

149. One should not expect pupils to enjoy school.

150. In pupil appraisal effort should not be distinguished from scholarship.

NAME

ATTITUDE INVENTORY

Cook Leeds Callis

MINNESOTA TEACHER ATTITUDE INVENTORY

Cook · Leeds · Callis

THE PSYCHOLOGICAL CORPORATION

NAME _____ (LAST) (FIRST)

COLLEGE AND CLASS OR SCHOOL AND POSITION _____

MALE ____ FEMALE ____ DATE _____

SCORE	PERCENTILE	NORMS USED

1 SA A U D SD	31 SA A U D SD	61 SA A U D SD	91 SA A U D SD	121 SA A U D SD
2 SA A U D SD	32 SA A U D SD	62 SA A U D SD	92 SA A U D SD	122 SA A U D SD
3 SA A U D SD	33 SA A U D SD	63 SA A U D SD	93 SA A U D SD	123 SA A U D SD
4 SA A U D SD	34 SA A U D SD	64 SA A U D SD	94 SA A U D SD	124 SA A U D SD
5 SA A U D SD	35 SA A U D SD	65 SA A U D SD	95 SA A U D SD	125 SA A U D SD
6 SA A U D SD	36 SA A U D SD	66 SA A U D SD	96 SA A U D SD	126 SA A U D SD
7 SA A U D SD	37 SA A U D SD	67 SA A U D SD	97 SA A U D SD	127 SA A U D SD
8 SA A U D SD	38 SA A U D SD	68 SA A U D SD	98 SA A U D SD	128 SA A U D SD
9 SA A U D SD	39 SA A U D SD	69 SA A U D SD	99 SA A U D SD	129 SA A U D SD
10 SA A U D SD	40 SA A U D SD	70 SA A U D SD	100 SA A U D SD	130 SA A U D SD
11 SA A U D SD	41 SA A U D SD	71 SA A U D SD	101 SA A U D SD	131 SA A U D SD
12 SA A U D SD	42 SA A U D SD	72 SA A U D SD	102 SA A U D SD	132 SA A U D SD
13 SA A U D SD	43 SA A U D SD	73 SA A U D SD	103 SA A U D SD	133 SA A U D SD
14 SA A U D SD	44 SA A U D SD	74 SA A U D SD	104 SA A U D SD	134 SA A U D SD
15 SA A U D SD	45 SA A U D SD	75 SA A U D SD	105 SA A U D SD	135 SA A U D SD
16 SA A U D SD	46 SA A U D SD	76 SA A U D SD	106 SA A U D SD	136 SA A U D SD
17 SA A U D SD	47 SA A U D SD	77 SA A U D SD	107 SA A U D SD	137 SA A U D SD
18 SA A U D SD	48 SA A U D SD	78 SA A U D SD	108 SA A U D SD	138 SA A U D SD
19 SA A U D SD	49 SA A U D SD	79 SA A U D SD	109 SA A U D SD	139 SA A U D SD
20 SA A U D SD	50 SA A U D SD	80 SA A U D SD	110 SA A U D SD	140 SA A U D SD
21 SA A U D SD	51 SA A U D SD	81 SA A U D SD	111 SA A U D SD	141 SA A U D SD
22 SA A U D SD	52 SA A U D SD	82 SA A U D SD	112 SA A U D SD	142 SA A U D SD
23 SA A U D SD	53 SA A U D SD	83 SA A U D SD	113 SA A U D SD	143 SA A U D SD
24 SA A U D SD	54 SA A U D SD	84 SA A U D SD	114 SA A U D SD	144 SA A U D SD
25 SA A U D SD	55 SA A U D SD	85 SA A U D SD	115 SA A U D SD	145 SA A U D SD
26 SA A U D SD	56 SA A U D SD	86 SA A U D SD	116 SA A U D SD	146 SA A U D SD
27 SA A U D SD	57 SA A U D SD	87 SA A U D SD	117 SA A U D SD	147 SA A U D SD
28 SA A U D SD	58 SA A U D SD	88 SA A U D SD	118 SA A U D SD	148 SA A U D SD
29 SA A U D SD	59 SA A U D SD	89 SA A U D SD	119 SA A U D SD	149 SA A U D SD
30 SA A U D SD	60 SA A U D SD	90 SA A U D SD	120 SA A U D SD	150 SA A U D SD

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