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A DESCRIPTIVE AND COMPARATIVE ANALYSIS OF THE DISTINCTIVE CHARACTERISTICS OF CERTAIN UNSATISFACTORY AND SATISFACTORY TEACHERS

by
Walter O. Breed

A dissertation submitted in partial fulfillment
of the requirements for the degree of
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1970

Doctoral Committee:

Professor Robert E. Fox, Chairman
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ABSTRACT

A DESCRIPTIVE AND COMPARATIVE ANALYSIS OF THE DISTINCTIVE CHARACTERISTICS OF CERTAIN UNSATISFACTORY AND SATISFACTORY TEACHERS

by
Walter O. Breed

Chairman: Professor Robert S. Fox

The purpose of this study was to determine and to analyze the professional, performance, and personal characteristics of certain unsuccessful and successful elementary school teachers in the Detroit Public Schools as expressed and documented by their records, to seek answers to certain questions related to unsatisfactoriness, and to derive conclusions which presumably may contribute to greater insight and perspective for those concerned with the administration and supervision of teachers.

Procedure

The sample was derived from a total of 274 unsatisfactory certified personnel from 1947-1964, of which 143 were elementary teachers. One hundred twenty teachers formed the basic sample.

For comparative purposes, the technique of matched-pairs was employed. The criteria provided that each unsatisfactory teacher be matched with a satisfactory teacher by

date of appointment at the same school, by same sex, by no substantial change in the school attendance area, and by no change in the school principal during the time interval leading to an unsatisfactory rating. A final sample of 78 matched pairs was obtained. This included 59 matched pairs of probationary teachers and 19 pairs of contract teachers.

Fifteen hypotheses were tested and three related questions were answered. The performance characteristics for the unsatisfactory teachers were compiled from the subjective evaluations of principals and supervisors by the method of content analysis.

Interviews were arranged with the current principals of 21 former unsatisfactory teachers still teaching in Detroit to determine performance characteristics which continue to persist.

Findings

An analysis of data supports the following statements: (1) the rate of unsatisfactoriness among teachers in Detroit has increased in recent years, (2) the rate of unsatisfactoriness was greater for junior high teachers than for elementary or senior high teachers, (3) a majority of unsatisfactoriness occurred in elementary grades one and two of a K-6 organization, (4) a majority of unsatisfactoriness among special subject elementary teachers occurred in the special subjects of art, health education, and science in that order, (5) unsatisfactory teachers had a lower mean total honor point average than satisfactory teachers, but had

more semester hours of college credit at the time of appointment than satisfactory teachers, (6) unsatisfactory teachers had a lower mean honor point average in student teaching, (7) unsatisfactory teachers were older than satisfactory teachers at date of appointment, (8) male teachers were more likely to be unsatisfactory than female teachers, (9) generally, unsatisfactory teachers scored better on certain Board of Education evaluative instruments than did satisfactory teachers, and special subject elementary teachers scored better than elementary homeroom teachers, (10) there were 175 specific unsatisfactory performance characteristics reported by principals and supervisors with a total frequency count of 1274, (11) the majority of unsatisfactory teacher performance characteristics were included in the major categories of methods and techniques of instruction, class control and guidance, behavioral and personal characteristics, professional growth, and planning and preparation, and (12) interviews with principals of certain teachers who were previously unsatisfactory revealed 40 persistent difficulties from the original 93 unsatisfactory performance characteristics.

Recommendations

Recommendations derived from these findings include: (1) in pre-service and in-service education, concentrate on the specific areas with which unsatisfactory teachers had the most difficulties, especially those difficulties which persisted in their second assignment, (2) the continued

use of personnel selection committee interviews, (3) discontinuance of the use of the Board of Education battery of teacher evaluative instruments is confirmed, (4) other things being equal, teacher selection procedures should favor candidates who are younger, who earned high marks in student teaching, and who attained higher honor point averages in their college course work over a normal span of approximately four years.

Suggestions for further research include examining: (1) other urban school systems to determine the trend of unsatisfactoriness, how to stem the tide if revealed, and how to attract more and better teachers to urban communities, (2) borderline teaching as an area of concern, and (3) personality patterns of teachers in relationship to successful teaching.

ACKNOWLEDGMENTS

This study would have been impossible without the assistance of many individuals who gave freely of their time and talents to make it a reality.

I wish to express a deep and sincere appreciation to my advisor and chairman of my doctoral committee, Dr. Robert E. Fox, for his intellectual guidance and thorough, constructive criticisms during the study.

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To Dr. Robert E. LeAnderson, Associate Superintendent of the Detroit Public Schools, I wish to express appreciation

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CHAPTER I

INTRODUCTION

Most teachers are competent and able to make the transition from being a mature student involved in a formalized training and supervised teaching experience to the full responsibilities of a regular staff assignment where teaching problems tend to become more realistic and increasingly more complex. Some beginning teachers are unable to make the adjustment without serious difficulty; others are unsuccessful in their initial placement, but, may attain success following a new assignment. A few fail and leave the profession voluntarily through resignation or under imposed administrative policies.

School administrators are not only vitally concerned about the supply and availability of new teachers, but also are concerned about the effectiveness of these teachers in meeting the challenge imposed by this transition from the pre-service professional preparation program to the realities of the first classroom teaching assignment.

The shortage of teachers is not particularly a recent problem, especially to urban school systems. According to Rabinowitz and Crawford, the problem of imbalance between supply and demand has persisted for many years and,

probably, will continue to persist for many more.

> Since World War II, American Education has faced a number of major crises; but the problem that has probably aroused the greatest continuing concern is the inadequate supply of fully qualified teachers. During the past fifteen years educators have been bombarded with gloomy statistics on births and enrollments clearly demonstrating that there are not, and will not be, in the foreseeable future enough teachers to staff the classrooms of this country.[1]

Added to the perplexities of shortage, the problem of quality of teaching personnel has come to the fore. The findings of Harcourt[2] from his study of school needs conducted in 1964 reveal that the problem area considered most critical by the membership of Phi Delta Kappa was the quality of teachers. Locally, a careful analysis of school personnel with particular emphasis on teaching personnel was made by the Sub-Committee on Personnel of the Citizen's Advisory Committee on School Needs established by the Detroit Board of Education in 1957.[3] They, too, recognized the seriousness of the problem and its implication for the educational program in Detroit when they stated:

> While the physical facilities and the curriculum are extremely important to the accomplishment of the educational objectives of any school system, in the

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[1]William Rabinowitz and Kay E. Crawford, "A Study of Teachers' Careers", The School Review, LXVIII, No. 4 (Winter, 1960) 379-99.

[2]Jules Harcourt, "A Study of the Membership of Phi Delta Kappa", Phi Delta Kappan, XLVI, 3 (June 1965) 513-15.

[3]Findings and Recommendations of the City-Wide Citizens Advisory Committee on School Needs, (November 3, 1958) Detroit Board of Education, 1958 p. 81.

> final analysis it is the personnel of the system who determines how effectively the educational job is done.[1]

In addition to the committee's inference in the report that a scarcity of qualified teachers will probably continue, Detroit like other urban communities faces an intensification of the problem in that many college graduates prefer not to consider teaching in large cities like Detroit.[2] This fact appears well substantiated by the number of vacancies each year and the great need for the services of emergency substitute teachers to replace regular staff members during temporary absence. It is apparent, therefore, that there is and should be great concern among school officials regarding the shortage and quality of teachers. A school program cannot remain vigorous and healthy under the stresses of these two factors.

As administrative personnel in the field strive to maintain and improve teaching performance and efficiency to insure an adequate educational program, the concern over the supply and the quality of teachers is mounting. An indication that this critical situation is not resolving itself is evidenced in the fact that a greater percentage of teachers have been rated unsatisfactory in Detroit in recent years. One explanation may be that teaching problems and difficulties must be increasing.

A review of administrative records from 1947 through

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[1] Ibid., p. 81.

[2] Ibid., p. 85.

1964 revealed a marked increase in unsatisfactory ratings since 1959. From 1947 through 1958 unsatisfactory ratings were comparatively light with an average of approximately 8 per year. For the next six years through 1964 the average increased four fold to nearly 32 per year. This seems to imply that an analysis of the characteristics and difficulties encountered by teachers considered unsuccessful by their administrators would be a useful and contributive approach to a very perplexing problem. Hence, the inspiration and subsequent planning for this study developed.

Statement of the Problem

The purpose of this study is: (1) to determine and analyze the professional, performance, and personal characteristics, as expressed and documented in the records, of certain unsuccessful and successful elementary school teachers in the Detroit Public Schools; (2) to test certain hypotheses and seek answers to questions related to teacher unsatisfactoriness; (3) to derive conclusions which presumably may contribute to greater insight and perspective for those concerned with the administration and supervision of teachers.

Hypotheses

The main objective of this investigation is, through utilizing the personal record of certain unsatisfactory

teachers in the Detroit Public Schools to determine the characteristics of teachers who have been rated unsatisfactory, with a view toward improvement of personnel selection and administrative-supervisory practices.

The increase in unsatisfactoriness in recent years is disturbing to building administrators. The study may, hopefully, reveal whether or not the difficulty may be attributed to the employment of less qualified personnel; whether or not there exists a concentration of weakness in certain grades, special subjects, or areas of the city; or whether or not deficiencies seem to prevail generally among unsatisfactory teachers. The study may show whether or not giving greater attention to such variables may serve to improve the procurement of teachers for Detroit.

It is proposed therefore, that an analysis of data pertaining to satisfactory and unsatisfactory teachers be treated and studied as a pragmatic approach to a vital issue.

Following are the hypotheses tested in this investigation:

> Hypothesis 1. The degree of unsatisfactoriness among elementary, junior high, and senior high teachers in the Detroit Public Schools from 1947-1964 is not significantly different.

The total sample of unsatisfactory teaching personnel on record in the administrative files of the Personnel Department from the year 1947 provides the base and limitations for the study. Conversely, the concentration of cases

in certain levels of school classification influences the delimitations. Factual information about the general areas of apparent weaknesses may alert those concerned with procurement, training, and supervision to take a critical look at their respective areas of responsibility.

It is the writer's opinion that the null hypothesis will be rejected and that a higher incidence of unsatisfactoriness will appear in the elementary grades, and in the special subject area of elementary art. Basing this prediction on observation and experience at all grade levels, K through 12, it appears to the writer that the formative years in a child-centered elementary school are more demanding. Greater adeptness is required in developing basic skills and work habits, in coping with emotional problems, immaturity, and over-zealous parents, and in individualizing instruction than is required in a subject-oriented assignment. Also, the shortage of elementary teachers for many years has narrowed selectivity.

Teaching elementary art requires a greater skill than just artistic ability. A good school art program takes time to develop. It requires better than average organization and activity control, extensive care of equipment, and a multitude of tasks related to the preparation and handling of materials. In addition, many art teachers have the responsibility of more than one room because of split programs. The apparent professional demands leave a vulnerability not equaled in most other special subject

fields.

Hypothesis 2. The professional characteristics of satisfactory and unsatisfactory teachers are not significantly different.

Many criteria have been applied in the selection and evaluation of teachers but probably none as extensively as--intelligence based on achievement in college courses, or measured intellectual abilities and general culture.

It is generally inferred, and often factually substantiated through research, that teachers with higher academic potential and achievement are more effective teachers than those tending toward the opposite end of the scale.

Jones[1] found in her study of a group of good teachers and a group of poor teachers, that significant differences in academic ability were indicated, and that the good teachers are superior to the poor teachers in intelligence, knowledge of subject matter, and professional knowledge.

Ryans[2] findings substantiated Jones when considering teacher characteristics in relation to academic achievement. Generally, teachers who reported themselves as having been outstanding students scored higher than other groups on evaluative scales. The mean scores decreased in a fairly

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[1]Archie L. Peronto, "The Abilities and Patterns of Behaviors of Good and Poor Teachers", ed. A.S.Barr, D.A.. Worcester, (Madison, Wisconsin: Dembar Publications, Inc., 1961), p88

[2]David G. Ryans, Characteristics of Teachers, (American Council on Education, Washington, D.C..1960), p394

orderly fashion for good, average, and poor students.

The elementary teacher sample in this study is probably no exception; therefore, I predict the null hypothesis will be rejected.

> Hypothesis 3. The professional characteristics of satisfactory and unsatisfactory teachers as determined by Detroit Board of Education evaluations for the years 1953-1958 are not significantly different than for the years 1959-1964.

A recent review of Detroit Public School administrative records revealed that from 1953 through 1964 an average of 15.17 teachers per year were rated unsatisfactory. The number of teachers rated unsatisfactory for the years 1953 through 1958 averaged 7.83 per year, while the number of teachers rated unsatisfactory during an equivalent period, 1959 through 1964, averaged 31.33 per year or an average gain of approximately 400 per cent. It is believed that an increase of the magnitude may be attributed in part to the quality of teachers procured during the later years.

As stated previously, that teachers with higher academic potential and achievement are more effective teachers, I predict the null hypothesis will be rejected.

> Hypothesis 4. The professional characteristics of satisfactory and unsatisfactory teachers as determined by Detroit Board of Education evaluations initially placed in "Inner City", "Middle City", or "Outer City"[1] schools used in this study during the years 1953-1964 are not significantly different.

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[1]For definition of the terms "Inner City", "Middle City", and "Outer City" refer to pages 29-32.

Prior to 1959 there may have been discrepancies in the assignment or transfer of teachers to certain areas of the city with the better teachers concentrated in the periphery. Probably the facts are that many senior teachers worked their way in this direction. However, as far as can be determined, personnel practices in Detroit have always included the assignment of good teachers to all sections of the city. The writer can attest to the fact that there were many excellent teachers assigned to one inner city school where he served as a teacher.

The shortage of teacher personnel during the war probably ushered in many inconsistancies and emergency practices in the hiring and placement of teachers. Commencing with the 1958-1959 school year the Superintendent instituted many innovations and programs to improve the educational process in the inner city area. This included two extensive programs, The World of Work and the Great Cities Programs. This provided for general educational improvement and certainly included upgrading of personnel. The "Three Year Policy" of 1958 was another procedure to insure the movement of beginning teachers after three years service to another type of community.

In view of the Board of Education practices, programs, and policies in effect, I predict the null hypothesis of no significant difference will be accepted.

Hypothesis 5. **The professional characteristics of satisfactory and unsatisfactory homeroom teachers, and satisfactory and unsatisfactory special subject teachers as determined by Detroit Board of Education evaluations are not significantly different.**

From the population of unsatisfactory teachers there are nearly twice as many unsatisfactory elementary homeroom teachers as special subject teachers.. The elementary school program covered by this study included approximately an equal number of special subject teachers to homeroom teachers, except for the self-contained units of the kindergarten and first grade.

If it can be assumed that teachers with higher academic potential and achievement are more effective, then it could be inferred that the professional characteristics of special subject teachers in this study will surpass similar characteristics of elementary homeroom teachers. Powell[1] found in his study that characteristic differences in certain attributes of teachers in various teaching fields did exist. In fact, elementary teachers taken as a group were found to have a number of significantly low means on the various measures used. In the special subject fields, art education and music groups also presented a similar pattern of low scores.

In support of reliable evidence from research, I predict the rejection of the null hypothesis.

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[1]Harold Fredric Powell, "Characteristic Differences in Certain Attributes of Teachers in Various Teaching Fields" (unpublished Ph.D. dissertation, Dept. of Education, University of Michigan), pp. 26-36.

Hypothesis 6. Student teaching performance of satisfactory and unsatisfactory teachers as determined by grade point average does not differ significantly.

Teacher training institutions as well as school officials consider evaluation of student teaching performance very significant in the recommendation and selection of students for teaching positions. The academic record may range from excellent to average, but a poor rating in student teaching whether from an excellent or average student may affect opportunities for employment, as it often indicates other dificiencies.

Teacher candidates considered by the Detroit Public Schools as "upper half" are students with better than average academic records and a "B" or better in student teaching. As such, no testing or screening by a personnel committee is necessary. Regular candidates who apply are subjected both to testing and screening.

It would seem that the relationship of academic success to student teaching success is a reasonable and positive supposition in view of the many positive relationships established with the variable of academic success. However, the fine line established between "upper half" candidates--honor point average of 2.7 and above, and regular candidates--honor point average below 2.7, may place a high percent of candidates in a very narrow range. Therefore, I do not believe that academic success alone will make a significant difference and

the null hypothesis will be accepted.

Hypothesis 7. The initial evaluation by the Board of Education Personnel Committee of elementary teacher candidates is not significantly different for those subsequently rated unsatisfactory from those considered satisfactory.

Board of Education teacher personnel selection committees are assembled as necessary. They usually include five members: a member from personnel, one from supervision, and school principals or assistants.

After presentation of the candidates' qualifications an opportunity is provided for the candidate or committee members to discuss in detail some matters of mutual concern. Evaluation of the candidate is made by each committee member on a graduated scale as either superior, good, average, or doubtful.

Committee evaluations presumably are affected by supply and demand for teacher service in Detroit; nevertheless, evaluations are independent, impartial, and unbiased. The writer, having served on a number of such committees, considers the membership competent and qualified, and the opinion of five members to be more accurate and reassuring than a single judgment.

With expressed confidence in evaluations made by committee members on a graduated scale of probable success, I predict that higher ratings will favor the satisfactory group of teachers and that the null hypothesis will be rejected.

Hypothesis 8. Environmental experience in an urban society is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

A recent problem of concern to the Detroit Board of Education, as expressed by the President of the Board and the Superintendent of Schools[1] is the new teacher who comes to Detroit with a non-urban background and is completely lost in understanding and trying to meet the problems of the urban schools.

The Detroit Federation of Teachers, also, has expressed concern, and has proposed closer cooperation with teacher training programs and the utilization of available federal funds to assist in developing a better understanding of children with cultural differences.

If it can be assumed that teachers with some experiences and exposure to urban life and schooling probably have a better understanding of the urban child and his culture, then I think it can also be assumed that they would be more successful than a teacher coming from a different environmental background. Therefore, the environmental background of a beginning teacher in Detroit will be a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

Hypothesis 9. The time interval between graduation from high school and graduation from college

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[1] Detroit News, March 16, 1965, p. 3.

> is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

Interruptions of normal progression from the completion of high school to graduation from college are unavoidable in some instances. Military service cannot be considered a deviation from progression; in fact, it is usually creditable for salary purposes. Working to finance one's own education is understandable and often commendable for the candidate. However, both aforementioned causes for interruption appeared very infrequently among the samples in this study.

Specific reasons for interruptions are rarely indicated in the student's record. Such reasons might include deficiencies of a physical, mental, or emotional nature which could relate to the new teacher's effectiveness.

One factor of concern which is usually discernible from the college record is the number of changes in the plan of work of some students before they decide to enter the teacher training program. Many students who entered the profession from other areas of study have become successful teachers; but, there is probably a greater percentage of such students who are not as effective as those whose primary goal was teaching.

Teacher candidates with many breaks or interruptions in their progression toward a degree may be regarded by school officials as a greater risk than a candidate with few

or no interruptions. Therefore, an increased interval of time between high school graduation and a bachelor's degree will be negatively associated with satisfactory ratings during the probationary period.

Hypothesis 10. The sex of the principal does not significantly affect the length of service as a probationary teacher nor the awarding of an unsatisfactory rating.

Although men are outnumbered by women seven to one as teachers in elementary schools, they outnumber the women in elementary principalships three to two.

Because of the recent trend toward men in the elementary principalship, it might be assumed that men are better principals than women. Research studies show, however, that there is little reason to prefer men over women; indeed there are some considerations which favor women.

In one such study, an astonishing finding concerning men and women administrators was that women ranked significantly ahead of men as democratic principals.[1]

A second study relating to the two sexes as administrators pertained to the principal's effectiveness. It revealed that in administrative performance and personality there probably is no reason to prefer men over women as principals. In fact, if such attributes as working with teachers and outsiders, concerning oneself with objectives of teaching, pupil participation, the evaluation of learning,

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[1]Kimball Wiles and Hulda Grobman, "Principals as Leaders", Nations Schools, LVI (October, 1955), p. 75.

and the ability to gain positive reactions from teachers and supervisors are important, then women should probably be favored over men, as they possessed these attributes to a significantly greater degree.[1]

One reason often stated for favoring men principals is that women teachers dislike working for women principals who appear to be less flexible, more critical, and too demanding. Men teachers seem to like working for women principals even less, but mainly because it is harder for them to accept a woman as their administrative superior..

There appears in the literature some opinion that women principals seem to have stronger attributes for the elementary principalship than men. However, many teachers do not agree with this opinion.

There is a dearth of evidence to substantiate that one sex is more effective than the other as a principal. Therefore, it is predicted that the sex of the principal in this study will not be a significant variable in the rating of teachers.

Hypothesis 11. The sex of the teacher is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

From the related information in the area of teacher effectiveness there seems to be general implication that male teachers are as effective as female teachers. At least,

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[1]John D. Hemphill, Daniel B. Griffiths, and Norman Federiksen, Administrative Performance and Personality, Bureau of Publications, Teachers College, Columbia University (New York: 1962).

sex differences in teacher effectiveness do not appear to be pronounced among elementary teachers. At the secondary level it does appear that women as a group may be more effective than men on specified criterion dimensions.

Characteristic differences as reported by Ryans[1] were that women scored significantly higher than men in systematic and business-like classroom behavior. Men scored significantly higher than women in democratic classroom practices, were more inclined toward permissiveness and child-centered educational viewpoints, and were more emotionally stable than women.

From the impartiality of evidence, I believe that sex is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

Hypothesis 12. The age of the teacher at appointment is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

There is no positive evidence to indicate that age is a contributing factor to unsatisfactoriness; however, Ryans[2] study revealed that there is little doubt about the existence of significant differences between teachers comprising different age groups, so far as a number of teacher characteristics is concerned. These included: friendly classroom, businesslike classroom, stimulating classroom

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[1]David G. Ryans, Characteristics of Teachers (American Council on Education, Washington, D.C., 1960) p 391.

[2]Ibid., pp. 289-93

atmosphere, favorable democratic-pupil practices, favorable attitude towards administration, learning-centered (traditional) versus child-centered (permissive) philosophy, verbal activity and understanding of the teacher, emotional adjustment of the teachers, and the tendency to avoid excessive use of self enhancing and socially acceptable responses.

Generally speaking, the scores of younger teachers were significantly higher in all characteristics, except for the business-like classroom and the learning-centered classroom versus the child-centered classroom where the scores for teachers fifty-five years and above had the advantage.

There seems to be good support for these observations: that teachers more advanced in years when they enter the teaching profession are likely to be less active and vigorous with greater tendency toward physical and mental difficulties; that these teachers probably are not career oriented and have responded merely to the plea of school systems because of the teacher shortage; that cultural influences had a different emphasis in earlier teacher training programs than at present; and that personal responsibilities may be greater for the older teacher.

As noted above, there is little doubt about the existence of significant differences between different age groups of teachers; therefore, I believe that age will be a significant variable in distinguishing between satisfactory and

unsatisfactory teachers.

Hypothesis 13. Teaching experience previous to appointment in Detroit is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

Experienced teachers may be attracted to large urban areas for many reasons. Some respond because of improved salary schedules and the opportunity to teach in their specialized field, while others respond to the lure of the big city and the desire for a change. Regardless of previous teaching experience, teachers accepting appointment in Detroit must serve a regular probationary period.

Ryans[1] found that teacher effectiveness was postively correlated with experience during the early years of teaching. Therefore, it could be assumed that teachers with previous experience would be less inclined to unsatisfactoriness than teachers without experience, providing the age of the candidate is not too high. If it is, than the factor of success is reduced as age increases.

It appears then, that previous teaching experience of probationary teachers may be considered a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

Hypothesis 14. Marital status is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

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[1]Ryans, David G., "Probable Correlates of Teacher Effectiveness in Contemporary United States", Encyclopedia of Educational Research. ed. Chester W. Harris, 3rd. ed., (1960) p. 1490

Ryans generalized that for teachers of all levels considered together, there seems to be little difference in specified dimensions of teacher behavior between single and married teachers. In the elementary schools, the evidence somewhat favors married teachers, while at the secondary level single teachers as a group appear to be superior with respect to criterion measures which relate to systematic, responsible classroom behavior.[1]

In the case of widowed, separated, or divorced teachers, Ryans mentions as noteworthy, that even though the number of such teachers are too small to permit conclusions to be drawn, that relatively lower pupil behavior indices were evident in the classes of widowed teachers. Also it is noteworthy that the highest mean assessments on the criterion of understanding and friendliness, and being enthusiastic, stimulating, and imaginative were obtained by the separated-divorce group.[2]

It has been the observation of the writer over a period of years that teachers with fewer responsibilities such as a family or other dependents do not have the stresses that most married teachers have. Generally, then, it may be assumed that a teacher with fewer responsibilities should

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[1] Ibid., p. 1990

[2] David G. Ryans, Characteristics of Teachers: Their Description, Comparison, and Appraisal, (Washington, D.C. American Council on Education, 1962, pp. 130-132.

have more time for planning, evaluation, individual concern for the problems of students, and professional improvement through advanced work.

On the other hand, it is the performance and progress in the classroom that determines the success of the individual. The security, stability, and sometimes, the first hand knowledge of children resulting from a good marriage relationship may be a greater asset than the availability of time and purported professional interests which may be overshadowed by anxieties and other personal problems.

Inasmuch as there appears to be no significant evidence that the effectiveness or performance of teachers favors either the single or married teacher, it is predicted that marital status will not be a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

Hypothesis 15. Absenteeism is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

Absenteeism as reported in this study refers to absence because of illness. Whether such absences are due to tensions from unsuccessful experiences in the classroom is a moot question. Authoritative and current information based on research is scarce, and many writings on the topic are rather discursive.

A broad survey of teacher health was made by the NEA Department of Classroom Teachers in 1938. The survey reported that teachers, generally, enjoyed the same good health as

others in comparable work; that teachers health was improving; that about 15 to 20 percent lacked the vigorous health needed for successful classroom work; that the leading physical handicaps and diseases of teaching were also common to others, but that the presence of persistent worries stood out as a health hazard.[1]

In 1924, Carrothers found the following significant differences among teachers relative to days off for illness: women had more days off than men; married women required more days than single women; single men had more days than married men; and younger teachers had more days of recorded illness than older teachers. Also he found that factors such as class size, type of school, teaching in congested areas, age, experience, salary, years of education, had no significant relation to number of days off per year for illness.[2]

A study by Gould was substantially the same as Carrothers'. He reported that teachers of atypical classes were absent 54 percent more than those of kindergarten classes, and that teachers of sixth grade classes were absent 33 percent more than those of first grade classes.[3]

Teachers having extreme classroom pressures because

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[1]Earl W. Anderson and Elfreda M. Rusher, "Staff Characteristics, "Encyclopedia of Educational Research. ed. Chester W. Harris, 3rd ed., (1960) p 1360.

[2]Ibid. p. 1360

[3]Ibid. p. 1361

of unsuccessful experiences are probably more prone to fatigue and worry than successful teachers; therefore, they will probably have more recorded absence than successful teachers, however, it is predicted that the difference will not be significant.

Related Inquiry

In addition to the hypotheses to be tested, this study seeks to identify answers to the following questions:

1. What are the reported performance characteristics which contributed to the unsatisfactoriness of probationary teachers and certain contract teachers?

A study of the reported performance characteristics of unsuccessful probationary teachers should disclose areas of weakness that would have special implications for educationists concerned with the preparation and training of teachers, and administrative-supervisory personnel responsible for in-service training and guidance of beginning teachers. An analysis of the performance characteristics of contract teachers will permit certain comparisons even though the sample of contract teachers is relatively small. It is anticipated that reported characteristics of unsatisfactory contract teachers will reveal a majority of deficiencies to be in personnel relationships and personal attributes. Most deficiencies of unsatisfactory probationary teachers will probably be in the areas of organization,

planning, methods and techniques of instruction, leadership, and class control.

2. As determined from interview responses with current administrators of the unsuccessful teachers who remained in the Detroit School System, how effectively are these teachers performing when compared with their characteristics of performance as unsuccessful probationary teachers for the years 1959-1964?

Approximately eighty percent of the unsatisfactory probationary teachers from 1959 to 1964 elected to accept re-assignment in Detroit and work toward a satisfactory rating. Approximately two-thirds of them were successful.

Probably, most of these teachers are still teaching in Detroit. Interviews have been arranged with their present principals to seek evaluative responses to the performance characteristics which cumulatively resulted in an unsatisfactory rating. From these responses it is hoped to determine how many unsatisfactory characteristics the teacher was able to overcome, to what degree, and if the teacher is completely satisfactory at this time or if she is considered borderline.

Assuming that present school administrators of these teachers will cooperate and provide dependable responses to the interview, I anticipate that some of the unsatisfactory characteristics still prevail, and that one-half of the sample will be completely satisfactory and about one-half will be borderline teachers.

3. Does there appear to be a relevance of unsatisfactoriness of the probationary teacher and the college or university granting the degree?

School officials seeking teachers tend to recruit consistently from training institutions where success and satisfaction from the graduates have prevailed. The exception to this practice is dictated by the shortage of teachers or other special circumstances.

Some colleges and universities are recognized for their excellence in all areas of study, and some in certain specialized fields of education where their graduates are often in great demand because of an established reputation. Success and accomplishments of their graduates does more to enhance the good rating of a school to employers than any other single factor. This kind of reputation brings recruiting officials back to the campus year after year.

Approximately seventy-five per cent of Detroit's probationary teachers are graduates from Michigan colleges and universities. Therefore, it is a reasonable assumption that approximately the same percentage of unsatisfactory teachers will be graduates of Michigan training institutions with varying degrees of success among the various schools.

Need for the Study

A personal concern for the gradual but apparent decline in the comparative effectiveness of probationary teachers being assigned to Detroit schools in the last few years provided the incentive and obvious need to investigate the relative success of teachers new to the system.

Numerous informal discussions with school administrators, especially school principals and supervisors, confirmed the opinion that unsatisfactory performance of teachers in the Detroit Public Schools was becoming an intensified professional problem.

A review of research and related literature in the area of teacher difficulties and unsatisfactory performance of teachers reveals that most studies have not been very productive. The results have been fragmentary and not very practical to school administrators.

The methodology used most frequently to obtain information from teaching or administrative personnel is the check list and questionnaire. The writer was able to find only one study that made exclusive use of the teacher's personal file to obtain documented information. The purpose was to evaluate the various methods used in reporting the unsatisfactory teacher, not to analyze deficiencies.

A recognized shortage of professionally trained teachers has aroused public sentiment against existing professional certification requirements when such standards prevent the staffing of schools. Some citizen groups in Detroit have expressed such concern. One group indicated to the Board of Education that standards for the selection of teaching personnel are too high and procedures too rigorous. Another group strongly urged the school board to give serious consideration to a proposal for the liberalization of teacher certification until the teacher shortage problem

abated.

Administrative records in the Personnel Department of the Detroit Public Schools pertaining to unsatisfactory teaching personnel revealed a sharp and sustained increase of unsatisfactory teachers for the years 1959 through 1964, which seemed to confirm the previous opinions of administrators. The number of unsatisfactory teachers when compared to total teaching personnel does not seem alarming, but the apparent trend does.

It seems logical to assume that, if more is known and understood about unsatifactory teachers and the difficulties they encounter, possibly measures can be taken to minimize the occurence of such problems. Therefore, an analysis of the difficulties which characterize unsatisfactoriness in teaching will help to establish guidelines for improved supervision and administration.

Research indicates a wider range of concern to corroborate local interest in the need for analytical studies to assess weakness among centain teaching personnel.

Definition of Terms

The term unsatisfactory teacher refers to any teacher, probationary or contract, who has an official record of unsatisfactory service filed against him or her by the administrative officers responsible for his or her performance

as a teacher. Such action is initiated by the principal or the departmental supervisor, and is reviewed by the regional superintendent.

The term probationary teacher refers to all teachers during the first two years of their employment in Detroit. A third year of probation may be required for specific teachers upon proper notice to the Tenure Commission. A contract teacher may revert to a probationary classification under certain conditions.

The term contract teacher refers to teachers who have passed probation. They may be classified as annual or continuing contract. A continuing contract is issued when a teacher has obtained a Michigan Permanent or a Life Teaching Certificate and is rendering satisfactory service.

The term homeroom teacher refers to the person who teaches in a homeroom and who has been specially trained to teach the homeroom subjects. Homeroom refers to the room in which elementary school pupils in the Detroit Public Schools spend one-half of each school day. During the course of the morning or afternoon, the pupils receive instruction in the language arts subjects---reading, spelling, English, handwriting, literature---and in arithmetic or social studies depending on the organization of the particular school.

The term special subject teacher refers to a teacher who has been specially trained to teach a single subject, that is, science, music, health education, art, the

performing arts, library skills, social studies, or arithmetic. Elementary school pupils in the Detroit Public Schools come to the special subject teacher's room at scheduled times during a half of each school day throughout the week.

The term upper half candidate refers to applicants for teaching positions in the Detroit Public Schools who have a cumulative honor point average of 2.7, where 4.0 equals a grade of "A", a grade of "B" or better in practice teaching, and a recommendation from the graduating college. Upper half candidates approved by Detroit recruitment officials are exempt from group tests covering a self analysis inventory, personality adjustment, general intelligence, academic achievement, speech and hearing, and a review by a personnel committee.

The terminology three year policy refers to the initial assignment of a new teacher and a subsequent reassignment.

A beginning teacher can expect three years in a school assignment where working climate will permit optimum professional growth and development, and is conducive to the success of the teacher. The conditions considered as creating a good place to start teaching include such factors as supervision by an experienced principal or department head who can give special assistance to the new teacher, reasonable class size, adequate physical conditions, and community and fellow teacher relationships that

in general will be helpful to a successful start for a new teacher.

After a period of three years, the teacher will be placed on an eligibility list for reassignment in a different school where experienced help is needed and where, if possible, there is a difference in the racial or socio-economic composition of the pupil population.

The terminology comparative interval of teaching time refers to the equivalent number of teaching days used to compare satisfactory and unsatisfactory teachers. The base interval for days of teaching service is determined from the date of appointment in a school to the date when an official unsatisfactory report of teaching service is filed.

The term Inner City of Detroit for use in this study refers geographically to the area of the city within the Grand Boulevard as shown in Figure 1.

Many of the homes, schools, stores, and industry were built before 1900. However, most of the structures were completed between 1900 and the close of World War I.[1]

The area now is primarily occupied by non-white and lower income groups. Thus, most residents do not own their homes and the few that do generally lack sufficient income to maintain them properly.

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[1]City of Detroit, Detroit The New City, Summary Report Prepared by the Mayor's Committee for Community Renewal. (Detroit: Committee for Community Renewal, 1966) p.8

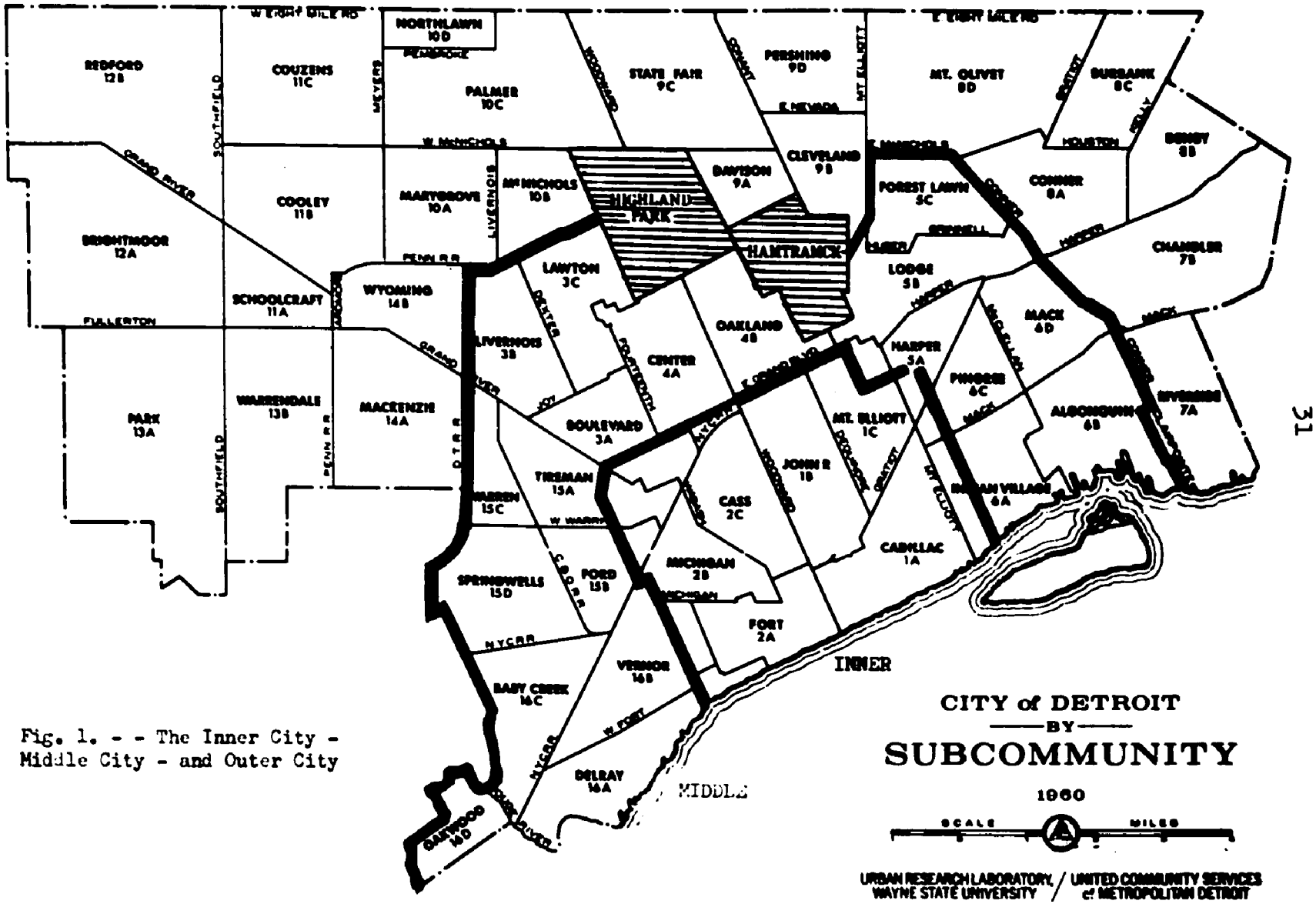


Fig. 1. - - The Inner City - Middle City - and Outer City

The term Middle City of Detroit for use in this study refers geographically to a three-mile wide belt surrounding the Grand Boulevard as shown in Figure 1. It is approximately three times larger than the inner city in both popuation and area.[1]

The homes are predominantly single family homes built between 1918 and 1930. Though the homes were built with the protection of a building code, they were platted poorly on narrow lots. Many are only thirty feet in width. Recreation space is at a premium and schools do not have adequate playgrounds.

The area is now primarily occupied by low-income families, both white and non-white who for the most part have been unable to maintain them for single-family use. About 1960 the area increasingly turned non-white as various stages of re-development in the inner city forced an outward expansion.

The term Outer City of Detroit for use in this study refer geographically to the remainder of the city between the outer limits of the middle city and the city limits as shown in Figure 1. It is approximately a third to one half larger in area than the middle city with about the same population.[2]

Most homes in the outer city have been built in

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[1] Ibid. p. 9.

[2] Ibid. p. 10.

the last twenty-five years. Approximately seventy-five percent are single family dwellings with an extremely high rate of owner occupancy. Wider lots and more playground space prevail than in other areas of the city. There are some pockets of blight containing older homes that developed as small communities before the city expanded, but these represent a very small part of the area.

The population of the outer city has remained predominately white. Currently less than ten to fifteen percent of the residents are non-white.

The term social-economic level as used in this study is a composite index to provide a summary classification in the subcommunities of the city established from the 1960 census tracts of Detroit.[1] As a composite index, it was derived by combining three indices: median family income, laborers and service workers, and persons completing eight years of school or less. The totals of such ranks by each community were arranged by rank order and then partitioned into quintiles, that is, low, below average, average, above average, and high to form the composite index of each community and the subsequent environmental background of the school population.

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[1]United Community Services of Metropolitan Detroit, Social Rating of Communities in the Detroit Metropolitan Area, a Classification of Communities Based on Indices of Social-Economic Level and Related Social Conditions. (Detroit: United Community Services of Metropolitan Detroit, 1965.

Procedure

The following procedure was observed in the course of this study:

1. Permission was secured from the proper officials in the Detroit Board of Education Personnel Department for access to the personal records of teacher personnel, and for permission to conduct the study.

2. A survey of administrative records was made to insure adequate sampling for the investigation.

3. A survey was made of the research and literature related to unsatisfactory teachers, teacher effectiveness, and difficulties encountered by teachers.

4. Forms were designed to record data and information from the teacher personnel files.

5. The total sample of unsatisfactory teachers was delimited to include only elementary teachers who were rated unsatisfactory within the inclusive dates of the study.

6. The final sample of unsatisfactory teachers was determined by the number of matching samples of satisfactory teachers that could be paired according to: the same sex; assignment to the same school; the same date of assignment or within limits of the adjusted date; the same principal during the comparative interval of time; and substantially the same attendance boundaries for the school.

7. Personal and professional characteristics data from the unsatisfactory and matched satisfactory teachers

were classified, coded, and key punched for computer processing and statistical treatment.

8. Performance characteristics of unsatisfactory teachers rated by principals and supervisors were analyzed and classified by the process of content analysis.

9. Personal and professional characteristics data were statiscally treated, and all data were analyzed for the purpose of: (1) testing the hypotheses; (2) providing answers to the related questions; (3) determining the performance characteristics of the unsatisfactory teacher sample; (4) interpretation of data and other information for recommentations and implications for more effective means of helping teachers avoid unsuccessful experiences.

Basic Assumptions

This study is based upon the following assumptions:

1. Entries in the general record of a teacher are bona fide and accurate.

2. Documentary reports on the teaching performance of teachers are valid information concerning the difficulties the teacher encountered.

3. Principals and supervisors are qualified to observe, report, and rate teachers in their respective schools because they have:

   a. Professional preparation, certification, and experience as an administrator or

supervisor.

b. Successful teaching experience as a prerequisite to appointment in their position.

c. Empirical knowledge and observation of the teacher's performance.

Delimitation of the Problem

Limitations of the study are imposed in the following ways:

1. Only teachers who were officially rated unsatisfactory in the Detroit Public Schools during the years 1953 through 1964 were selected for the study.

2. Unsatisfactory elementary contract and probationary teachers of homeroom and special subjects in grades kindergarten through six were selected providing a corresponding matching sample of a successful teacher could be found.

3. Satisfactory matching sample variables include:

a. The same sex.

b. The same school.

c. The same date of appointment, that is, the time in reference to the date of appointment may be extended over a three year period... the year before and the year ahead.

d. The same principal during the comparative interval of teaching.

e. The attendance area boundaries substantially

unchanged.

4. The intent and purpose of this study does not include:

a. Determination of casual factors for the characteristics of unsatisfactory performance.

b. Value judgments of the ratings made by the principals or supervisors.

5. Although grade or special subject area was not considered a variable, it was possible to select matching samples by grade and special subject in over eighty per cent of the matched pairs.

Organization

Chapter I has provided the introduction. The problem was stated with delimitations specified, the limitations described, and the general plan of the study delineated. The remainder of the dissertation is organized as follows: Chapter II, a review of the related research and literature; Chapter III, describes in greater detail the procedures used in the accumulation and processing of data; Chapter IV is devoted to the analysis of the data; Chapter V presents a summary of the findings, conclusions, and recommendations for further research.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

The scope of research pertaining to teacher effectiveness and teaching difficulties is quite extensive; however, most studies have not been as productive as the investigators anticipated, including some of the large scale studies employing various techniques. Results are incomplete and fragmented with most of the studies producing negligible results.[1] It appears to this investigator that the findings have not been as pragmatical as the practicing administrator would like. An analysis of the areas of interest included in these studies reveals that many center around beginning teachers of the elementary and secondary schools, while a small number have attempted to determine the difficulties of experienced teachers.

Attempts to measure and predict teacher efficiency date back to the early part of the century. Many of the articles that have appeared merely reflect expressions of opinion, usually based on little or no evidence. Others, often written by the original investigators, deal with theo-

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[1]Bruce J. Biddle and William J. Ellena, Contemporary Research on Teacher Effectiveness, (Holt, Rinehart, and Winston, Inc., New York, New York, 1964), p. v-3.

retical considerations arising out of research studies.[1]

Such studies have tried to relate effectiveness to student achievement, student ratings of teachers, self ratings, indexes of student behavioral change, traits and qualities of teachers, and observational analyses ratings. The literature seems to indicate that in the future greater emphasis will be placed on the latter. Possibly the real hope in the measurement of teacher effectiveness lies in the area of professional supervision in the training of teachers, and most of all in an investigation of the conditions under which teachers work.[2]

Considering the vast outlay of time, effort, and money that went into the Ryans study, it resulted only in the development of criteria that competent educators, sociologists, and psychologists would probably have suggested as being of value in the assessment of teacher effectiveness.[3]

Although the present study is limited to elementary teachers, some of the studies reviewed involve secondary teachers, since certain difficulties of both groups appear to be similar.[4] The studies and literature reported are con-

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[1]Joseph E. Marsh and Eleanor W. Wilder, "Identifying the Effective Instructor: A Review of the Quantitative Studies, 1900-1952", United States Air Force Research Bulletin, AFPTRC-TR-54-44 (October, 1954, reprint June, 1967) p. 1.

[2]G. Brian, "Evaluating Teacher Effectiveness," NEA Journal, LIV (February, 1965) p. 36.

[3]Ibid., p. 36.

[4]George E. Hill, "Teachers' Instructional Difficulties - A Review of Research," Journal of Educational Research, XXXVII (April, 1944), 614.

-sidered to be representative of the conditions affecting teaching and learning, and include the more salient ones relating to the problem.

The research and related literature seemed to fall into a natural taxonomy based upon the sources from which the difficulties and related information were reported, or its pertinence to the determination and analysis of teaching difficulties. The summarization of the studies selected will be divided into four areas: (1) review of studies and literature related to teaching difficulties as reported primarily by administrative and supervisory personnel associated with beginning elementary teachers; (2) review of studies and literature related to teacher difficulties reported by teachers themselves; (3) review of studies and related literature pertaining to unsatisfactoriness, failure, dismissal, and withdrawal from teaching; (4) review of general studies and literature related to the identification, measurement, and analysis of teaching efficiency and difficulties.

Review of studies and literature related to teaching difficulties as reported primarily by administrative and supervisory personnel associated with beginning elementary teachers

In 1932 Kyte[1] initiated one of a number of more intensive investigations to provide insight into the nature of weak teachers to yield information regarding the factors contri-

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[1]George C. Kyte, "The Problem Teacher in the Grades--A Composite Picture," The Nation's Schools, IX (May, 1932), p. 55-60.

buting to the success or the failure of teachers.. The study was limited to the type of elementary teacher who is generally continued in service for various reasons and is considered the most serious problem teacher working in a school system.. Specific information sought in the study included: (1) the personal, professional, and social attributes of the teacher; (2) the teacher's influence upon her pupils; and (3) the teaching process.

The sample selected for the study included: 69 elementary teachers considered by 34 school superintendents of city schools, 19 elementary principals, 13 grade supervisors, and 3 supervisors of special subjects, as "the most serious problem teacher they had occasion to supervise."

The "Howe-Kyte Diagnostic Record of Teaching" instrument used to evaluate the teachers was a product of several years of research in its development and use, and the recordings obtained on a five point scale were considered to be specific, valid, and objective.

In the category of personal attributes it was found in a majority of cases that: (1) the poise of the problem teacher is markedly unstable, (2) her tact is either blunt or boorish, (3) her emotional stability is questionable if not weak, (4) her initiative is either unsatisfactory or weak, (5) her leadership qualities are weak, (6) her professional attitude is either unprogressive or unethical, (7) her cooperation and loyalty are below passable standards, and (8) she possesses social attributes of only mediocre quality.

In the category of "the teacher's influence upon her pupils", the characteristics which are generally undesirable about a majority of these teachers are: (1) their ineffective influence in control of classes, (2) their negative or harmful influence on the habits and character of pupils through a tolerance of poor pupil attitudes or indifference toward their school and instructors, and (3) a permissiveness of poor initiative and listless effort on the part of pupils, resulting in a general achievement level bordering failure.

In the category of the "teaching process" a majority of the problem teachers (1) are oblivious to the needs of their students, (2) fail to determine and maintain sound educational purpose or objectives, (3) provide unsatisfactory help, (4) plan poorly or inadequately, (5) are uncertain in methods of instruction, (6) fail to utilize past experience or knowledge of pupils in the educational process, (7) have poor skill in developmental procedure and questioning, (8) select instructional materials poorly, (9) are doubtful or wasteful in the use of pupils' time, and (10) are disorderly in housekeeping qualities.

This study might be considered unique in that it pertains to borderline teachers--teachers considered as serious problems with symptoms of unsatisfactoriness, but who are generally continued in service for various reasons which are not specified. It is believed that research in the area of borderline teaching might prove to be productive.

Johnson and Umstattd[1] also sought information from administrators about the problem of teachers, and differed from the previous study by seeking information about the difficulties of beginning teachers. A list of possible classroom difficulties of beginning teachers was submitted to 372 superintendents in Minnesota. A sample of 119 usable responses was received listing the following items as causing difficulties most frequently: (1) remedial instruction, (2) use of test results, (3) diagnostic testing, (4) adaptation of subject matter to the needs of the individual, (5) training in habits of study, (6) supervised or directed study, (7) discipline, (8) classroom management, (9) questioning, and (10) motivation procedures.[2]

A second study made by Umstattd and Johnson[3] closely resembled the general procedure used in their first investigation. The second study sought to determine the extra-class difficulties while the first was seeking classroom difficulties. Superintendents reported the major difficulties which teachers had encountered in their relations with pupils outside the classroom, in their relations with other members of the staff, and in community contacts.

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[1]Palmer O. Johnson and J. G. Umstattd, "Classroom Difficulties of Beginning Teachers," The School Review, XL (November, 1932), 682-86.

[2]Ibid., p. 684.

[3]J. G. Umstattd and Palmer O. Johnson, "Difficulties Encountered by Beginning Teachers," School Executive, LII (August, 1933), 404-05.

The three most frequently mentioned difficulties encountered by beginning teachers in relations with pupils outside the classroom were: (1) being too friendly with students, (2) being unable to win the friendship of pupils, and (3) engaging in too many social activities with pupils. The three most frequently mentioned sources of difficulties encountered with other members of the staff were: (1) failing to recognize the need of cooperation, (2) being timid or having a feeling of inferiority, and (3) being conceited or overconfident. The three most frequently mentioned sources of difficulties encountered in community relationships were: (1) lack of social adjustment, (2) lack of interest in community activities, and (3) failure to consider community customs and opinions.[1]

It should be noted that in both investigations made by Johnson and Umstattd no attempt was made to determine the difficulties from the viewpoint of beginning teachers, but rather from that of administrators only. Therefore, the difficulties reported may include only those which the beginning teachers made known to the superintendents.

In 1939, Bellis[2] made an investigation to determine the problems of beginning teachers and the value these teachers placed on their pre-service training. A questionnaire included 81 potential difficulties and space for evaluating their

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[1] Ibid., p. 405.

[2] Bertha M. Bellis, "The Problems of Beginning Teachers and Their Implications for Teacher Development" (unpublished Ph.D. dissertation, Northwestern University, 1939).

previous training was sent to 700 beginning teachers, including beginning high school teachers, beginning elementary teachers, and internes. Returns were received from 255, or 36.4 per cent of the teachers.

The same check-list was sent to a number of superintendents and principals. Returns were received from 383 administrators. Since the original number of administrators was not given, there was no way to determine the percentage of returns.

There was close agreement among the three groups of beginning teachers as to the areas in which they encountered their chief difficulties, namely, instructional planning and instructional guidance. The administrators, however, reported that major difficulties appeared in activities pertaining to community relations and in professional growth and attitude.

Relevant to the present study was the fact that beginning teachers and their administrators did not agree on the areas in which beginning teachers encountered their chief difficulties. Also, the beginning teachers reported that the number of difficulties did not decrease during the year.

In 1942, Flesher[1] completed a study of the 1940 and 1941 graduates of Ohio State University.. The purposes of the study were to determine the difficulties of beginning teachers as recognized by the teachers and by their supervisors, and also to find what these teachers considered to be the strengths

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[1]William R. Flesher, "The Beginning Teacher," Ohio State University Educational Research Bulletin, XXIV (January, 1945), 14-18.

and weaknesses of the teacher training program of the College of Education of Ohio State University.

Inquiry forms were sent to 438 beginning teachers and their administrators. Replies were received from 199 teachers and from 281 administrators. The inquiries were arranged to secure information regarding problems of beginning teachers in four major area of relationships: teacher-pupil, teacher-teacher, teacher-administrator, and teacher-community. Flesher found that the majority of the problems reported by both the teachers and the administrators were in the area of teacher-pupil relationships. Problems of discipline were reported with greatest frequency by both groups.

The beginning teachers' difficulties were divided into three categories: (1) the most commonly reported problems, (2) problems that ranked highest in difficulty, and (3) problems that ranked highest in seriousness. From the viewpoint of the beginning teachers the most commonly reported problems were: insufficient quantity and quality of teaching materials and equipment, measuring the status and growth of pupils, and pupil behavior.[1] The problems that ranked highest in difficulty were: inability to find satisfactory eating and rooming places, getting pupils to conduct themselves as the teacher thought they should, and getting the teacher load properly balanced and scheduled.

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[1] Ibid., p. 18

The problems that ranked highest in seriousness were: finding satisfactory eating and rooming places, getting enough salary to take care of expenses, and harmonizing their own philosophy of education with that of the persons for whom they worked.

The administrators and supervisors reported fewer problems for their teachers than did the teachers themselves. Administrators and teachers agreed with greatest frequency on problems related to disciplining pupils, teaching classes, and making assignments to pupils. Beginning teachers rated the problem of community relationships as a major one, whereas the administrators and supervisors placed most of their beginning teachers problems in the area of teacher-pupil relationships which involved the teacher's ability to handle pupil disciplinary problems.

The results of this study indicate that teachers feel and express more difficulties related to their teaching position than their administrators and supervisors observe and recognize.

From a study made by a faculty committee at Northwestern State Teachers College, Alva, Oklahoma, Stout[1] obtained the expressed opinions of administrators and supervisors relative to the prevalent weaknesses of beginning teachers. Inquiries were mailed to administrators or

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[1]John B. Stout, "Deficiencies of Beginning Teachers," Journal of Teacher Education, III (March, 1952), 43-46.

supervisors in 80 schools, requesting them to indicate factors in which the beginning teachers were most often deficient. Two thirds of the 59 respondents answering the inquiries felt that discipline was the most ineffective part of the beginning teacher's service. One fourth maintained that various phases of instruction were poorly done, and 14 per cent mentioned weaknesses in the field of public relations and deficiencies in the field of co-curricular activities.[1] This committee sought adverse criticisms of beginning teachers in their evaluation of a teacher education program.

In 1959 Olander and Kleyle[2] in a study made at Duquesne University sought to discover whether certain personal, social, or professional characteristics of candidates for teaching (traits observable during the college years preceding teaching service) had value in predicting the candidates' future teaching success. In addition, certain data associated with the teachers' in-service teaching experiences were studied with a view to noting any relation of these to success in teaching.

The teachers studied included 108 graduates who had been teaching from two to five years in public

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[1] Ibid., p. 45.

[2] Herbert T. Olander and Helen M. Kleyle, "Differences in Personal and Professional Characteristics of a Selected Group of Elementary Teachers with Contrasting Success Records," Educational Administration and Supervision, XLV (July, 1959), 191-98.

elementary schools. The teaching effectiveness of each of the 108 graduates was determined through the use of a teaching evaluation record that provided three ratings for each teacher: (1) by the particular teacher's supervising principal or supervisor, (2) by the building principal, and (3) by one of the authors. An average of each series of three ratings was then determined. This served as a criterion of teaching effectiveness.

In addition, the same three observers rated the teachers on seven traits which had been evaluated also during the pre-service training period: (1) personal appearance, (2) health and vitality, (3) cooperation, (4) sociability, (5) adaptability and resourcefulness, (6) emotional maturity, (7) interest in teaching, (8) mental ability, and (9) academic achievement.

Pre-service and in-service data for the twenty-five per cent (27 teachers) ranking highest were then compared with those for the twenty-five per cent ranking lowest. Differences in mean scores, for the various measures, between the teachers ranking in the highest and lowest quarters were determined. Where these differences were found to be statistically significant, correlations were calculated for the entire group of 108 graduates between ratings on the various traits and teaching success.

A study of the findings listed under in-service and pre-service data reveals: (1) for both sets of data no statistically significant differences between teachers rated

in the highest and lowest quarters were found with respect to personal appearance, health and vitality, and cooperation; (2) in-service data also showed statistical differences for sociability, and interest in teaching. This finding might mean that the teachers had changed with respect to these traits since their undergraduate days; (3) grade in student teaching was not discriminating; neither was the Minnesota Attitude Inventory. Many investigators have found the student teaching grade a good predictive measure. Probably the reason the situation did not apply in the present study is because critic teachers and supervisors tended to look upon average or lower grades as undesirable for a potential teacher; (4) both in-service and pre-service data indicated significant differences between good and poor teachers relative to adaptability and resourcefulness, and emotional maturity; (5) all of the listed standardized tests given during the undergraduate training were discriminating with the exception of the Iowa Silent Reading Test; (6) Quality Point Average, usually associated with success, was found to be predictive, but not to the extent expected. Only four factors were found to be most predictive, the remaining ones failing to augment the coefficient. A multiple coefficient (corrected for chance of errors) of .7593 was found between four factors and teaching success. These four best predictive measures included: emotional maturity, The National Teachers Examination--Optional Examination, the Purdue English Test, and Students' Quality Point Averages at the University.

Another study in the area of teacher's difficulties was made by Wise[1] in 1959. The purpose of the study was to determine and analyze the expressed and observed difficulties of beginning elementary teachers, and to show the implications of the findings for the improvement of pre-service and in-service activities. Related to the problem was a comparison of the nature and frequency of teacher difficulties from the viewpoints of the principals, consultants, and teachers.

Interviews were held with 178 elementary teachers, principals, and consultants to determine the difficulties encountered. These were classified into major categories and further subdivided into specific types in order to get a refined grouping which could preserve the significance of the actual statements made and yet not be too detailed for comparisons. Comparisons were made of the nature and frequency of teacher difficulties obtained from the three sources.

Tabulations were made to determine the effect of teaching experience upon the difficulties encountered by first, second, and third year teachers from the viewpoints of the teachers, principals, and consultants. A comparison was then made of the difficulties encountered by licensed

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[1]Virgil Jay Wise, "An Analysis of the Expressed and Observed Difficulties of Beginning Elementary Teachers with Implications for Pre-Service and In-Service Activities" (unpublished Ed.D.dissertation, Indiana University, 1959).

and conversion teachers as expressed by the teachers and as reported by their principals and consultants.

The following were among the most important conclusions of the study:

1. Elementary teachers are encountering difficulties in a very wide range of activities, but the majority of all difficulties encountered by beginning teachers are limited to a few specific types.

2. Beginning teachers, principals, and consultants are in agreement that the specific types of difficulties encountered most often by beginning teachers are difficulties in relation to technique of instruction.

3. Beginning teachers identified more specific difficulties in relation to their teaching situation than their principals or consultants observed.

4. Difficulties in overcoming or adjusting to deficiencies in personal characteristics and difficulties related to professional growth are not recognized by beginning teachers to the extent that these types of difficulties are recognized by their principals and consultants.

5. Principals and consultants are more in agreement as to the difficulties encountered by beginning teachers than are principals and teachers or consultants and teachers.

6. A wide variation exists in the amount of agreement shown in the nature and frequency of difficulties reported by teachers, principals, and consultants.

7. Beginning teachers are able to find solutions to

many of their problems as their teaching experience increases but some of their difficulties remain at about the same frequency. Difficulties related to pupil control and guidance and to techniques of instruction continue to present difficulties to teachers after three years of teaching experience, while difficulties related to meeting individual differences of pupils increases in frequency with teaching experience.

8. Teachers, principals, and consultants agree that conversion teachers encounter difficulties during the first year of teaching more often than licensed teachers in the majority of specific types of difficulties and particularly in relation to techniques of instruction.

9. Licensed and conversion teachers engaged in their third year of teaching encounter about the same difficulties and at about the same level of frequency.

Bias in the rating of teachers by principals was the concern of Lord and Cole[1] in a study made in 1961. In previous work relating to the measure of teaching success based on ratings of each teacher by the school principal, Cole found that the ratings were so severely skewed toward the favorable end of the scale as to make the data unsuitable for analysis.

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[1]Robert Lord and David Cole, "Principals Bias in Rating Teachers," Journal of Educational Research, LV (September, 1961), 33-35.

The purpose of their study was to report on the results of an attempt to evaluate the validity of this skewing, and to evaluate the relationship between principal ratings and the prediction of teaching success. It was noted that in the accumulation of the principals' responses, that quintile placements were not only generally skewed toward the high end, but that this was particularly true in certain school districts which played an important role in the study.

Teachers in over a dozen school districts were evaluated during the study. These districts varied greatly in size and in proximity to the training institution making the study. Analysis of the data made it apparent that the skewing of principals ratings was particularly evident in certain large key districts located close to the training institution involved. There was no basis for believing that superior prospects for teaching had been concentrated in certain districts, although there was some support for the belief that those entering one district were more promising than average. From interviews with teachers there was no basis to believe that teacher trainees entering certain districts had been "tailormade" in terms of training for that particular district. It was apparent from a study of the qualitative remarks made by the principals during interviews there often appeared to be large discrepancies between what a principal said and the quintile ranking he eventually assigned.

In an effort to reappraise the higher quintile ratings that objective appraisal would warrant, the cooperation of the central offices of suspect districts and another educational institution was sought. Comparative samples of teachers who had been previously rated in principal interviews were selected from central office files of certain districts, and matched with teachers at the same school of nearly equivalent training and experience. These teachers were rated by the principal requiring a forced choice quintile assignment rather than an open quintile assignment. The results showed that 42 per cent of the teachers received the same quintile placement in both instances, while 53 per cent were ranked lower and 5 per cent higher by the forced choice method. This appears to support the belief that the ratings assigned by interview had been spuriously high, and that employing a forced choice method of evaluation improved the accuracy of prediction.

Review of studies and literature related to teacher difficulties reported primarily by teachers.

A study which dated early among the many studies pertaining to difficulties encountered by beginning teachers and why inexperienced teachers fail in certain respects was conducted by Barr and Rudisill.[1] Difficulties encountered by the graduates of the University of Wisconsin during their

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[1]A. S. Barr and Mabel Rudisill, "Inexperienced Teachers Who Failed and Why," The Nations Schools, V (February, 1930), 30-34.

first and second years of teaching were investigated. The data for the study were obtained from a questionnaire sent to 120 graduates for the years 1927 and 1928. Statements of difficulties were obtained from teachers at three different periods of experience: at the end of their first two weeks of teaching, at the end of the first year, and again at the end of the second year. To supplement the reports of beginning teachers, a general statement of difficulties of each beginning teacher was obtained from the principals at the end of the second year of teaching.

The most prevelent difficulties as reported by beginning teachers and their principals were those arising from attempts to (1) direct and control pupils, (2) provide for individual differences, (3) impart subject matter, (4) motivate pupils, (5) organize work and materials, (6) improve conditions for work, (7) measure achievement, (8) balance teacher-pupils participation in recitation, (9) make proper assignments, and (10) adjust to classroom situations.[1]

As teaching experience increased, such difficulties as control of pupils, presentation of subject matter, and measurement of achievement decreased in frequency; however, the difficulties of providing for individual differences were recognized more frequently with experience. This shows that teachers are able to master certain difficulties

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[1]Ibid., p. 32.

with experience and, at the same time, become more conscious of others.

A preponderance of all teacher difficulties were in the general area of classroom instruction, although control over pupils was mentioned most frequently by beginning teachers. Generally, beginning teachers were in agreement with their principals as to the difficulties, except for the occasional differences in emphasis. Difficulties not mentioned by principals but listed by teachers included: (1) conditions of work, (2) teacher adjustment to the classroom, (3) lesson planning, and (4) administrative details. Four difficulties were listed by the principals that were not listed by beginning teachers: (1) personal characteristics of the teacher, (2) realizing the importance of pupils rather than subject matter, (3) the teacher's relation to school and community, and (4) failure to use instructional materials.[1]

Barr and Rudisill considered the relationship of teaching experience to its effect on teacher difficulties recognized by the teachers and their principals. Such an approach tended to distinguish their study from earlier studies of beginning teachers' difficulties.

Another comprehensive study of the problems of elementary teachers was made by Morton[2] in 1927 using 18

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[1] Ibid., p. 34

[2] William H. Morton, "Everyday Problems of the Elementary School Teacher." A Thesis. Printed Lincoln, Nebraska, (January, 1930).

schools of the larger cities of Nebraska. Data were obtained from teachers of kindergarten through the sixth grade in anecdotal form each week for four consecutive weeks. All four reports were received from 339 teachers, or 68.2 per cent of the 503 participating teachers. A total of 3,550 problems were collected and grouped under three major headings of organization, management, and method. The teacher problems were further subdivided into 10 general groups and, by additional refining, into 78 minor groups. The results of this study revealed that 56.3 per cent of the problems of elementary teachers were reported in the area of management. A further breakdown in this area showed that 49.8 per cent of the problems centered in the pupil himself. There were 23.4 per cent of the problems in the area of methods and 20.3 per cent in the area of organization.

The majority of problems in this study were found to be in the area of management which was probably due to the types of problems grouped under this classification. Management included such matters as the handling and control of the pupil, the management of the parent, and the detail of the classroom. Such a grouping of teacher difficulties in this study is not consistent with the grouping used in other similar studies.

It is of interest to note that the elementary teachers encountered more problems in how to teach than in

what to teach. More problems were reported in how to teach subjects than in how to teach students,[1] and that the teaching of arithmetic presented more problems than the teaching of reading. The findings in relation to the teaching of arithmetic and reading do not agree with the report of the study by Moore[2] just a few years later.

In 1934 Moore[3] employed a more indirect means of determining the difficulties of elementary teachers. The three sources used in obtaining the data were stenographic records of requests which teachers made for supervisory help, daily records of difficulties kept by teachers for periods of one week at different times during the school year, and lists of supervisory help and advice which teachers would most like to receive. In addition to ascertaining the difficulties most frequently recognized by the 1,150 elementary teachers who participated, Moore was desirous of showing the effects of teaching location, training, experience, and grades or subjects taught upon the difficulties which teachers recognized. A total of 4,354 difficulties were reported from 74 per cent of the potential number of participating teachers.[4]

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[1] Ibid., p. 20.

[2] Eoline W. Moore, "Difficulties Recognized by Elementary Teachers and Their Implications for Supervision," Contributions to Education, No. 137, George Peabody College for Teachers, (April, 1934), p. 70.

[3] Ibid., p. 70.

[4] Ibid., pp. 18-20.

The greatest per cent of difficulties recognized by elementary teachers were in relation to techniques of instruction, which also agrees with the findings of the Johnson and Umstattd study.[1] The teaching of reading was reported to be the most difficult phase of classroom instruction which is the antithesis of the previous study. Moore concluded that, regardless of training, experience, or grades taught, teachers encounter many difficulties related to techniques of instruction and very few in relation to professional growth and community relations. The county teachers listed about twice as many difficulties in relation to materials of instruction as did the city teachers. Difficulties in relation to individual differences of pupils were also reported by a large number of teachers.

There was no information in the study regarding difficulties related to the teacher's personal characteristics. It would seem unlikely that in a study of this magnitude that some teachers did not experience problems of this type. The value of the study might have been improved by including such information.

In 1940--1941 Inglow[2] reported a study made by the Oregon Department of Education. Thirty representatives from the department visited elementary teachers who had recently

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[1]Johnson and Umstattd, op. cit., p. 684.

[2]H. E. Inglow, "Problems of the Beginning Teacher," Educational Administration and Supervision, XXVIII (September, 1942), 414-25.

graduated from teacher-training institutions. They made evaluations of the difficulties the beginning teachers indicated were most frequently encountered by them.

The difficulties listed most frequently by the beginning teachers were: (1) teaching of reading, (2) pupil behavior, (3) lack of instructional supplies, (4) lack of pupil response, (5) the schedule, (6) instructional techniques, (7) inadequate library facilities, (8) individual differences, (9) teacher adjustment to community life, and (10) lack of community interest.

Difficulties most frequently observed by the visiting staff were: (1) techniques of instruction, (2) housekeeping, (3) health and hygiene, (4) reading difficulties, and (5) pupils' behavior. Except for the problem of reading, the study concluded that, beginning teachers were largely concerned with difficulties arising from non-instructional activities, while the most frequently observed difficulties by the visiting staff were in the area of instructional activities.[1]

The information derived from such a program of in-service visitation should be valuable as one basis for the improvement of teacher training in Oregon as well as for the improvement of in-service programs by employing school systems.

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[1] Ibid., p. 425.

Wallace[1] made a study in 1950 to identify the problem encountered by teachers during the period of induction as one of his major objectives. Data were obtained from a check sheet submitted to the elementary and secondary teachers attending summer classes at Teachers College, Columbia University. Seventy-three per cent of the 136 teachers studied were from urban areas. The average of their teaching experience was slightly over seven years.[2]

The participating teachers experienced the following problems listed in rank order of frequency of mention: (1) understanding the school's system of evaluating pupil achievement; (2) learning administrative routines, reports, and procedures; (3) solving disciplinary problems; (4) not having adequate materials; (5) understanding the school's philosophy; and (6) establishing good teacher-pupil relationships.

The findings reported in this study should provide valuable information in establishing orientation programs for urban school systems.

Allen[3] sought information on teacher difficulties and selected the 1949 graduates of the School of Education at the

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[1]Morris S. Wallace, "Problems Experienced by 136 New Teachers During Their Induction into Service," North Central Association Quarterly, XXV (October, 1950), 238-51.

[2]Ibid., p. 244.

[3]M. Fay Allen, "A Report on a Questionnaire Sent to First-Year Teachers," The University of Michigan School of Education Bulletin, XXII (February, 1951), 72-74.

University of Michigan to determine the problems of beginning teachers. In response to questions presented to them, the survey revealed that 90 per cent of the respondents indicated that they were in need of more techniques of teaching at their command. The teaching of reading was also cited as a grave problem. Other difficulties recorded were: (1) planning a daily program, (2) constructing the curriculum, (3) applying principles of child development, (4) employing progressive methods, and (5) handling disciplinary problems.

In 1952, Mills and Rogers[1] surveyed 171 elementary teachers who were attending summer school to indicate on a checklist of 51 problems the ones they considered to be serious, those of some concern, and those of practically no importance. The checklist of 51 problems were selected by the writers as being of considerable importance to teachers on the basis of their own experience as classroom teachers and as college instructors. The 10 problems encountered by these elementary teachers, in rank order of importance, were: (1) teaching slow children, (2) handling seriously maladjusted children, (3) grading and marking, (4) handling promotion and retention, (5) having a wide range of ability within the group, (6) meeting financial problems, (7) teaching oversized classes, (8) arranging parent conferences, (9) assisting pupils after absence, and (10) having a heavy teaching load.[2]

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[1]Queenie B. Mills and Dorothy Rogers, "Personal and Professional Problems of Elementary School Teachers," Journal of Educational Research, XLVIII (December, 1954), 279-88.

[2]Ibid., p. 281.

They concluded that possibly teachers do a better job with these problems than they think they do; however, the important point is that the teachers feel these to be their difficulties. The results of this study and the preceding one reported should prove helpful in assessing teacher needs and in evaluating course of study content in teacher-education institutions.

In a study having a similar purpose of relating teacher problems to pre-service training, Bachman[1] interviewed graduates from the School of Education, Indiana University. She visited 64 elementary teachers during the second semester of the 1951-1952 school year. In addition to the data secured from her visits and interview technique, Bachman reviewed two sources of evaluative reports on file in the Bureau of Educational Placement at Indiana University. These reports were submitted by supervising teachers during periods of student teaching, and subsequently by principals during the teachers' first year of service.

The study revealed that beginning teachers, supervisors and principals were in accord as to the nature of the teachers' most serious problems - those which have their origin in the classroom. Of the 297 difficulties related to teaching reported by beginning teachers, 214 involved classroom work or teacher-pupil relationships.

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[1]Lucy Bachman, "Problems of a Group of Beginning Elementary Teachers as they Relate to Pre-Service Preparation and In-Service Training," (unpublished Ed.D. dissertation, Indiana University, 1952).

The classroom problems of beginning teachers, ranked according to frequency were: (1) individual problem children, (2) teaching of reading, (3) discipline, (4) a wide range of ability in the groups, (5) physical environment, (6) lack of material and equipment, (7) teaching of social studies and science, (8) teaching of music, (9) seatwork, and (10) health problems among children.

A similar study to determine the difficulties of teachers was made by Evans[1] in 1955. She conducted an investigation of the classroom activities that presented difficulty to student teachers and beginning teachers of the Elementary Division of Alabama State College in order to compare their perceptions of difficulties with the perceptions of their supervisors. A random sampling of 30 beginning teachers and 30 student teachers of the 1952-1953 school term were selected as subjects for the study. Other participants included the principals of beginning teachers and critic teachers of the student teachers. The unstructured interview technique was used to identify difficulties reported by the teachers and observed by their supervisors.

There were 228 types of difficulties reported, with a total frequency count of 1,434. Problems which appear to occur frequently were reported by a majority of both groups.

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[1]Zelia S. Evans, "A Study of Difficulties Encountered by Selected Teachers and Beginning Teachers of the Elementary Division of Alabama State College with Implications for the Teacher-Education Program" (unpublished Ph.D. dissertation, University of Michigan, 1955).

Some of these difficulties include: (1) adapting instructional material to varying levels of ability, (2) securing materials, (3) motivating pupils, (4) varying techniques, (5) pupils talking in class, (6) caring for materials and supplies, (7) keeping classrooms clean and comfortable, and (8) determining grades.

Beginning teachers reported more problems than student teachers which supports the opinion of other researchers that classroom problems become much more real to the beginning teacher under actual classroom conditions. It was also noted that beginning teachers were more conscious of their difficulties than were their principals which supports other studies.

Forty-one problems were reported by both the beginning teachers and their principals. The beginning teachers reported 29 difficulties not reported by their principals, while conversely the principals reported 16 difficulties not mentioned by the teachers. Both groups showed signs of agreement in the listing of the same problems in 41 instances. However, some differences appeared in the reports when groups were reported separately.[1]

Another study to determine the problems of elementary teacher graduates was made by Penix[2] in 1955. The purpose of

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[1] Ibid., p. 124.

[2] Findley C. Penix, "A Study of the Problems of Kindergarten, Primary, and Middle Grade Teachers Who Were Graduated from the School of Education, Northwestern University, from 1951 through 1954" (unpublished Ph.D. dissertation, Northwestern University, 1955), Dissertation Abstracts, January-April, 1956, p. 74.

his study was twofold; to identify the problems of kindergarten, primary, and middle grade teachers who were graduates of the School of Education at Northwestern University from 1951 through 1954, to determine possible causes and to examine specifically the relationship of such problems to the teacher education program at Northwestern during the period of preparation for teaching.

The collection of data was accomplished by means of a questionnaire sent to 464 graduates. Two hundred ninty-nine usable replies were received which represented 67.2 per cent of the population originally contacted.

The ten most important problems identified in rank order of frequency as having caused difficulty for all respondents during their first year of teaching regardless of grade level or year of graduation were: (1) caring for individual differences, (2) planning and preparing for teaching, (3) maintaining discipline, (4) evaluating and reporting pupils growth, (5) knowledge of grade level tests and materials, (6) class size, (7) school physical facilities, (8) knowledge of content fields, (9) motivating pupils, and (10) using group processes in the classroom.

An analysis of data revealed certain conclusions of the study: (1) although there is considerable difference between and among the groups of teachers as to the importance of any one problem which was reported as having caused difficulty in teaching, the most frequently reported problems are related to the teaching-learning processes; (2) some

problems of difficulty which were identified by the graduates show a direct relationship to factors inherent in particular teaching situations, and in most cases, these problems seemed to be outside the teacher's control; (3) the participating graduates identified few problems of a personal nature; (4) the problems encountered by the teachers of different grade levels appear to be similar in kind but somewhat different in relative importance for the nursery school-kindergarten teachers; (5) some problems which were experienced during the first year of teaching tended to persist despite additional years of teaching experience. Notable among these were problems of caring for individual differences and evaluating and reporting pupil growth.

A similar study to Penix's study was done by Milheim,[1] also from Northwestern University, and completed in 1955. The purpose of the study was to determine and analyze the professional problems of teachers graduated from the School of Education of Miami University from 1946 to 1954 and to derive conclusions which might be helpful to the teacher-education program at the university. A noticeable difference in Milheim's study and some of the others reported in this section pertains partially to the personal lives of teachers.

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[1]Robert Porter Milheim, "A Study of the Professional Problems of Teachers Graduated from the School of Education of Miami University from 1946 to 1954" (unpublished Ed.D. dissertation, Northwestern University, 1955), Dissertation Abstracts, January-April, 1956, p. 72.

The data for the study were procured through a questionnaire pertaining to the personal lives of teachers, their professional preparation, and their teaching experience. Included, also, was a list of forty-five problems requiring a checked response in one of three columns indicating the degree of importance the teacher placed on the item based on his teaching. If the respondent indicated a problem was of some importance or highly important to him, he was to show in one of seven columns the probable source or cause of the problem. Eight hundred sixty-five questionnaires were returned which comprised the source from which the data were drawn.

The findings and conclusions of the study listed the ten highest ranking problems reported by the teachers and summary of the analysis. The reported problems included: (1) providing for a wide range of individual differences, (2) adapting instructional procedures to the needs of the class, (3) developing instructional procedures for overcoming children's difficulties, (4) discovering the interests of children, (5) selecting materials related to children's abilities, (6) developing responsibility for self discipline, (7) maintaining discipline, (8) developing concepts of social behavior, (9) securing adequate supplies and equipment, and (10) developing ability in children to help in planning.

The analysis and summary of other data revealed that: (1) the sources of problems reported by teachers in order of their importance were: (a) administrative and supervisory policies and practices, (b) lack of experience, (c) class

size, (d) community factors, (e) undergraduate preparation, (f) teaching load, and (g) lack of opportunity for in-service education; (2) three times as many problems were reported by consensus of 50 per cent of men as by an equal proportion of women teachers; (3) men and women teachers were significantly agreed upon the kinds and sources of problems they faced; (4) marital status was of no significance in determining the number, kinds, and sources of teachers' problems; (5) there was considerable variation in the number of problems reported by 50 per cent or more of teachers in different fields of preparation, but, they were in agreement on the highest ranking problems and on the source of the problems; (6) teaching experience was not significant in determining the number, kinds, and sources of teachers' problems; (7) there appeared to be an association between dissatisfaction with preparation for teaching, teaching position, and consensus on a greater number of problems; (8) the groups of teachers with different attitudes toward their teaching positions tended to agree on the kinds of problems they reported and were significantly agreed upon the sources of their problems.

A study reported by Cable[1] in 1956 was concerned with determining the problems of beginning teachers representing a cross-sectional sampling of schools in the

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[1]P. E. Cable, "Problems of New Teachers," Educational Administration and Supervision, XLII (March, 1956), 170-77.

state of Alabama. The source of information for the study represented the expressions from 104 beginning teachers from 21 schools. Cable found the problems of these teachers centered in the areas of mental health, economics, and philosophy. More specifically, the most significant problems in order of importance as expressed by the teachers were: (1) having inadequate salary, (2) lacking equipment, (3) handling student problem cases, (4) learning administrative problems and procedures, (5) determining discipline policies, (6) having an overload of pupils, (7) having inadequate teaching space, (8) evaluating pupil progress, (9) providing for individual differences, and (10) reporting to parents.

A recent study to identify the difficulties of elementary teachers was made by Formica[1] in 1962. The purposes of the investigation were to identify the teaching difficulties encountered by two groups of beginning elementary teachers and to analyze their needs as observed by themselves and their principals.

The professional needs of 750 beginning elementary teachers were surveyed by means of a questionnaire to determine whether their needs were satisfied by help furnished in supervision. Also participating were 345 supervising principals who indicated a willingness to

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[1]Frank Alfred Formica, "Teaching Difficulties Encountered by Beginning Elementary Teachers" (unpublished Ph.D. dissertation, The Univer ity of Connecticut, 1962), Dissertation Abstracts, October-December, 1962, p. 1556.

participate in the study. The subjects in the investigation were the four-year graduates of approved teacher-training institutions in Connecticut and included both regular teacher trainees and intensive trainees who were under the intensive teacher training program for college graduates.

The conclusions drawn from the open response questionnaire, check list questionnaire, and a self-survey questionnaire revealed that: (1) beginning teachers encountered teaching difficulties in a wide range of teaching responsibilities; (2) beginning teachers who were trainees in the intensive training program reported a higher per cent of teaching difficulties than the regular teacher trainees; (3) beginning elementary teachers placed the most importance on problems dealing with classroom instruction whereas principals noted the teachers encountered the most difficulty in handling disciplinary problems; (4) the teachers reported considerable concern relative to their first teaching assignment; (5) the teachers reflected more of an awareness than did their principals that a number of teaching difficulties caused concern to a greater degree than others; (6) apparently the size of the community made little appreciable difference in the degree of concern, help needed, or help received with teaching difficulties encountered; (7) it is clear that beginning teachers needed more help from their supervisors than they received; (8) beginning teachers who were graduates of teacher-training institutions received considerably less help from their

supervisors than the trainees in the intensive program; (9) the amount of concern and help needed by both groups of teachers suggested the need for in-service programs designed to provide assistance with teaching difficulties and to improve instruction.

The same year another pertinent study of the problems of beginning teachers was completed at Northwestern University by Isaac.[1] The purpose of the study was twofold: to identify the professional problems of beginning teachers in the kindergarten-primary grades of the Chicago Public Schools and to determine major areas in which these teachers believe that solutions to their problems may be found.

A questionnaire was mailed to each of 815 kindergarten-primary teachers who were certified by the Chicago Board of Education in the years 1958-1960. The check-list questionnaire of 72 problems sought data regarding the respondents professional preparation and experience, present teaching position, and professional problems. The respondents were asked to indicate both the degree of difficulty which each problem presented to them in their teaching and the area in which they believed the best solution to the problem could be found. Sixty per cent of the teachers responded to the

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[1]Margrethe Gloria Isaac, "A Study of the Professional Problems of Beginning Teachers Who Were Certified by the Chicago Board of Education in 1958, 1959, and 1960 to Teach in the Kindergarten-Primary Grades." (unpublished Ph.D. dissertation, Northwestern University, 1962), Dissertation Abstracts, May-June, 1963, pp. 4615-16.

inquiry from which relationships and differences concerning both problems and areas of solution were determined.

The findings and conclusions of the study revealed that generally the professional problems of beginning kindergarten-primary teachers, regardless of length of teaching experience, grade level taught, or other selected factors in undergraduate preparation and in teaching positions, were similar both in kind and in rank order of difficulty.

Many of the problems were reported by similar percentages of teachers at the various kindergarten-primary grade levels but greater percentages were: (1) first year teachers, (2) teachers with little or no student teaching experience, (3) teachers who had not taken a course covering classroom management, (4) teachers with large classes, (5) teachers with highly transient school population, (6) teachers with dissatisfied attitudes toward either undergraduate preparation or their teaching position.

The respondents indicated the following order of importance for the areas of solution to problems: (1) more experience, (2) in-service education, (3) administrative policies and practices, and (4) undergraduate preparation. First, second, and third year teachers all indicated that more experience could provide the best solutions to the greatest number of problems and undergraduate preparation the solutions to the smallest number of problems. Third year teachers, however, indicated the area of more

experience less frequently than first year teachers and indicated in-service education and administrative policies and practices more frequently.

Another study concerning the problems of primary teachers was made by Aronson[1] in 1963. The purpose of the study was to identify the problems which kindergarten teachers must meet and solve, to determine the relative importance and prevalence of these problems, and ascertain the extent to which the identified problems are now being met in required courses in California colleges and universities.

The data for the study were obtained from the views of 313 teachers, a panel of 100 guidance specialists, and education professors in 31 selected state supported and privately supported colleges and universities in California by means of questionnaires and interviews. In all, there were 2,036 kindergarten teaching problems reported. In order of frequency of mention, the problems met most often were: (1) protection and improving the development of the child, (2) relations between kindergarten, home, and community, (3) care and use of equipment, supplies, and materials, (4) excessive size of classes, (5) first-day problems for the youngster, (6) developing democratic

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[1]Ebba Myrtle Aronson, "Identification and Analysis of the Problems Encountered by Kindergarten Teachers in California." (unpublished Ed.D. dissertation, University of Southern California, 1963), Dissertation Abstracts, May-June, 1964, p. 5213.

attitudes in children, (7) space and equipment for outside activities, (8) meeting individual child problems, (9) building readiness for learning, and (10) helping the child adapt to school procedures.

The conclusions of the study revealed that: (1) the number and intensity of difficulties experienced by beginning kindergarten teachers tend to diminish as teaching experiences increase; (2) educators tend to reflect their own preoccupation in reacting to problems affecting the kindergarten teacher; (3) there is a serious lack of communication between top-level educators and one area of their responsibility - the kindergarten; (4) there is a general feeling among beginning kindergarten teachers that their training courses have not prepared them realistically to meet and solve many of the problems they encounter; (5) professors of elementary education and supervisors and administrators, generally, are not in close touch with the problems of the kindergarten teacher.

Review of studies and related literature pertaining to unsatisfactoriness, failure, dismissal, and withdrawal from teaching.

One of the early, and rather important studies in this group, was made by Buellesfield[1] in 1914 in which he made a diagnostic approach to the problems of elementary

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[1]Henry Buellesfield, "Causes of Failure Among Teachers," Educational Administration and Supervision, I (September, 1915), 439-45.

teachers. The instrument employed to collect data was a questionnaire sent to 300 school administrators, principally superintendents, seeking the causes of failure among teachers. From the total questionnaires sent to various parts of the Unites States, 140 replies were received. Of this number only 116 were considered usable.

On the basis of a 38 per cent usable return, the 10 major causes of failure in descending order of frequency were: (1) weakness in discipline, (2) lack of judgment, (3) deficiencies in scholarship, (4) poor methods, (5) insufficient daily preparation, (6) lack of industry, (7) lack of sympathy, (8) nervousness, (9) deficiency in social qualities, and (10) lack of professional attitudes.

This study presented the reasons for failure of teachers based on the opinions of school administrators only.

Possibly the value of the study might have been increased if the viewpoints of the teachers had been included, as the criterion for success or failure appeared to be how well the teacher measured up to the requirements of the community. Not to be invited back the following year was considered a failure on the part of the teacher.

A somewhat different approach as to causes of teacher failure was reported by James[1] in 1930 who sought the opinions of students, teachers, and administrators. The

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[1]H. W. James, "Causes of Teacher-Failure in Alabama," Peabody Journal of Education, VII (March, 1930), 269-71.

purpose of the study was to determine why Alabama teachers fail. A case method was used in the study. In place of obtaining the opinions of principals and others as to the reasons they think cause failure, they were asked if they knew personally of an instance of a teacher who has failed. The criterion of failure was the inability of the teacher to be re-elected. Those in the afore-mentioned group knowing such a teacher were asked to check the factors which seemed to contribute to her failure.

College freshman were selected as student respondees because of their recent experience with public school teachers. The teacher sample was obtained from teachers attending summer school, and the administrators were from the field. The students reported knowing of 118 teacher-failures, the teachers group recognizing 100 cases, and the administrators 42 cases. The students and teachers were given a list of ten factors which they thought might cause failure and were told to check the items which in their opinion caused failure among the teachers they knew. The administrators had a list of 15 factors because it was permissable to add any factor not listed. The factors listed in rank order of frequency by the students are the first ten factors; the last five pertain to administrators only and are also listed in rank order frequency. The first number listed after the factor to the basic student list represents the rank order by teachers of the factor, and the second number represents the rank order by administrators. They are:

(1) poor discipline 1,1 (2) temper 2,10, (3) too many dates 7,6, (4) too much intimacy with pupils.6,8, (5) lack of knowledge of subject matter 4, 14, (6) lack of interest in teaching 6,4, (7) lack of cooperation with school officials 5,2, (8) ill health 8, 13, (9) immaturity 10, 15 (10) lack of self-confidence 9, 11, (11) poor methods, (12) lack of sympathy with children, (13) not entering into community activities, (14) laziness, (15) personal unattractiveness.

In conclusion, it is apparent that discipline is listed first by each group. Temper, which is very closely associated with discipline, is ranked high by students and teachers, but not so high by principals. Too many dates and intimacy with pupils are both ranked in the upper half in importance by students and principals, but both are placed slightly lower by the teachers themselves. Lack of knowledge of subject matter was placed about midway by all groups, although teachers and students ranked it higher than administrators. Lack of cooperation with school officials was ranked of equal importance to discipline by the principals, about midway by teachers, and lower by pupils. Ill health, immaturity and lack of self-confidence were the lowest three in the analysis of each group.

A study made by Monahan and Jarman[1] in 1935 differed from other studies reviewed in that they made a comparison

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[1]John L. Monahan and A. M. Jarman, "A Comparison of Superior and Inferior Teachers," School Board Journal, XC (April, 1935), 23-24.

of the traits of successful and unsuccessful teachers. To make the comparison it was necessary to determine the most frequent cause of failure among teachers in the county schools of Virginia. The criterion for success rests legally with the local superintendent.

Twenty school superintendents attending a seminar at the University of Virginia cooperated in the study. They were requested to list the most common causes of failure among their teachers. From this information a refined rating sheet of 27 items or reasons for failure was developed. Comparisons were made between 78 inferior and 78 superior teachers paired as nearly as possible with respect to teaching conditions, age, training, and social background. An analysis of the rating sheets for the 78 pairs of teachers seemed to justify the following conclusions. The inferior teacher is usually weak in most or all traits that pertain to teaching efficiency; sometimes there are outstanding exceptions. It is possible for a teacher to be considered a failure because of inferiority with respect to one trait or a small number of traits. The superior teacher usually has a superior rating on most or all traits, and does not rate very low on any trait.

If these two observations are correct, they imply that no device for predicting teaching success would be adequate unless it involved practically all factors which influence teaching success. The difference between the average scores of superior and inferior teachers is least

for those traits which can be evaluated before the teacher has had teaching experience and greatest for those traits which cannot be evaluated until the candidate had taught.

In 1951, Hearn[1] reported a study conducted by the school of Education and the Appointment Service of Stanford University. The purpose of the study was to appraise the work of the teachers placed by the University for the school year 1947-48, and to determine those considered unsuccessful. Results of the appraisal were expected to yield results which might have important implications for the selection, training, and placement of school personnel.

A rating blank was sent to the principal under whose supervision each teacher was employed for a rating value on each of eleven specific items and on general competence as a teacher. Additional statements and comments concerning the teacher's performance were also encouraged. Of the ninety-two blanks sent out, seventy-seven usable replies were returned, or 84 per cent. The results of the numerical scores and additional data classified ten teachers as unsuccessful. Individual case studies were made of the ten teachers which revealed implications for consideration. There is an apparent need to examine critically some factors which have been, heretofore, largely neglected in studies of teaching competence. These include: (1) breadth of training,

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[1]Arthur C. Hearn, "Case Studies of Unsuccessful Teachers," Educational Administration and Supervision, XXXVIII (March, 1951), 171-74.

(2) willingness to work, (3) oral communication, (4) ethical conduct, (5) ability to get along, status of physical and emotional health, and (6) ability to establish rapport with students of varying backgrounds, interests, and needs. Personnel data made available to employers must furnish information of these and other traits and should contain complete records and evaluation of practice-teaching and on-the-job experience of candidates.

Another study concerning unsatisfactory teachers, and one which may be considered in some respects similar to this study, was made by Barsotti[1] in 1952. The purpose of the study was to determine the nature of the unsatisfactory efficiency reports given teachers by their supervisors and principals and to evaluate the effectiveness of reporting such teachers.

A careful screening of personnel records from the files of the San Francisco Bureau of Public School Personnel produced a sample of fifty unsatisfactory teachers for the years 1949-50. The data were obtained from efficiency reports, transfer sheets, memos, reports of special visits to observe a teacher, letters of complaint, notices of adverse ratings, and notices of dismissals. When an unsatisfactory rating was found, the rating description was recorded. The items rated by an administrator as

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[1]Henry F. Barsotti, "Reporting the Unsatisfactory Teacher in California" (unpublished Ed.D. dissertation, Stanford University, 1952).

unsatisfactory were charted as factory of unsatisfactoriness and frequencies established.

The main conclusion reached was that the present plan for reporting teachers in San Francisco is adequate, however the system could be more effective if: (1) the present system was properly used, (2) conclusive anecdotal data that would stand up in a Board of Education Hearing or Court was provided, (3) raters provided teachers with an effective means of self-evaluation, (4) there was a guiding policy of evaluation to aid the rater, as well as inservice training, (5) a more effective, continuing, constructive program of supervision was in force to help and discover the unsatisfactory teacher, (6) all administrators would take decisive action on allegedly unsatisfactory teachers regardless of the distastefulness of the action, and (7) more direct provisions were made for taking care of cases in which physical and mental health are involved.

A study sponsored by the Indiana State Superintendents Association and Indiana University was made by Pisaro[1] in 1958. The purpose of the study was to obtain a sample of critical behavioral characteristics of effective and non-effective teachers to shed light on a controversy concerning standards for teacher preparation and certification. One

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[1]Samuel Edward Pisaro, "A Study of the Critical Elements in Teacher Effectiveness in Indiana City, Town, and Consolidated Schools," (unpublished Ed.D. dissertation, Indiana University, 1958), Dissertation Abstracts, January-April, 1959, p. 1975.

element in the controversy assumes that there is too much emphasis on professional education at the expense of subject matter preparation.

The procedure involved sending requests to 190 superintendents of city, town and consolidated school systems in Indiana seeking precise reasons for dismissal of teachers. Also, information was sought as to the reason superintendents give when they name the most effective and capable teachers in their schools in terms of behaviors, attitudes, and characteristics. Responses were received from 71 superintendents, or 37.4 per cent of the total, providing samples of 196 unsatisfactory teachers and 168 superior teachers.

The conclusions based on analysis of the relationships between types of critical characteristics reported and the background variables were significant in four respects: (1) teachers with relatively little college preparation fail because of a lack of subject matter mastery and poor professional spirit; (2) teachers who fail due to lack of subject matter mastery generally have relatively little previous experience in teaching; (3) teachers of grade six and lower are apparently deficient in professional spirit, community relations ability, and good personal adjustment to a greater extent then they are in knowledge of subject matter and teaching techniques; conversely, teachers of grade seven and higher fail because of their poor teaching techniques and community relations more often than because of lack of personal adjustment, knowledge of subject matter, and professional

spirit; (4) superior teachers at grade six and lower are superior in teaching techniques, whereas, superior teachers in grades seven and higher are superior in areas of professional spirit and knowledge of subject matter.

The most significant variables as related to the superintendent's evaluations were professional training and experience. The findings of the study tend to refute claims made by critics of teacher education who proclaim that teacher-preparation programs have become top-heavy with professional courses, with subsequent downgrading in the caliber of education in the public schools.

A recent study devoted to the causal factors of elementary school student teachers was made by Keem[1] in 1962. The major purpose of this study was to determine causal factors associated with elementary school student teaching failure at Wayne State University, and to discover into what patterns, if any, these causal factors fall.

The sample for the study included 26 students in the Department of Elementary Education who had been refused recommendation for teacher certification. The source of data included the College of Education Records Office, and interviews with Department of Elementary Education supervisors.

The conclusions revealed that: (1) admittance

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[1]George Ernest Keem, "A Study of Selected Elementary School Student Teaching Failures at Wayne State University" (unpublished Ed. D. dissertation, Wayne State University, 1962)

procedures presently used by the College of Education do not appear to effectively identify those likely to fail elementary-school student teaching; (2) appreciable differences exist between the failure group studied and student teaching; (3) causal factors of failure fall into four major classifications, qualities of the person, knowledge of child psychology, methodology of teaching, and skills of communication; (4) the college does not seem to have any organized program for identification and correction of the most frequently listed type of causal factors, that is, qualities of the person; (5) no appreciable difference in the type and number of causal factors listed accrued from taking related classwork at Wayne State University; (6) skills and abilities evaluated in related classwork seemingly are different from those evaluated in student teaching; and (7) student-teaching failure, like student teaching success, is very complex and is due to a multiplicity of causes.

One of the early studies concerning teacher dismissal was made by Simon[1] in 1936. The purpose of the study was to determine the personal and related reasons for teacher dismissal. Data were obtained in the main through interviews with 87 county and 81 town superintendents

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[1]Donald L. Simon, "Personal Reasons For The Dismissal of Teachers In Smaller Schools," Journal of Educational Research, XXIX (April 1936), 585-588.

of Indiana during the years 1927-1933, and involved 76 administrators, 103 male teachers, and 153 female teachers. A total of 1,769 reasons were reported, with causes for administrator dismissal providing 365, male teachers 554, and female teachers 850. The personal and related reasons were classified into 45 statements. A further analysis established six dominant areas of deficiency: (1) leadership, (forcefulness, magnetism, and originality); (2) refinement, (attractiveness, considerateness); (3) cooperation, (dependability and openmindedness); (4) adaptability, (good judgment and self-control); (5) industry, (carefulness, enthusiasm, and progressiveness); and (6) honesty. For the 332 staff members involved, 135 were deficient in leadership; 71 in refinement; 61 in cooperation; 34 in adaptability; 16 in industriousness, and 15 in honesty.

The foregoing evidence stresses the importance of desirable personal traits for success in teaching, but, also, poses the challenge of how to discover deficiencies in personal traits early in a teacher's career, and how to assist the teacher in overcoming them.

A more recent study pertaining to teacher dismissal was made by Griffith[1] in 1958. The purpose of the study was to ascertain the factors that contributed to the dismissal of a group of Iowa secondary school teachers, and

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[1]Leroy H. Griffith, "Reasons for Teacher Dismissal in Public Secondary Schools of Iowa," (unpublished Ph.D. dissertation, State University of Iowa, 1958), Dissertation Abstracts, July-September, 1958, p. 487.

to compare this group of dismissed teachers with a group of reappointed teachers on various personal and professional factors.

Interviews were arranged with 214 Iowa school superintendents to obtain reasons for dismissal of 283 teachers during the five year period from 1952-1957. There were 243 dismissed teachers selected for the sample. For each of the 243 dismissed teachers, a reappointed teacher was selected by the superintendents, and a special study was made of the characteristics, attitudes, and responsibilities of the total sample of 486 teachers. The reappointed teachers were equated with the dismissed teachers for sex, experience and, where possible, by the college attended.

Ratings were obtained from the superintendents at the time of interview for each of thirteen traits pertaining to the dismissed and reappointed teachers. Also, a part of the procedure in order to compare reasons for leaving the schools with those given by the superintendents, a group of 35 dismissed teachers were interviewed. Questions were designed to obtain statements of their attitudes by means of an attitude scale. Similar data were obtained from personal interviews and questionnaires for a group of 37 reappointed teachers.

The conclusions reached were: (1) that inability to control pupils remains a major factor in teacher dismissal as found in earlier studies; however, immorality as a reason for dismissal ranks higher in this study than in

previous studies; (2) that there is a greater tendency for women teachers than for men to be dismissed for reasons of poor staff relationships, eccentric behavior, poor health, unsatisfactory personal habits and neglect of duties; (3) that the probability of dismissal increase inversely with the size of the school, and the probability is greatest that they will be dismissed their first year; (4) that administrators tend to avoid making clear cut suggestions of how to improve those teachers in danger of dismissal; (5) that the chances are two to one that teachers will be allowed to resign, as opposed to being informed of dismissal, and that teachers who have been dismissed are cognizant of the reasons for dismissal whether stated or not; (6) that married women who live in the community are dismissed less frequently than unmarried women teachers; (7) that teaching out of one's major field does not increase the chances of dismissal; (8) that teachers whose performance is unsatisfactory enough to warrant dismissal, tend not to have the respect of their colleagues, pupils, and patrons; (9) that failure to be reappointed in one school system does not seem to lessen significantly the chances of being appointed to a position in another school system; and (10) that the chances are greater that dismissed teachers will be involved in fewer community activities than reappointed teachers.

Probably associated with the problem of the dismissal of teachers are the factors within a school system

which cause teachers to leave the classroom and the profession. This was the problem selected by Walker[1] for a study in 1958. The purpose of his study was to determine the extent and characteristics of teacher loss from secondary schools of Oklahoma, and factors therein which caused teachers to leave the profession in state supported schools.

The records of the Oklahoma Teachers Retirement System, the State Department of Education and 200 questionnaires sent to former teachers selected at random provided the source of data. The replies constituted a 65.5 per cent response. During the years 1954 and 1955, 1,834 teachers withdrew from the retirement system. Seven hundred sixteen were elementary teacher, 687 were secondary teachers, and 426 were employed in some other capacity. Slightly more than half were men, of which 78.8 per cent were married. Single teachers made up 17.4 per cent of the withdrawals. The remainder were divorced, widows, or widowers. The largest per cent of withdrawals, 29.1 per cent were 25-29 years of age, and 60 per cent of these were men. Teachers with one year of experience were most numerous, constituting 14.7 per cent of withdrawals, and teachers in grades nine to twelve ranked highest in number of teachers lost from the various grade levels, totaling 26.8 per cent.

The questionnaires were designed to reveal opinions

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[1]Russell L. Walker, "Factors within the School System of Oklahoma Which Cause Teachers to Leave the Profession" (unpublished Ed.D. dissertation, University of Arkansas, 1958), Dissertation Abstracts, April-June, 1958, p. 1694.

of former teachers regarding factors within schools influencing teachers in their decisions to withdraw from teaching. The findings showed that: (1) almost one-third of the respondents did not feel that they were a permanent part of the community in which they taught; (2) less than half replied that teacher retirement was satisfactory; (3) salary consideration was the most disliked factor in teaching; (4) more security in another type of work; (5) better teaching conditions in another state; and (6) better working conditions in another state were the reasons given by most respondents for leaving the profession.

Review of general studies and literature related to the identification, measurement, and analysis of teaching efficiency and difficulties.

One of the early references pertaining to teacher difficulties, and one which may be considered valuable to anyone investigating the problem is Waples[1] book entitled Problems in Classroom Method, which emphasizes the need for studing directly the classroom problems of teachers or a means of determining the techniques to be used in solving these difficulties. The first part of the book[2] supplies

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[1]Douglas Waples, and R.W. Tyler, Research Methods and Teachers' Problems (The Macmillian Co., New York, 1930), 653 pp.

[2]Ibid., pp. 1-251.

41 case problems with solutions proposed by teachers in service. The solutions are then criticized for the purpose of indicating how many teachers may proceed in working out solutions for similar problems that shall meet the particular conditions of the given school, class, and grade.

The second part of the book[1] contained a classified list of 424 typical difficulties confronting teachers. These difficulties are followed by suggestions for their solution as obtained from professional literature, from teachers in service, and from teachers in training. The function of the material is to help the teacher to analyze a troublesome classroom situation into the specific difficulties involved and to work out solutions for each difficulty that shall satisfy the given classroom conditions.

A further contribution was made by Waples[2] in his article, "Teacher Difficulties as a Basis for Supervision." published in the Second Yearbook of the National Conference of Supervisors and Directors of Instruction. As well as listing supervisory problems responsive to difficulty analysis, Waples also described and illustrated them. The six supervisory problems are:

1. To anticipate the teaching difficulties of be-

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[1] Ibid., pp. 251-609.

[2] Douglas Waples, "Teachers Difficulties as a Basis for Supervision, "Second Yearbook of the National Conference of Supervisors and Directors of Instruction (1929), 77-105.

ginning teachers or of experienced teachers undertaking a new teaching assignment.

2. To help individual teachers recognize the difficulties of which they are only vaguely conscious and to make such difficulties expicit in terms of typical classroom situations.

3. To collect the difficulties which the teachers of a given school, department, or grade are able to define and to organize the difficulties so as to provide a program for systematic supervision of the group of teachers concerned.

4. To evaluate the difficulties with respect to such criteria as frequency, importance, and seriousness for the group of teachers concerned.

5. To analyze a given type difficulty into the specific difficulties it involves in order that the specific difficulties may be more conveniently solved.

6. To collect solutions for the difficulties from available sources and to organize the solutions for the teachers' convenient use.

Selecting teachers with proper emotional characteristics was the purpose of an investigation by Retan[1] in 1943. It was a follow up study of previous work in trying to establish a relationship between emotional maladjustment

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[1]George A. Retan, "Emotional Instability and Teaching Success," Journal of Educational Research, XXXVII (October 1943) 135-140.

in student teachers and success or failure in student teaching. Specifically he wanted to know how well the teachers were performing in the field, and if there was any apparent connection between the individuals success or failure and his emotional adjustment.

A total of 152 teachers were selected for the study, 73 who originally were screened as having emotional stability, and 79 as being unstable in some degree. Their superintendents were asked to rate them on the basis of poor, fair, good, or excellent, and secondly, to indicate whether there was any apparent connection between the individuals success or failure and his emotional adjustment. Teachers who were rated poor or fair were considered to be failures, and those rated good or excellent were considered successful. Of the 73 who had been considered stable, 55 or 75.3 per cent were rated by the superintendents as good or better, and 18 or 24.7 per cent were rated as fair or poor. Of the unstable group of 79 individuals, approximately 50 per cent were rated as good, and the same percentage as poor. For the whole group of 152 teachers, 96 or 63 per cent were rated good.

Some of the reasons reported by superintendents for rating teachers poor who showed emotional stability were: (1) poor scholarship, lack of definiteness; (2) lack of initiative; (3) did not like to teach; (4) non-social; (5) has other interests; (6) inclined to scold; and (7) lazy.

Many supporting statements concerning the unstable group revealed that even teachers who show strong emotional instability may develop in the field and become competent and efficient personalities. The data for the 152 teachers indicates that emotional instability is not conclusive evidence of unfitness for teaching. To exclude all prospective teachers who showed instability would appartently elim- approximately 30 per cent who, by present standards, are classed as good teachers.

In 1944, Hill[1] completed an analysis of 47 studies of teachers' instructional problems published during the period from 1924-1941. A total of 12,372 teachers were surveyed by these studies; an undetermined number of supervisors, principals and superintendents took part. The analyses of these studies revealed that the five types of difficulties most frequently mentioned were: (1) providing for individual differences among pupils; (2) teaching methods; (3) discipline, control, and social development of pupils; (4) motivation of pupils; and (5) directing the study of pupils. The findings of these studies showed that teachers seem to have fewer difficulties in the area of the teachers' personality. Only when problems related to teacher personality were included in a check-list was there much attention given them by teachers.[2]

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[1]George E. Hill, "Teachers' Instructional Difficulties -- A Review of Research, "Journal of Educational Research, XXXVII (April 1944), 614.

[2]Ibid., p. 611.

Additional conclusions drawn from the analyses of these 47 studies were that: (1) the major problems of elementary teachers and secondary teachers were very similar; (2) superviors and teachers agreed rather closely on the teachers' instructional difficulties, and (3) the problems of rural teachers varied considerably from those of the city teachers. In summarizing his review of research, Hill concluded that these findings were only of a general nature because of the fact that the studies reported used many different techniques and methods. Also, the studies failed in many cases to give the data necessary to make the comparisons of any value. For example, in only one of the studies was the number of men and women clearly stated, and in many of the studies there was no indication as to whether the teachers were elementary or secondary.[1]

It is acknowledged in a bulletin of the New York State Education Department[2], that most beginning teachers encounter some serious problems. An analysis of the reports on beginning teachers points out the frequent occurrences of difficulties in areas such as the following: (1) handling problems of control and discipline; (2) adapting to the needs, interests, and abilities of the pupils; (3) motivating pupil interest and response; (4) keeping class routine

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[1]Ibid., pp 605-612.

[2]New York State Department of Education, The First Three Years of Teaching (New York State Education Department, Albany, May 1952) 32 pp

running smoothly; (5) training pupils in methods of study; and (6) keeping records required by the school. The report concluded that classroom control or discipline appears to be the most frequent problem of the new teacher.

A comprehensive study of first-year teachers by the Research Division of the National Education Association was reported by Lambert[1] in 1956. A total of 2,600 classroom teachers participated in the study, which was limited to urban school districts ranging from 2,500 to near one million in population. The study was representative of elementary, junior high school, and senior high school beginning teachers, as well as of the nation's geographic regions.

The problem areas placed very high on the list by the beginning teachers were: (1) completing and maintaining many required official records and reports; (2) becoming familiar with all the specialized services of the school system and how to use them; (3) understanding the goals of the school; (4) planning for and working with gifted and retarded children; (5) handling problems of discipline, and (6) understanding and using courses of study and curriculum guides.[2]

It would seem imperative that orientation and in-service programs be established in urban school systems to help beginning teachers who are aware of their

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[1] Samuel M. Lambert, "Beginning Teachers and Their Education," Journal of Teacher Education VII (December, 1956), p. 347-51.

[2] Ibid., p. 349.

difficulties to overcome them.

Some rather timely throughts expressed by Lewis[1] in 1956 are related to one of the critical educational problems of the current decade, that of teaching in a depressed area, and the difficulties experienced by teachers who teach there. The problem is not exclusive to urban schools, however, it is probably safe to say that urban areas have a higher concentration of pupils in depressed areas then occur elsewhere. The teacher in a substandard section of an urban school system, or for that matter in any substandard community, is often the most promising influence in the entire environment of the youngsters. To be of greatest influence the teacher must understand the environment that produced them. She must understand: (1) the meager stimulation from the parents who often possess only a minimum of education themselves and provide few cultural advantages; (2) the parents lack civic responsibility and often resist Americanization; (3) combating the influences of the street; (4) moral standards are warped and different from acceptable standards in an average community; (5) a built in resistance to law and authority, ranging from indifference, to distrust, to fear, to evasion, to defiance.

Teaching effectiveness will vary with the imagination, resourcefulness, emotional maturity, knowledge of

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[1]Frederick H. Lewis, "Teaching In A Depressed Area, "The Clearing House, XXX (April 1956) 497-498.

the learning process, and with dedication to the task. The single most important quality for the teacher of disadvantaged children as expressed by Lewis is compassion. Lewis says:

> From compassion springs a true understanding of children, as individuals and as members of groups. From it springs enthusiasm for the task and the extra energy needed to do it well. From it spring alertness and sensitiveness to potential problems, patience and the knack of articulating the needs of a child. From compassion springs that flexibility enabling a teacher to function successfully with children whose standards are much different, always striving toward higher standards, not by imposing them but by inducing them. It is compassion which enforces that basic honesty so important in dealing with all children, but especially with those whose environment is not given to subtlety. Finally, it is compassion which provides the courage and the drive to keep at a job that has more than its rightful share of frustration and disappointment.[1]

Another study concerned with the problems of beginning teachers was made in 1957 by Radvansky.[2] The purpose of this study was to identify and analyze the personal and professional characteristics and the problems of secondary school teachers from the beginning of their first year until the end of the probationary period, and to identify administrative procedures employed to help solve these problems.

The survey results from the probationary teachers reporting revealed a total of 1592 problems of which 866 were classified as major problems, and 726 were considered

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[1] Ibid., p. 498.

[2] Michael Radvansky, "A Survey of the Problems of Probationary Teachers in Selected Secondary Schools of Western Pennsylvania and the Administrative Procedures Employed to Solve These Problems," (unpublished Ed.D. dissertation, University of Pittsburgh, 1957), Dissertation Abstracts, September-December, 1957, p. 2485.

minor problems. Instructional problems ranked first among the major areas accounting for slightly over one-half or 50.2 per cent of problems. These generally dealt with the methods and techniques of teaching. Professional relationship problems ranked second with 23.6 per cent reflecting the importance of social contacts and cooperation within the school family organization. Individual or personal problems ranked third, accounting for 20.4 per cent of the problems. The fourth ranking problem area was concerned with community problems, which accounted for 5.8 per cent of the total.

The following major conclusions were reached: (1) increased compensation and fringe benefits would be a good starting point towards helping probationary teachers in their personal problems; (2) probationary teachers lacked proper orientation in many of the participating schools; (3) the teacher should possess a dynamic personality to guide the adolescent toward improved pupil-teacher relationships; (4) in addition to overcrowdedness, physical condition of the classroom and discipline seemed to be the major problems affecting instruction; and (5) the inability to provide for individual differences among pupils is attributed to the wide range of ability in each class as well as the overcrowdedness.

It appears that a cooperative program between the community and school administration is necessary to provide the funds and school organization to correct these problems.

Todd's study[1] in 1958 directed its concern to the success factors in teaching as they may relate to the personality or personal attributes of those who teach. A 50 question self evaluation report in which each teacher chose the 15 questions he or she deemed most important for success in teaching was sent to 176 teachers. Ninety-nine replies were received representing a 56.2 per cent response.

Research in the field of teacher personality adjustment points up the fact that there can be no one set pattern for determining the best teacher personality for success. Aside from the fact that more and better methods of measurement are needed, researchers are recognizing that personality adjustment is an important factor for success in teaching. It is the emotionally disturbed individuals, the remote, resistant, suspicious, over-intellectual, and those so completely controlled by their inner problems that they have lost their adaptability and effectiveness as teachers.

The findings of the study related the ingredients for success are that the teacher: (1) must have a liking for children; (2) have sympathy toward and interest in all abilities and social groups of children; (3) cultivate good human relations; (4) develop good attitudes, because their attitudes are reflected in the attitudes pupils have towards teachers; (5) strive to develop the whole child;

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[1]Annamae Todd, "Teacher Personality: A Factor in Success," Illinois Education XLVI (May, 1958), 356-57.

(6) provide for individual differences; (7) be friendly and honest; (8) develop social awareness of putting oneself in the other fellow's place; (9) be consistent in one's behavior as it denotes emotional stability; (10) have a democratic and tolerant attitude; (11) have faith in humanity and confidence in pupils; and (12) be able to find some virtue in even the most troublesome student.

It can be summed up best in the words of the author:

> The mental attitude... of an individual probably constitutes the most important element of the atmosphere of the classroom. The disgruntled, sour, sarcastic, sharp, and bitter teacher has a general attitude of mind that is most dangerous to the shy, timid, over sensitive child. The suspicious, doubting and supercilious teacher does untold damage to the pupils whose daily life is filled with one long series of threats against his own security. The over anxious, demonstrative, worried teacher has built up an attitude of mind that commonly develops in classroom regression tendencies in pupils, is responsible for baby ways of behaving, and halts the maturing process so essential for the mental health and growth of children. And so it is, in their effect on the personalities of each and every pupil in the classroom these influences emanating from the teacher's attitude of mind are fraught with the greatest possibilities of good or evil.[1]

Perhaps the most extensive study of teacher characteristics ever carried out was completed by Ryans[2] in 1960.. The research involved six years of major study, and included a hundred separate projects. More than 6000

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[1] Ibid., p. 356

[2] David G. Ryans, Characteristics of Teachers, (American Council on Education, Washington, D.C., 1960), pp. 1-70.

teachers in 1700 schools and about 450 school systems participated in various phases of the study. Approximately 100 research personnel served on the project staff. Major objectives of the study were:

1. The identification and analysis of some of the patterns of classroom behavior, attitudes, viewpoints, and intellectual and emotional qualities which may characterize teachers.

2. The development of paper and pencil instruments suitable for the estimation of certain patterns of classroom behavior and personal qualities of teachers.

3. The comparison of characteristics of various groups of teachers.

Much of the study was devoted to determination of correlates of teacher classroom behavior. A factor analysis of data revealed three patterns of teacher behavior: (1) warm, understanding, friendly, versus aloof, egocentric, and restrictive; (2) responsible, businesslike, systematic, versus evading, unplanned, and slipshod; and (3) stimulating imaginative, surgent, versus dull, routine teacher behavior.

A 300 item multiple-choice and checklist self-report inventory of personal preferences, self-judgments, activities, and biographical data titled the Teacher Characteristics Schedule was developed. Numerous item analysis were done using observer assessments and direct-response scales as criteria. Scoring keys were also developed for a large number of teacher groups.

Comparing characteristics of teachers gave the following results:

1. Elementary school married teachers attained more favorable scores on these variables.

2. Teachers from large universities achieved higher scores on stimulating classroom behavior and child centered views.

3. Teachers who had been outstanding students scored higher than other groups on most scales. The only exception dealt with emotional stability.

4. Teachers who claimed they entered teaching because they like school and because of its social service usually scored higher on most of the characteristics. Teachers who entered the profession because they were advised to do so or because of favorable prospects for advancement generally scored lower.

5. Teachers who reported childhood activities as "reading to children" or "playing school", etc. had, higher scores on "friendly, responsible, stimulating" classroom behavior, favorable attitudes toward pupils, and democratic classroom procedures than others.

6. Scores of the older teachers (age 55 and over) were not as favorable as those of younger teachers except on warm, understanding, friendly behavior. Trends for experience were like those for age.

7, At the elementary school level, men and women

teachers differed in only four of the personal-social characteristics studied. Men were less responsible and business-like in classroom behavior and more favorable toward democratic classroom practices, more inclined toward permissive, child-centered educational viewpoints, and more stable emotionally..

8. Teachers from larger schools and larger communities scored substantially higher than others on friendly, stimulating classroom behavior, favorable attitudes toward administrators, verbal understanding, and emotional stability. As a rule teachers from smaller communities scored lower than those from larger communities, except for teachers from the largest cities (1,000,000 and over) who scored about as low as teachers from very small communities.

Teachers were classified as "high" (at least a standard deviation above the mean) and "low" (at least a standard deviation below the mean) on characteristics. Results are summarized by Ryans[1] as follows:

There was a general tendency for high teachers to be extremely generous in appraisals of behavior and motives of other persons; to possess strong interest in reading and literary affairs; to be interested in music, painting, and the arts in general; to participate in social groups; to enjoy pupils' relationships; to prefer non-directive

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[1]Ryans, op. cit., p. 397-98.

(permissive) classroom procedures; to manifest superior verbal intelligence; and to be superior with respect to emotional adjustment. On the other hand, low teachers tended generally to be restrictive and critical in their appraisals of other persons, to prefer activities which did not involve close personal contacts, to express less favorable opinions of pupils, to manifest less higher verbal intelligence, to show less satisfactory emotional adjustment, and to represent older age groups.

Other major reviews and summaries that should be read by anyone seriously interested in further exploration of the field on teacher effectiveness are those by Marsh and Wilder[1], Domas and Tiedeman[2], and Barr and others[3]. These three sources cover most of the major studies and important references concerning teacher competence or effectiveness from 1900 - 1960.

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[1]Joseph E. Marsh and Eleanor W. Wilder, "Identifying the Effective Instructor: A Review of the Quantitative Studies, 1900-1952," United States Air Force Research Bulletin, AFPTRC-TR-54-44 (October, 1954, reprint June, 1967), p. 151.

[2]Simeon J. Domas and David V. Tiedeman, "Teacher Competence: An Annotated Bibliography," Journal of Experimental Education, XIX (December, 1950), 101-212.

[3]A. S. Barr, et al., "The Measurement and Prediction of Teacher Effectiveness - A Summary of Investigations," Wisconsin Studies Monograph, (1961) p. 156.

Summary

The review of related research and literature pertaining to the difficulties encountered by teachers represents some of the major accomplishments related to this important area of study. The studies reported here were selected from the many available sources as being applicable and relevant to the problem under investigation. Mainly, they are studies concerning the problems of beginning teachers, especially elementary teachers; however, secondary teachers have been included because of certain similarities of problems confronting all teachers.

The primary source of data in determining teacher difficulties is from the teachers themselves; however, substantial information was reported by school administrators, and, in some studies, by a combination of both.

Various methods were used to gather data. The most widely used in these studies was the questionnaire checklist method. Other methods included the respondents own listing, interviews, direct observation, problem teacher approach, instrument evaluation, inquiry forms, rating blanks, and school records. The latter seemed to be used less frequently than the other methods.

Because of the diverse nature of the studies and the variation in reporting the findings, any synthesis of the

results of the studies reviewed is rather difficult. Also, the degree to which valid comparisons can be made is restricted because no two investigations used the same system in classifying the difficulties. Most of the studies reviewed presented lists of teacher difficulties in the order of their frequency or in rank order of their seriousness as established by the source reporting.

There appears to be some agreement in that four problems from each of the two lists, one reported by administrators and one reported by teachers, appear among the first ten listed in each group. There are no difficulties, however, that compare exactly in the same rank order of importance as established by frequency between the administrators list and the teachers list.

The ten most important problems of the beginning teacher as determined by administrators are related to: (1) pupil-teacher relationships and discipline; (2) methods and techniques of instruction; (3) lesson planning; (4) individual differences among pupils; (5) meeting the needs and interests of pupils; (6) remedial instruction; (7) use of instructional materials; (8) pupil habits of work and study; (9) classroom management; and (10) community relations.

In comparison, the ten most important problems of beginning teachers as determined by teachers are related to: (1) individual differences among pupils; (2) pupil-teacher relations and discipline; (3) use of instructional materials;

(4) administrative details and routine; (5) oversized classes; (6) evaluation of pupil progress and reporting; (7) general conditions of work; (8) methods and techniques of instruction; (9) motivation; and (10) teaching of reading.

Except for a single problem in each grouping of difficulties expressed by administrators and by teachers, the problems stem from the classroom and are related to the instructional program.

In a majority of the studies reviewed here pertaining to the difficulties encountered mainly by beginning teachers, there appeared to be certain similarities in the findings. A summation of the conclusions should serve to place in better perspective the relationships of each to the total problem. These studies indicate that:

1. Teachers feel and express more difficulties related to their teaching position than their administrators observe and recognize, and are generally not in agreement as to what the difficulties are.

2. The major source of difficulty expressed by beginning teachers is centered in the teaching-learning process, and is focused primarily on the problems encountered in how to teach effectively for the individual differences found among pupils.

3. The major source of difficulty expressed by administrators seems to be centered in the area of teacher-pupil relationships. However, they feel that teachers do a better job with their problems than they think they do.

4. Beginning teachers are able to find solutions to many of their problems as their teaching experience increases, but some of their difficulties continue to be reported at about the same frequency.

5. Despite additional years of teaching experience, problems in caring for the individual differences in pupils persist.

6. Some problems of difficulty are directly related to certain factors inherent in particular teaching situations.

7. Problems of non-urban teachers vary considerably from the problems of urban teachers.

8. Beginning teachers needed more help from administrators and supervisory personnel than they received.

9. It appears imperative that adequate and effective orientation and in-service programs be available to those who need them.

10. Teacher failure, like teaching success, is very complex and due to a multiplicity of causes. However, the main reasons seem to be related to personal qualities, leadership ability, professional preparation, and relationships with others.

11. The prediction of teacher success or effectiveness is hazardous. It appears that any predictive device would not be adequate unless it involved practically all factors that influence teaching success. Many of these factors are unknown. Researchers are recognizing that

personality adjustment is an important factor for success in teaching; however, there does not seem to be any one set pattern for determining the best teacher personality for success.

The review of related research and literature was found to be pertinent to the present study as far as purpose, procedure, and difficulties of elementary teachers are concerned. However, the investigations reviewed suggest the need for a careful re-evaluation of the difficulties of beginning teachers in urban schools in light of more recent problems and teaching demands.

This study differs from most previous investigations in the method or source of information used in determining the difficulties of beginning teachers. It concerns only beginning teachers who were rated unsatisfactory by their administrators, an area in educational research which appears to have received little attention.

CHAPTER III

PROCEDURE OF THE STUDY

Research Procedure in Detroit

The policies and procedures governing research studies conducted in the various schools or departments of the Detroit Board of Education require approval by the Educational Research Department. Such approval is a means for the research department to be cognizant of the purpose and intent of each study conducted in the school system, to insure that such investigation or experimentation is consistent with the aims of education, to protect all school personnel - staff and pupils alike-from exploitation, to help in the formulation of plans for the study, if necessary, and to make suggestions in proceeding with the study. It is specifically understood, however, that the participation of all school personnel is strictly on a voluntary basis. All contacts for participation in the study must be made by the researcher following approval of the investigation.

In as much as this study is specifically concerned with characteristics of unsatisfactory teachers, clearance

for the use of certain personnel records and information was essential in order to obtain the necessary data. Permission was secured from the proper school officials to obtain the pertinent data for the study. Suggestions offered relative to the collection of data and the availability of facilities in the Personnel Department were appreciated. The administrative officials of this large urban school system were interested in learning what difficulties unsatisfactory teachers were facing so that those responsible for supervision and assistance might help in the solution of their practical problems.

Two limitations, however, were placed on the use of data taken from the records. There could be no identification by name of unsatisfactory personnel so that strict confidentiality might be maintained, and that no contact with the unsatisfactory teacher would be permitted. This applied to those who might still be teaching in the system, as well as those who elected to leave, or who were released. These restrictions imposed the first limitations to the study.

Sources of Data

With one exception, the limitations confined the sources of data to official records and reports located in the Departments of Personnel, Administrative and Statistical Reporting, and Payroll. The exception permitted an appraisal by the current principal of the present

performance of a former unsatisfactory teacher.

There were five sources of data. They are: (1) administrative log of unsatisfactory reports maintained by administrative officials in the Personnel Department, (2) the teacher's individual records file, (3) the teacher's sick leave and allowance form, (4) individual school class reports, and (5) interviews with current principals of former unsatisfactory teachers.

Administrative log of unsatisfactory reports. The information provided by this source was extremely helpful in the initial step of the study, that of identifying certified personnel who were officially rated unsatisfactory by their principal. Had it not been for the availability of this source, the identification of unsatisfactory teaching personnel would have been a monumental task of screening some thirty to forty thousand active and inactive teacher record files to make the identification.

The earliest date of record in this source was 194[illegible], with notations being made once each semester. Certified personnel may be marked unsatisfactory at anytime for reasons of emergency, but for the most part such ratings are usually made by November 1, and April 1, each semester.

The data recorded in the reference included: (1) the name of the certified employee, (2) the file number, (3) the position classification, (4) the school assigned, (5) the subject or grade taught, (6) the date of unsatisfactoriness, (7) the school transferred to, (8) the date of transfer,

(9) the subject or grade assigned, and (10) other action.

In all, there were 274 unsatisfactory ratings made from 1947 through 1964 in all classifications. A more detailed treatment of these data will be covered in Chapter IV.

The teacher's individual records file as a source of data. The teacher's cumulative record file provided the major source of data for this study. It is the most comprehensive single source of information available pertaining to an employee. The items filed are those relating only to the qualifications of the individual for teaching or performing the duties for which he is employed, and matters relating to his service as an employee of the Board of Education. The files are used by the Personnel Division for routine purposes of induction, placement, transfer, promotion, or any change affecting the employee's status. They also provide the source documents for the personal and credential information necessary for personal accounting reports. In general, the file includes the following items:

1. Form 4036, Application for a Detroit, Michigan Teaching Position. This is a rather comprehensive form which includes a great deal of personal information and history of the applicant, family relations, past experiences and previous employment, and professional preparation.

2. Form 4037, Credentials Sheet, with verified entry of degrees, certificates, Oath of Allegiance, etc.

3. Official transcript covering degrees granted and additional credit earned.

4. Form 4301, Personnel Action Sheet, showing dates and places of assignments with the Board of Education and dates of temporary separation as evidenced by leaves of absence.

5. Photostatic copies of employee's military service.

6. Form 4068, Verification of Professional Experience, placed on file by previous employers at the request of the employee for purposes of increment credit on salary scale and recommendations.

7. Correspondence from, to, or in behalf of the employee.

8. Health records and results of Board of Education medical examinations.

9. Evaluation records, including reports of tests and interviews from the Psychological Clinic, summaries of committee actions taken in connection with the employee selection process, and service ratings from principals and supervisors. This includes the Form 4045, Special Report of Services of a Certified Employee (Unsatisfactory Teacher Rating). This form provided the source of cumulative performance characteristics of the teacher, which resulted in an unsatisfactory rating.

10. Excerpts or references to special papers, reports, articles, or books written by the employee which are relevant to his status with the Board of Education.

This review of the content of the teacher's individual file implies that the file is rather complete,

comprehensive, and orderly. This is not always true as will be pointed out in the section of this chapter on the collection of data.

The teacher's Sick Leave and Allowance form as a source of data. One variable to be considered in comparing the unsatisfactory with the satisfactory teacher is that of teacher absence from school. The only source for such data in excess of five years is from central records maintained by the payroll department.

The form 6628 - Sick Leave and Allowance form provides an accurate record of all teacher absence, because it is from this record that the balance of sick leave days remaining in an employee's bank is computed and salary is paid or with-held.

Access to this source was made rather difficult by requiring the approval of the superintendent and needing the assistance of one staff member from the payroll department who was familar with the records.

The Elementary Monthly Class Report as a source of data. The Form 533 requested by the Department of Administrative and Statistical Reporting from all elementary schools monthly provided the key as a primary source for selecting a satisfactory teacher matching sample for each unsatisfactory teacher selected for the final sample of unsatisfactory probationary teachers and unsatisfactory contract teachers.

The Form 533 includes enrollment figures, averages,

names of teachers assigned, grades or subjects taught, and whether the teacher is full time or part time. The report must be signed by the principal and serves as an official record for state aid to schools based on enrollment.

The procedure used and the criteria for selecting matching samples for each unsatisfactory teacher will be presented under the section in this chapter pertaining to the sample for study. However, the information needed to satisfy the criteria for matching teachers, and for identifying principals under whom the teacher served was obtained from this source.

The interviews with current principals of former unsatisfactory teachers as a source of data. Probationary teachers who were rated unsatisfactory during the years 1959 through 1964 were selected as the sample for interviews to determine how effectively they were performing now as compared with their previous performance which culminated in the unsatisfactory rating. The period 1959-1964 was used because they are the most recent years, and because these are the years showing a marked increase in unsatisfactory performance of teachers.

Of the 59 unsatisfactory probationary teachers comprising the total sample for the study, 43 were rated unsatisfactory during the years 1959 through 1964. Of this number, only 21 out of 43, or 48.8 per cent, are still teaching in Detroit. It is this group which provides the sample for interview.

Interviews were arranged with current administrators for the 21 teachers to provide data for comparison with the previous performance of teachers still teaching in Detroit.

Sample for the Study

The total sample of unsatisfactoriness reported by administrators on the performance of certified teaching personnel consisted of 274 cases for the years 1947-1964. Apparently, 1947 was the earliest date for which an official record was kept of such reports.

An analysis of the sample revealed that over 50 per cent of the reported cases of unsatisfactory performance occurred in the elementary grades - kindergarten through the sixth. This confirmed the belief of the writer that a greater degree of unsatisfactoriness probably existed among teachers of the elementary grades than at other grade levels. A further analysis of the total sample of 274 reported cases disclosed that there were 143 cases in the elementary grades K-6, 78 in the junior high grades 7-9, 31 in the senior high grades 10-12, 15 in special education, and 7 in guidance, supervisory, and administrative classifications. However, as mentioned in the statement of the problem, this study is concerned specifically with elementary teachers. It is from this group that the sample for study will be determined.

In collating the unsatisfactory reports by years, it was learned that there was little variation in the

number of unsatisfactory ratings during the early years immediately before and after 1950.. A random check of the teacher's individual records for these early years disclosed that the records were somewhat incomplete, and that the deficiencies reported for unsatisfactoriness appeared to be related principally to personal characteristics of the teacher. It was further noted that 65 per cent of the 23 cases under consideration to be eliminated from the total sample were classified as assigned substitutes. Substitute teachers have no contract status, and as such they are not to be considered in this study. Hence, it was suggested by the chairman of the writer's committee, that if justifiable reasons could be found for dropping the early years of the sample, to do so. Therefore, the 23 elementary cases, or 16 per cent of the total sample for the years prior to 1953 were dropped. These included 6 elementary probationary teachers, 2 elementary contract teachers and 15 elementary assigned substitutes.

For further refinement of the sample, the technique of matched-pairs was used. The criteria provided that each unsuccessful teacher be matched with a successful teacher with reference to date of appointment of the teachers at the same school. Also, it was necessary to match each pair by the same sex, with sex taking precedence over date of appointment. In the event that enough successful matching teachers could not be found for a given year, the search could be extended over a three year period, the year

before and the year ahead provided the principal had not changed, or a substantial change in the attendance area boundaries had not occurred.

The matching process involved first, a verification of the unsuccessful teacher's assignment to the school where she received an unsatisfactory rating. This was accomplished by checking the appropriate Elementary Class Report form located in the Department of Administration and Statistical Reporting. This record provides information about the teachers assigned to the school, the grades or subjects taught, the principal, the date of the monthly report, and other data pertaining to room use, enrollment, and class averages.

In as much as no information was available at this point from previous data collected as to when the unsatisfactory teacher was assigned to her school a further search of the Class Reports was necessary. This required returning to the first listing of the teacher's name on the report. Also, it could be determined if there has been any change in the school principal during this interval.

On the report listing the first assignment of the unsatisfactory teacher at the school, the names of other teachers of the same sex were recorded, and wherever possible, teachers teaching the same grade or subject. Although the criteria for matching-pairs did not specify the same grade or subject area, it was possible to match by grade and subject in a majority of cases, an excess of

80 per cent.

It was possible in many instances to record the names of five or six teachers as probable matching-samples. This was especially true in the grade level homeroom assignments, but the selection possibility narrowed in the special subject area such as art, health education, and so forth. Thus, two or three teachers could usually be selected who would probably meet the criteria for the same date of appointment.

Following the procurement of the tentative matching-samples, it was necessary to check the teacher's Personnel Action Sheet - Form 4301 in the Department of Personnel, for the specific dates of appointment to the school in order to select a matching sample which conformed to the criteria. Wherever this failed, as it did in some cases, the master file of all active and inactive employees of the Board of Education was consulted for possible name change. This was followed by a second screening of the Class Reports. It may have been possible to associate a name change with a particular grade, subject, or room assignment assuming it was the same person; however, this could not be considered reliable. A tentative sample of matched-pairs was obtained in this manner which consisted of 59 matched-pairs of elementary probationary teachers, and 19 elementary contract teachers.

A check was made for any substantial boundary changes in each of the schools attendance areas for the

interval of teaching time[1] of each matched-pair. This information was obtained and verified from the Guides to School Boundaries[2] published annually by the Board of Education. Because there were no substantial changes in school boundaries for the schools in the sample or for the interval of teaching time for each matched-pair of teachers, the sample was finalized.

In summary, of the 143 total elementary teachers' sample, 23 were dropped for the years prior to 1953, 13 contract teachers were eliminated because of no matching-sample, 12 probationary teachers, also, were eliminated for the same reason, 7 contract teachers were eliminated because of insufficient data in their personal record file, 4 were eliminated because there was no report on record of an unsatisfactory rating in the teacher's personal record file, and 2 were eliminated because they were assigned substitutes for the years 1953 - 1964.

The matched pair sample for this study will consist of 59 matched pairs of elementary probationary teachers, and 19 matched pairs of elementary contract teachers.

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[1]For definition of the term "interval of teaching time," refer to page 30.

[2]Detroit Public Schools, Guide to School Boundaries, File No. 5924, published annually by Detroit Board of Education.

Collection of Data

The three sources of data as mentioned were the administrative log of unsatisfactory reports, the teacher's individual records file, the teacher's sick leave and allowance form, the elementary school class reports, and the interviews with current principals. Most of these data were obtained from the teacher's individual records file.

The collection of data began with the process of identifying the subjects with which the study is concerned--the unsatisfactory teacher in the Detroit Public School system. For purposes of clarification, an unsatisfactory teacher refers to a teacher who has a cumulative total of many problems. In the opinion of her immediate supervisors, the sum total of characteristics and performance qualities are ineffective in the local school situation. Therefore, an official report stating these facts is required to be filed in each case.

All the facts pertaining to identification of personnel were collected by direct recording of information from the administrative log of unsatisfactory reports of certified personnel and posted on standard file cards. The information consisted of the employee's name and file number, the position and school to which assigned at the time the report was filed, the date of the unsatisfactory report and reassignment details, or other action taken by

the individual or the Department of Personnel. Cards were used for these data because of ease in handling and for subsequent tabulation and various other reasons of control and reference.

For purposes of providing a work and reference form, notebook size ledger type forms were used. The identity and confidentiality of the information recorded pertaining to the unsatisfactory teacher was maintained by using the individual's given name, the initial of his last name, and by reversing the file number.

In delimiting the sample to 143 unsatisfactory elementary teachers, a similar ledger type form was used to record data from the elementary class report forms based on the criteria for selecting a matching sample of one satisfactory teacher for every unsatisfactory teacher. Following refinement of the matched-pairs sample, the ledger type form was used, also, to collect comparative data for the experimental and control groups. The remaining data for the study were collected on the forms used to record data from the teacher's record file, including photostatic copies of unsatisfactory reports. This form and the form used for principal interviews may be referred to in Appendix B.

The collection of data from the teacher's individual record file of the 78 matched-pairs proved to be an extensive process, not only from the standpoint of time, but also because of the many uncertainties concerning the

availability of records.

The office staff in the department of Personnel Records were very helpful but they preferred that the gathering of data be done outside of working hours. This presented an ideal working climate providing assistance was not required by the researcher in locating the necessary records.

During the major period of time these data were being collected, a reorganization and expansion of storage space and facilities for personnel records was in progress, for both active and inactive files. At certain times during the change-over many of the records were not available because they were completely out of order. It was also learned that many of the records of unsatisfactory teachers were often required by administrative department heads and were not available. Some of these records were off the shelf for as long as six months. Office personnel, also, required the use of many records for shorter periods of time making it difficult to locate them. Part of the problem was overcome by calling in advance for assistance in locating some of the hard-to-get records.

A five page form was designed to collect most of the information found in the teacher's record. For the most part, the records were in order and the information could be recorded directly on the form. Some records, however, required rearrangement for effective utilization. The data collected included identification characteristics

of the teacher, marital and family status, the medical officer's evaluation, previous teaching and work experience, teacher selection committee evaluations, high school and colleges attended with inclusive dates, undergraduate honor point averages and degrees granted, student teaching evaluation, graduate school work, date appointed to Detroit, date and report of unsatisfactory performance, and testing and psychological information. Photostatic copies of the report and evaluation of unsatisfactory performance were made to preserve the exact wording for further analysis. It was too voluminous to record by hand.

The package of data for each of the matched pairs was placed in loose-leaf binders according to probationary or contract status, and sequentially by date of the unsatisfactory report. Data pertaining to the date of assignment to a school, and the date of transfer of the unsatisfactory teacher were recorded on the ledger form with the same information for the corresponding matching sample in preparation for the collection of information on teacher absence. Reference was made to the official school calendar for the period from date of appointment to the date of transfer for the unsatisfactory teacher to establish the interval of teaching time in days of service. This provided the limits for recording the days of absence from the Sick Leave and Allowance Form.

In order to compare the present characteristics and teaching performance with the cumulative characteristics

upon which a teacher was judged to be unsatisfactory by a previous principal, an interview form was devised for collecting these data from the principal of the current assignment of the unsatisfactory teacher. The interview provided information of a general nature as well as a five point evaluation of the specific characteristics upon which the teacher previously was rated unsatisfactory. In most cases the principal interviewed was cooperative, and appeared to give an unbiased evaluation of the teacher.

Organization of Data

The organization of data was achieved in three stages: (1) the organization of a retrieval program for key punching and machine processing, (2) the organization of the performance characteristics of unsatisfactory teachers for visual use, and (3) the organization of the opinions or evaluations from the interviews with principals pertaining to the current performance of former unsatisfactory teachers.

The data used in the retrieval program were data pertaining to the personal and professional characteristics of unsatisfactory teachers and their corresponding matching samples. The organization of these data provided the basis for the coding instructions necessary for machine processing.

The first part of the retrieval program established and coded variables for comparative purposes of determining differences between the paired samples. These included comparisons between successful and unsuccessful teachers, male and female teachers, probationary and contract teachers, male and female principals, homeroom and special subject, teachers in three geographic areas of the city - the Inner, Middle, and Outer City, the period of time for the years 1953 through 1958, and 1959 through 1964, and the graduates from Michigan colleges and non-Michigan colleges.

The remaining data were grouped in the retrieval program by personal and professional characteristics. The matched pairs of successful and unsuccessful teachers were coded for identification as well as all the colleges or universities related to the sample. All these data were posted on the MAD (Machine Accounting Data) sheets for control, key punching, and processing.

The organization and refinement of data identifying and describing performance characteristics which resulted in an unsatisfactory rating was a formidable process. The cumulative deficiencies of unsatisfactory performance of a teacher were embodied in a written subjective evaluation by the teacher's principal and supervisor. From these data, the performance characteristics of unsatisfactory teachers were compiled through the process of content analysis by extracting the literal meaning from the

unsatisfactory report.

Berelson,[1] an authority on content analysis as a research technique, defines it as "the objective, systematic, and quantitative description of the manifest content of communication." It is a recognized method for the analysis of written communication designed for a particular problem. The problem in this phase of the study is to determine and analyze the performance characteristics of certain teachers whose deficiencies cumulatively resulted in an unsatisfactory report by their principal and supervisor. The goal is to analyze the content of these reports in a systematic and quantitative manner in terms of what is stated. To preserve the objectivity of those who review the content of the written evaluation, presumably so that the same results will be obtained, categories of analysis are essential.

There are two recommended methods of approach to the content analysis of written communication, the "a priori approach," and the "posteriori approach."[2] The former sets up logical categories in advance of analyzing the content; the latter derives categories from the specific material examined. Both methods were used in

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[1]Benard Berelson, Content Analysis in Communication Research, (The Free Press Publishers, Glencoe, Illinois, 1952) p. 18.

[2]Marie Jahoda, Morton Deutsch, and Stuart W. Cook, Research Methods in Social Relations, (The Dryden Press, New York, 1951) p. 554.

this study.

The writer established 13 provisional categories prior to analyzing the content of the reports. These were based on experience in school administration and certain information found in some of the related research and literature. Approximately twenty-five reports of unsatisfactoriness were analyzed with the assistance of two other professionals with experience as elementary teachers to appraise the adequacy of the provisional categories. These analyses were made separately to determine if the results were substantially the same. The results were found to be substantially the same and refined statements of these characteristics were made.

It was learned that the provisional categories permitted too much latitude and overlapping of characteristics. The categories were revised and 10 classifications were agreed upon as best for categorizing the remaining problems or characteristics as found in the contents of the reports.

In the final analysis there were 175 specific types or difficulties listed under the 10 categories. Every effort was made to be as objective as possible in assigning the classification. Some of the poor performance characteristics were of such nature that categorizing was not as clear cut and decisive as we would have liked.

The 10 major classifications were defined as follows:

Administrative policy and procedure was used as a major category for types of difficulties pertaining to records and reports, promotion and retention, handling funds, enrollment procedures, administrative policies, and school rules.

Under class control and guidance the types of difficulties were included which pertain to controlling pupils, rapport, knowledge of child growth and development, poor judgement, administering punishment, attitudes and social habits, and not gaining respect of pupils.

Classroom organization and management was used as a category for types of difficulties which pertain to maintaining an attractive classroom, providing centers of interest, dispensing and collecting books and materials, grouping, budgeting of time, and standards of safety.

Individual differences was a category used for types of difficulties pertaining to individualizing instruction, adapting materials to the levels of pupils, meeting the needs and problems of pupils, utilizing test results, and being child conscious, not subject conscious.

Materials of instruction and school equipment was used for classifying types of difficulties pertaining to interpreting courses of study, using instructional guides, considering pupils interests, use of teaching aids and devices - audio visual, and the care of materials and equipment.

Methods and techniques of instruction includes types

of difficulties which have to do with the teaching act itself. It is concerned with the knowledge of teaching methods and techniques, motivation of pupils, lesson procedure, balancing group and individualized instruction, establishing work habits, teaching basic skills, and teaching the basic subjects.

Personal characteristics of the teacher was the category which included types of difficulties pertaining to lack of a pleasing personality, lack of personal appearance, lack of poise, emotional stability, self-confidence, and lack of initiative and adaptability.

Planning and preparation includes types of difficulties which have to do with the daily or long range preparation for the teaching act. It is concerned with the knowledge or command over subject matter, long and short range goals, planning and organizing subject matter, availability and use of a teaching schedule, and planning for sequential learning.

Professional growth was used as a category for types of difficulties pertaining to professional zeal, interest, and integrity, analyzing one's own work critically and recognizing one's mistakes, attitude toward and implementation of suggestions, assuming duties and responsibilities, and attending and participating in professional meetings.

Relationships with staff and parents was the category used to include difficulties pertaining to establishing and maintaining proper relationships with the principal,

supervisory personnel, service personnel, parents, and working effectively with fellow teachers.

The unsatisfactory performance characteristics were recorded on index cards according to categories. The information on the card included: (1) the code number of the individual teacher, (2) the school where the teacher was assigned, (3) the grade level, and the position and sex of the person making the rating. Frequencies were established for each characteristic from the above information. These data were collated in tabular form according to categories for visual use and treatment.

Every effort was made to identify and record the specific characteristics of unsatisfactory performance as expressed by the principal or supervisor in their report. These data are both precise and interpretative, obtained objectively through the corroboration of three professionals with elementary school background.

The final collection of data was made through a combination of structured and unstructured interviews with elementary principals having some of the 59 probationary teachers who were rated unsatisfactory between 1959 and 1964 still on their staff. Forty-eight of these teachers accepted a new assignment, however, for undetermined reasons only 21, or 44 per cent are still teaching in Detroit.

Since the purpose of the interviews with the principals was to determine how well the teachers present

performance compared with their past performance based on a rating scale of their unsatisfactory characteristics, the interview could be said to be structured. On the other hand, the interviews could be considered unstructured and flexible because of the general information sought relative to the strong and weak qualities of the teachers, as well as the quality of teachers, generally, compared to a decade ago. This permitted freedom of response with a somewhat systematic procedure for the interviews. It was learned that the interview form[1] helped to preserve a desired degree of formality and helped to prevent casual conversation. The investigator noted that, in order to interpret replies correctly, it was important to consider the respondents' reactions to the questions, their tone of voice, and their hesitations in speaking, all of which helped to gain insight into their true attitudes and feelings. For the most part the respondents cooperated very well with the interviews and appeared to give an accurate and honest appraisal of the teacher.

These data were organized for visual treatment and comparison to determine how well these teachers are performing in relation to their past performance of unsatisfactoriness, which is one of the questions for consideration in the study.

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[1]See Appendix B.

CHAPTER IV

ANALYSIS AND FINDINGS

Processing the Data

After the completion of the procedural aspects of the study as described in the previous chapter pertaining to the data obtained, preparation for the processing of these data at the University of Michigan Computer Center was arranged. All data were processed electronically except the data related to the performance characteristics of unsatisfactory teachers.

The treatment of most data was accomplished by the use of the mean, standard deviation, t-value, and probability levels in establishing differences between two sets of data, the unsatisfactory and the satisfactory teacher. In the few instances where it was necessary to compare more than two means, the analysis-of-variance procedure was used. The chi-square process was employed in situations where it was necessary to compare a number of frequency ratios in testing the hypotheses. The remaining data were placed in tabular form to be described and discussed in terms of frequency and per cent.

In this section the procedures which were used in

the analysis of the data are briefly summarized. The remainder of the chapter will present an exhibit of the data and the findings.

Interpreting the Results

As stated in the previous chapter, the official source of data for teachers considered unsatisfactory was an administrative log of unsatisfactory teacher personnel maintained in the office of the Assistant Superintendent in charge of personnel. The names and dates of unsatisfactoriness were subsequently validated from the individual teacher's personnel file. There were four discrepancies, that is, four names were listed in the administrative log for which no record of unsatisfactory performance could be found in the teacher's personnel file.

Analysis of Sample

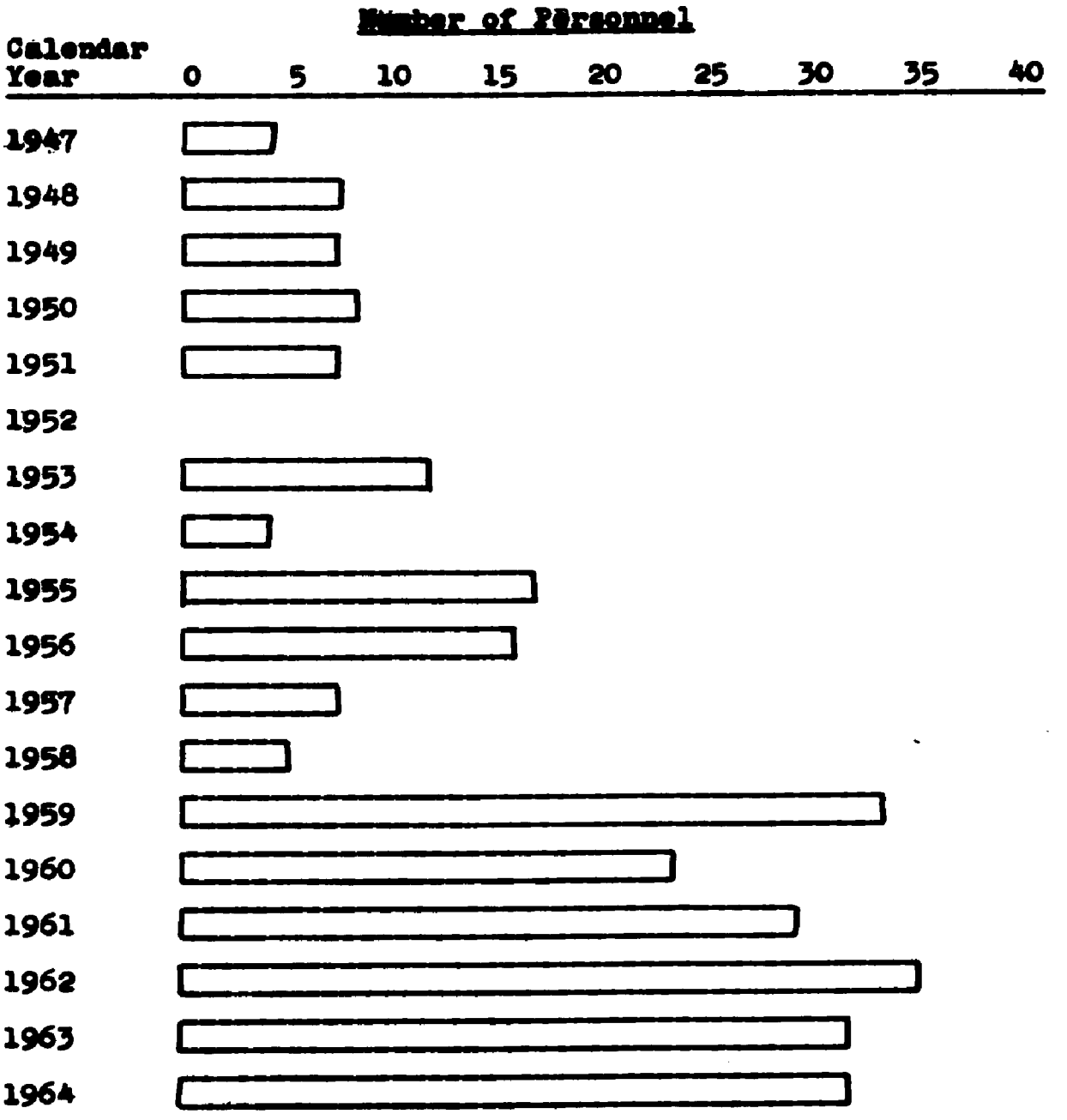
The total number of unsatisfactory personnel in all classifications as verified from the records for the years 1947 through 1964 totaled 274. Figure 2 shows the distribution of the total sample of certified teacher personnel for these years.

During the eighteen year period of 1947-1964 a gradual to sharp increase in unsatisfactoriness is discernable. When compared in six year intervals, a total of 33 unsat-

FIGURE 2

DISTRIBUTION OF UNSATISFACTORY CERTIFIED PERSONNEL ACCORDING TO CALENDAR YEAR FROM 1947-1964

(N=274)



No unsatisfactory ratings in 1952..

isfactory personnel, or 5.5 per year prevailed for the years 1947 through 1952; 59 cases, or 9.8 per year for the years 1953 through 1958; and 182 cases, or 30.3 per year for the years 1959 through 1964. Unsatisfactoriness nearly doubled from the first to the second interval, both in total cases and in average cases per year.

It should be noted, also, that the average cases of 30.3 per year for the years 1959-1964, is four times as great as the average of 7.7 cases per year for the two previous six year periods 1947-1958.

It is obvious that a substantial increase in unsatisfactoriness occurred in the most recent years of the study, 1959-1964.

The line graph in Figure 3 which shows the total sample of unsatisfactoriness of certified personnel in per cents for each of the years, 1947-1964, reveals a similar pattern to the frequency bar graph in Figure 2.

Although the per cents for any one year were less than one per cent of the total teachers in service, the trend of unsatisfactoriness is clearly evident in the latter years. This confirmed the earlier belief of the writer, and lent inspiration to the study.

There were 6294 regular teachers in service in 1947, and 9936 in 1964, or an increase of 57.8 per cent over the eighteen year period.[1]

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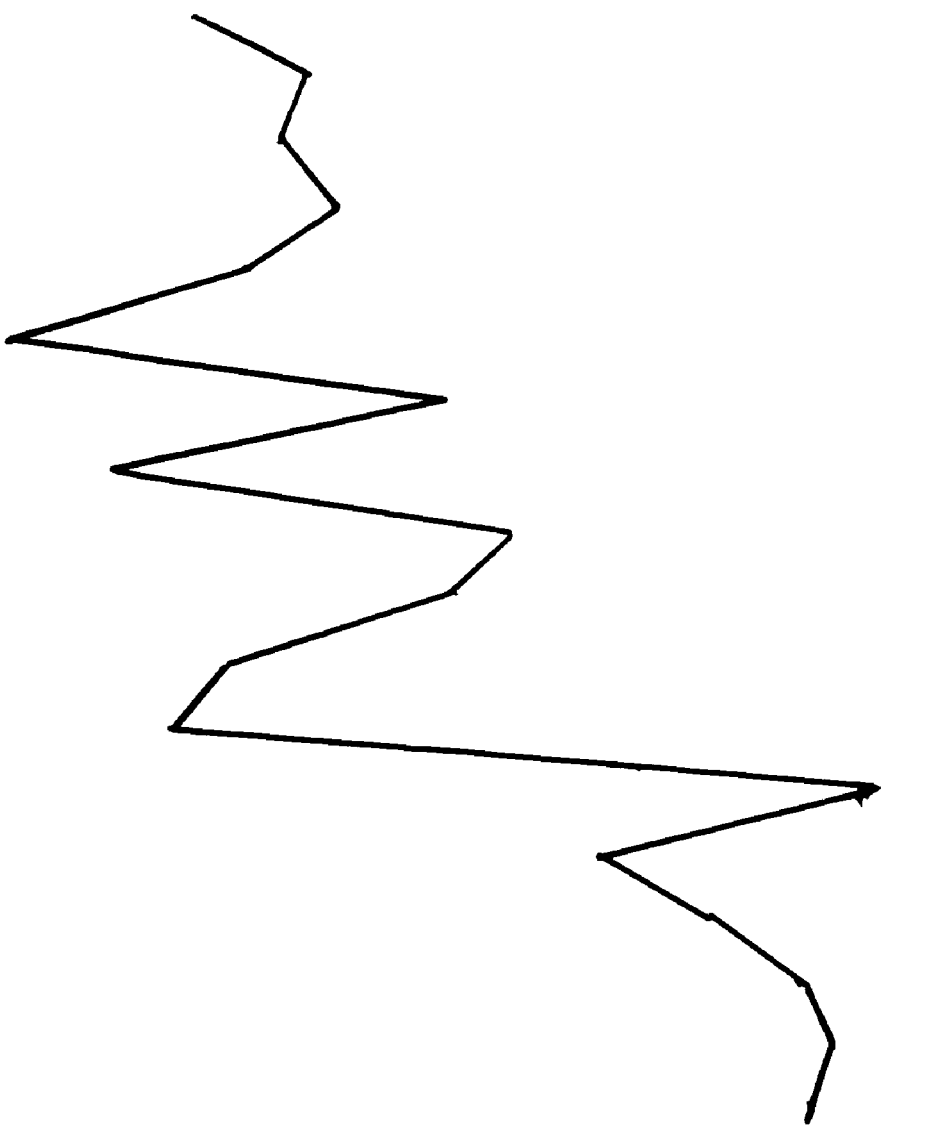
[1] See Appendix A, Table 50.

FIGURE 3

PER CENT OF UNSATISFACTORY TEACHERS IN RELATION TO TOTAL NUMBER OF TEACHERS IN SERVICE FOR THE YEARS 1947-1964

(N=274)

Year	Teachers	Per Cent of Total Personnel Unsatisfactory
1947	6294	
1948	6250	
1949	6915	
1950	7205	
1951	7484	
1952	7777	
1953	7987	
1954	8227	
1955	8492	
1956	8783	
1957	8985	
1958	9271	
1959	9450	
1960	9617	
1961	9803	
1962	9922	
1963	9465	
1964	9936	



The range in total student enrollment for the same period was 223,916 to 294,727, or an increase of 31.6 per cent.

The range in average class size for the same period as determined from the above data was 35.6 pupils per teacher in 1947, to 29.7 pupils per teacher in 1964.

These facts do not substantiate the belief by many teachers that a lower class average produces a more efficient teaching situation. Within the limits of this study, the opposite appears to prevail, namely, as class size per teacher decreased, unsatisfactoriness increased.

Further analysis of the sample by grade classification and special subject areas are displayed in the next four tables.

Table 1 shows the distribution of unsatisfactory teachers by elementary school grades, kindergarten through sixth. With the exception of kindergarten, the greatest frequency of unsatisfactoriness occurred in the first grade with 25 teachers so rated. As for the rest of the grades, the frequency decreased as the grade level increased. Also, as was noted previously, unsatisfactoriness increased from the earlier to the later years of the study.

It is quite noteworthy that a majority of unsatisfactory ratings in elementary homerooms occurred in the first two grades. There were 23 in the first grade and 19 in the second, 29.1 per cent and 24.2 per cent respectively, or 53.3 per cent of 79 unsatisfactory teachers from elementary

TABLE 1

DISTRIBUTION OF UNSATISFACTORY TEACHER PERSONNEL BY ELEMENTARY SCHOOL GRADE, 1947-1964

	School Grades													
	1		2		3		4		5		6		Kdg.		Total*	
	f	Pct.	f	Pct.	f	Pct.	f	Pct.	f	Pct.	f	Pct.	f	Pct.	f	Pct.
1947	00	0.0	01	1.3	00	0.0	01	1.3	00	0.0	00	0.0	00	0.0	02	2.6
1948	00	0.0	01	1.3	01	1.3	00	0.0	00	0.0	00	0.0	01	1.3	03	3.9
1949	01	1.3	02	2.5	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	03	3.9
1950	01	1.3	00	0.0	00	0.0	01	1.3	00	0.0	00	0.0	00	0.0	02	2.6
1951	01	1.3	00	0.0	01	1.3	00	0.0	00	0.0	01	1.3	00	0.0	03	3.9
1952	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1953	01	1.3	01	1.3	01	1.3	01	1.3	01	1.3	00	0.0	00	0.0	05	6.5
1954	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1955	00	0.0	00	0.0	01	1.3	00	0.0	00	0.0	00	0.0	00	0.0	01	1.3
1956	01	1.3	01	1.3	00	0.0	00	0.0	00	0.0	01	1.3	00	0.0	03	3.9
1957	00	0.0	00	0.0	00	0.0	00	0.0	01	1.3	01	1.3	00	0.0	02	2.6
1958	00	0.0	00	0.0	00	0.0	00	0.0	01	1.3	00	0.0	00	0.0	01	1.3
1959	02	2.5	04	5.2	00	0.0	00	0.0	00	0.0	02	2.5	02	2.5	10	12.7
1960	05	6.3	01	1.3	02	2.5	01	1.3	01	1.3	00	0.0	00	0.0	10	12.7
1961	02	2.5	02	2.5	00	0.0	02	2.5	00	0.0	00	0.0	00	0.0	06	7.5
1962	05	6.3	02	2.5	01	1.3	01	1.3	02	2.5	00	0.0	00	0.0	11	13.9
1963	02	2.5	02	2.5	01	1.3	02	2.5	00	0.0	00	0.0	00	0.0	07	8.8
1964	02	2.5	02	2.5	01	1.3	00	0.0	01	1.3	02	2.5	02	2.5	10	12.6
Total	23	29.1	19	24.2	09	11.6	09	11.5	07	9.0	07	8.9	05	6.3	79	100.7

*Two unsatisfactory resource teachers not included.

homerooms..

Such occurrences in these formative years of the reading program may indicate the great need for improved selection procedures for teachers of these grades.. Any improvement to minimize pupil deficiencies in this critical area of the learning process is imperative..

Table 2 shows the distribution of unsatisfactory teachers in the special subject areas of art,, health education,, science, social studies,, vocal music,, library,, auditorium, and instrumental music..

Two of these special subject areas, art and health education,, accounted for nearly one-half,, or 48.6 per cent of the unsatisfactory ratings.. There were 20 teachers or 32.4 per cent rated unsatisfactory in art,, and 10 teachers or 16.2 per cent in health education.. The 50 per cent increase of unsatisfactoriness of art teachers over health education teachers should signal special attention to the selection and assistance of elementary art teachers..

Since both of these special subject areas are the non-academic class type where the organization of activities,, materials,, and equipment is of prime importance as opposed to the more sedentary atmosphere in the regular classroom,, some inferences may be drawn about the certain special qualifications of these teachers..

The increase of unsatisfactoriness over the eighteen year period reveals that the six year interval of 1959-1964 accounted for 59.8 per cent of the total cases of unsatisfactoriness among special subject elementary teachers, with

TABLE 2

DISTRIBUTION OF UNSATISFACTORY TEACHER PERSONNEL BY ELEMENTARY SCHOOL SPECIAL SUBJECT AREAS, 1947-1964

	Special Subject Areas[a]															
	Art		H. Ed.		Sci.		Soc. S		V. Mus		Lib.		Aud.		Total	
	f	Pct.	f	Pct.	f	Pct.	f	Pct.	f	Pct.	f	Pct.	f	Pct.	f	Pct.
1947	00	0.0	00	0.0	00	0.0	01	1.6	00	0.0	00	0.0	00	0.0	01	1.6
1948	01	1.6	00	0.0	00	0.0	01	1.6	00	0.0	00	0.0	00	0.0	02	3.2
1949	00	0.0	00	0.0	01	1.6	00	0.0	00	0.0	00	0.0	00	0.0	02	3.2
1950	01	1.6	02	3.3	00	0.0	00	0.0	00	0.0	01	1.6	00	0.0	04	6.5
1951	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	01	1.6	00	0.0	01	1.6
1952	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1953	00	0.0	01	1.6	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1954	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	01	1.6	00	0.0	01	1.6
1955	02	3.3	01	1.6	02	3.3	00	0.0	01	1.6	00	0.0	00	0.0	06	9.8
1956	02	3.3	01	1.6	00	0.0	00	0.0	01	1.6	00	0.0	00	0.0	04	6.5
1957	00	0.0	00	0.0	01	1.6	00	0.0	00	0.0	00	0.0	00	0.0	01	1.6
1958	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	01	1.6	01	1.6
1959	04	6.5	02	3.3	01	1.6	01	1.6	02	3.3	01	1.6	00	0.0	11	17.9
1960	03	4.8	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	03	4.8
1961	00	0.0	01	1.6	00	0.0	01	1.6	00	0.0	00	0.0	01	1.6	03	4.8
1962	02	3.3	00	0.0	01	1.6	01	1.6	01	1.6	01	1.6	00	0.0	06	9.7
1963	05	8.0	01	1.6	01	1.6	00	0.0	02	3.3	00	0.0	00	0.0	09	14.5
1964	00	0.0	01	1.6	02	3.3	01	1.6	00	0.0	01	1.6	00	0.0	05	8.1
Total	20	32.4	10	16.2	09	14.6	07	11.2	07	11.4	06	9.6	02	3.2	61	98.6

[a]One rating in Inst. Music, 1953 equals 1.6 per cent.

24.3 per cent and 16.1 per cent occurring from 1953-1958, and 1947-1952 respectively..

The second classification of data by school divisions from the total sample pertains to the junior high school and represents grades seven, eight, and nine. Unlike elementary school teacher assignments which are by grade level except in the special subject areas, teacher assignments in the junior high schools are made according to their subject specialization comprising any of the three grade levels. Therefore, the tabular data shown in Table 3 is a distribution of unsatisfactory teacher personnel by junior high school subject areas from 1947-1964.

There was a total of 78 unsatisfactory junior high school teachers in 12 subject areas during the eighteen year period.. Twenty-four and one-half per cent were English teachers, 19.2 per cent were mathematics teachers, and 12.9 per cent were social studies teachers, comprising a majority of 56.6 per cent.

Though these subject areas represent requirements which must be fulfilled by all junior high students, the teacher does not have a heavier schedule.. All junior high teachers carry an average teaching load of five classes, unless they have an equalized load because of special assignments in their field..

The areas of homemaking, foreign language, and industrial arts accounted for an additional 28.4 per cent of the twelve subject areas.. Together with the first three

TABLE 3

DISTRIBUTION OF UNSATISFACTORY TEACHER PERSONNEL BY JUNIOR HIGH SCHOOL SUBJECT AREAS, 1947-1964

	Subject Areas													
	English		Mathematics		Social Studies		Homemaking		Foreign Lang.		Shop		Bus. Educ.	
	f	Pct.	f	Pct.	f	Pct.	f	Pct.	f	Pct.	f	Pct.	f	Pct.
1947	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1948	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	01	1.3	00	0.0
1949	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1950	00	0.0	01	1.3	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1951	01	1.3	00	0.0	00	0.0	02	2.6	00	0.0	00	0.0	00	0.0
1952	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1953	02	2.6	00	0.0	01	1.3	00	0.0	01	1.3	00	0.0	00	0.0
1954	00	0.0	00	0.0	01	1.3	00	0.0	00	0.0	00	0.0	00	0.0
1955	00	0.0	00	0.0	01	1.3	00	0.0	00	0.0	02	2.6	00	0.0
1956	02	2.6	00	0.0	00	0.0	02	2.6	00	0.0	01	1.3	00	0.0
1957	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	01	1.3
1958	01	1.3	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1959	02	2.6	01	1.3	01	1.3	03	3.8	01	1.3	00	0.0	00	0.0
1960	01	1.3	02	2.6	02	2.6	00	0.0	00	0.0	01	1.3	00	0.0
1961	04	5.1	01	1.3	03	3.8	02	2.6	01	1.3	01	1.3	01	1.3
1962	01	1.3	03	3.8	01	1.3	00	0.0	00	0.0	00	0.0	01	1.3
1963	02	2.6	03	3.8	00	0.0	00	0.0	04	5.1	00	0.0	00	0.0
1964	03	3.8	04	5.1	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
Total	19	24.5	15	19.2	10	12.9	09	11.6	07	9.0	06	7.8	03	3.9

TABLE 3 (Continued)

	Subject Areas					
	Health Educ.	Vocal Music	Art	Audi-torium	Science	Total
	f Pct.	f Pct.	f Pct.	f Pct.	f Pct.	f Pct.
1947	00 0.0	00 0.0	00 0.0	00 0.0	00 0.0	00 0.0
1948	00 0.0	00 0.0	00 0.0	00 0.0	00 0.0	01 1.3
1949	00 0.0	00 0.0	00 0.0	00 0.0	00 0.0	00 0.0
1950	01 1.3	00 0.0	00 0.0	00 0.0	00 0.0	02 2.6
1951	00 0.0	00 0.0	00 0.0	00 0.0	00 0.0	03 3.9
1952	00 0.0	00 0.0	00 0.0	00 0.0	00 0.0	00 0.0
1953	00 0.0	00 0.0	01 1.3	00 0.0	00 0.0	05 6.5
1954	00 0.0	00 0.0	00 0.0	00 0.0	00 0.0	01 1.3
1955	02 2.6	00 0.0	00 0.0	00 0.0	00 0.0	05 6.5
1956	00 0.0	00 0.0	00 0.0	00 0.0	00 0.0	05 6.5
1957	00 0.0	00 0.0	00 0.0	00 0.0	00 0.0	01 1.3
1958	00 0.0	00 0.0	00 0.0	00 0.0	00 0.0	01 1.3
1959	00 0.0	00 0.0	00 0.0	00 0.0	00 0.0	08 10.3
1960	00 0.0	01 1.3	00 0.0	00 0.0	00 0.0	07 9.1
1961	00 0.0	02 2.6	00 0.0	00 0.0	00 0.0	15 19.3
1962	00 0.0	00 0.0	00 0.0	00 0.0	00 0.0	06 7.7
1963	00 0.0	00 0.0	00 0.0	00 0.0	01 1.3	10 12.8
1964	00 0.0	00 0.0	00 0.0	01 1.3	00 0.0	08 10.2
Total	03 3.9	03 3.9	01 1.3	01 1.3	01 1.3	78 100.6

subject areas mentioned, these accounted for 85 per cent of the unsatisfactory ratings in the junior high schools.

In comparing the rate of unsatisfactoriness in the junior high school subject areas in six year intervals for the eighteen year period, the frequencies triple at each interval from the earlier to the later years. The interval of 1959-1964 reveals a sharp rise accounting for 70.7 per cent of the unsatisfactory ratings in the junior high school.

Table 4 provides similar data from the total sample of unsatisfactory teacher personnel and shows the distribution of 31 senior high school teachers in eleven subject areas who were rated unsatisfactory from 1947-1964.

It is noted that the rate of unsatisfactoriness among senior high school teachers is less than half as compared with junior high teachers, and substantially less than elementary teachers.

Unsatisfactoriness occurred in the same subject areas among senior high school teachers as among junior high school teachers. The order established by frequency was English, mathematics, and social studies. These three areas accounted for 55.3 per cent of all senior high school teachers rated unsatisfactory, with industrial arts, business education, and foreign language accounting for an additional 25.9 per cent. Altogether, the aforementioned six of the eleven subject areas represent 81.2 per cent of unsatisfactory teachers in the senior high school.

A sharp rise in unsatisfactoriness was evident, also,

TABLE 4

DISTRIBUTION OF UNSATISFACTORY TEACHER PERSONNEL BY SENIOR HIGH SCHOOL SUBJECT AREAS, 1947-1964

	Subject Areas											
	English		Math.		Shop		Soc. S.		Bus. Ed.		F. Lang.	
	f	Pct.	f	Pct.	f	Pct.	f	Pct.	f	Pct.	f	Pct.
1947	01	3.2	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1948	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1949	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1950	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1951	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1952	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1953	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1954	00	0.0	01	3.2	00	0.0	00	0.0	00	0.0	00	0.0
1955	02	6.7	00	0.0	01	3.2	00	0.0	00	0.0	00	0.0
1956	01	3.2	00	0.0	01	3.2	01	3.2	00	0.0	00	0.0
1957	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1958	00	0.0	00	0.0	00	0.0	01	3.2	00	0.0	00	0.0
1959	00	0.0	00	0.0	00	0.0	00	0.0	02	6.7	00	0.0
1960	00	0.0	00	0.0	01	3.2	00	0.0	00	0.0	00	0.0
1961	01	3.2	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1962	01	3.2	02	6.7	01	3.2	01	3.2	00	0.0	01	3.2
1963	02	6.7	00	0.0	00	0.0	00	0.0	00	0.0	01	3.2
1964	01	3.2	01	3.2	00	0.0	01	3.2	00	0.0	00	0.0
Total	09	29.4	04	13.1	04	12.8	04	12.8	02	6.7	02	6.4

TABLE 4 (Continued)

	Subject Areas										Total	
	H. Ed.		Chem.		H'aking		I. Mus.		Speech			
	f	Pct.	f	Pct.	f	Pct.	f	Pct.	f	Pct.	f	Pct.
1947	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	01	3.2
1948	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1949	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1950	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1951	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1952	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1953	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0
1954	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	01	3.2
1955	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	03	9.9
1956	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	03	9.6
1957	01	3.2	00	0.0	00	0.0	00	0.0	00	0.0	01	3.2
1958	00	0.0	00	0.0	01	3.2	00	0.0	00	0.0	02	6.4
1959	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	02	6.7
1960	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	01	3.2
1961	00	0.0	00	0.0	00	0.0	01	3.2	00	0.0	02	6.4
1962	01	3.2	00	0.0	00	0.0	00	0.0	01	3.2	08	25.9
1963	00	0.0	01	3.2	00	0.0	00	0.0	00	0.0	04	13.1
1964	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	03	9.6
Total	02	6.4	01	3.2	01	3.2	01	3.2	01	3.2	31	100.4

for the six year interval from 1959-1964, which represented 64.9 per cent of the total number of unsatisfactory senior high teachers. This figure was twice as great as the 32.3 per cent for the previous six year interval from 1953-1958.

It would appear that with a majority of unsatisfactory ratings in both junior high and senior high schools prevailing in the subject areas of English, mathematics, and social studies, particular attention in the selection and supervision of teachers for these subjects should be of primary concern to all administrative personnel.

A compilation of the preceding data relating to unsatisfactoriness of teachers in the elementary, junior high, and senior high schools, and the statistical treatment of these data are presented in Table 5 and Appendix A. It should be noted that fifteen special education teachers and seven administrative level personnel were not included in the figures.

As previously stated, the eighteen year period, 1947-1964, from which data were assembled, is divided into three six year intervals for comparison with each of the three school divisions, elementary, junior high, and senior high. A comparison of the rate of unsatisfactoriness between elementary, junior high, and senior high school teachers for each of the three six year intervals reveals that for the period 1947-1952 that $x^2 = 4.37$ and is not significant. For the period 1953-1958, $x^2 = 7.06$ and is significant at the .05 level, indicating a significance of difference in the rate

TABLE 5

NUMBER OF DETROIT TEACHERS RATED UNSATISFACTORY DURING THREE CONSECUTIVE SIX-YEAR PERIODS FROM 1947-1964 ACCORDING TO MAJOR SCHOOL DIVISIONS[a]

	School Divisions[b]									
	Elementary			Junior High			Senior High			
Period I	Unsat. Tchr	Unsat. Per 1000	Tot. Tchr	Unsat. Tchr	Unsat. Per 1000	Tot. Tchr	Unsat. Tchr	Unsat. Per 1000	Tot. Tchr	Total f/1000
1947	03	.65	4595	00	.00	629	01	.93	1070	1.58
1948	05	1.10	4563	01	1.60	625	00	.00	1063	2.70
1949	05	.99	5048	00	1.45	691	00	.00	1176	2.44
1950	06	1.14	5260	02	2.78	720	00	.00	1225	3.92
1951	04	.73	5463	03	4.01	748	00	.00	1272	4.74
1952	00	.00	5677	00	.00	778	00	.00	1323	.00
Subtot.	23	4.61		06	9.84		01	0.93		15.38
Period II										
1953	07	1.20	5830	05	6.26	799	00	.00	1358	7.46
1954	01	.17	6006	01	1.22	823	01	.71	1399	2.10
1955	07	1.13	6199	05	5.89	849	03	2.08	1444	9.10
1956	07	1.09	6412	05	5.69	878	03	2.01	1493	8.79
1957	03	.46	6559	01	1.11	899	01	.65	1527	2.22
1958	02	.30	6768	01	1.08	927	02	1.27	1576	2.65
Subtot.	27	4.35		18	21.25		10	6.72		32.32

[a]Fifteen special education teachers and seven administrative personnel were not included in this table..

[b]Refer to Appendix A, Table 51, for chi-square values between school divisions and six-year intervals of periods I, II, and III.

TABLE 5 (Continued)

	School Divisions									
	Elementary			Junior High			Senior High			
Period III	Unsat. Tchr	Unsat. Per 1000	Tot. Tchr	Unsat. Tchr	Unsat. Per 1000	Tot. Tchr	Unsat. Tchr	Unsat. Per 1000	Tot. Tchr	Total f/1000
1959	21	3.04	6899	08	8.47	945	02	1.24	1607	12.75
1960	14	1.99	7020	07	17.67	962	01	.61	1635	20.27
1961	09	1.26	7156	15	15.31	980	02	1.20	1667	17.77
1962	17	2.35	7243	06	6.05	992	08	4.74	1687	13.14
1963	16	2.32	6909	10	10.56	947	04	2.48	1610	15.36
1964	16	2.21	7253	08	8.05	994	03	1.78	1689	12.04
Subtot.	93	13.17		54	66.11		20	12.05		91.33
Totals	143	22.13		78	97.20		31	19.70		139.03

of unsatisfactoriness of junior high school teachers over elementary or senior high school.. For the period 1959-1964, a significance of difference also exists in favor of the junior high school over the elementary and senior high schools, but with a higher level of probability.. Here chi-square equals 27.88 and is significant at the .01 level..

A comparison of the rate of unsatisfactoriness of elementary, junior high, and senior high school teachers for all of the six year periods 1947-1964 reveals significance of differences for all three of the school classifications. The rate for elementary teachers indicates $\chi^2 = 28.85$ and is significant at the .01 level for the period 1959-1964. The

rate for junior high teachers indicates $x^2 = 23.72$ and is significant, also, at the .01 level for the same interval 1959-1964.. The rate for senior high school teachers indicates $x^2 = 10.79$ with a less highly significant rate at the .05 level.

Thus it appears that junior high teachers were found to be unsatisfactory at a significantly higher rate than elementary or senior high school teachers in each of the six year periods, except the period 1947-1952.. It should be noted, also, that there was a high significance of difference in the rate of unsatisfactoriness in all school divisions, elementary, junior high, and senior high for the six year interval 1959-1964..

Limitations and Refinement of Sample

Before proceeding with further analysis of data the writer wishes to review certain limitations to which he referred previously..

As related in the statement of the problem, the study will be limited to unsuccessful elementary school teachers in the Detroit Public Schools.. It was noted, also,. that there were a minimum of unsatisfactory ratings during the early years, 1947-1952. A review of the teacher's personnel files disclosed that the records were somewhat incomplete and vague.. Furthermore, of the twenty-three unsatisfactory cases under consideration for possible elimination, 65 per cent of them were classified as assigned substitutes and

were not considered in this study. Approval was given by the chairman of the writer's committee to eliminate these few unsatisfactory cases. There were twenty-three cases, or 16 per cent of the total sample, for the years prior to 1953 that were eliminated. They included six elementary probationary teachers, two elementary contract teachers, and fifteen assigned substitutes.

It may be recalled, also, that the final sample would be determined by the number of matching samples of satisfactory teachers that could be paired with each unsatisfactory elementary teacher. A final sample of fifty-nine matched-pairs of elementary probationary teachers and nineteen elementary contract teachers was obtained.

Analysis of Professional Characteristics

Treatment of data and comparisons of professional characteristics pertain to the teachers' collegiate records of academic accomplishments and the results of Detroit Board of Education evaluations used in the selection and appointment of teachers. These include such variables as semester hours of college credit, honor point averages in certain areas of their college program, and Board of Education evaluations in general intelligence, general culture in various subject areas, adjustment inventory, and personnel committee evaluations.

Table 6 displays differences in the professional

TABLE 6

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF UNSATISFACTORY AND SATISFACTORY TEACHERS IN SEMESTER HOURS OF CREDIT AND HONOR POINT AVERAGE FOR THE YEARS 1953-1964

	Unsatisfactory			Satisfactory			
Semester Hours	N	M[a]	SD	N	M[a]	SD	t-Value
Total hours at the time of appointment	78	133.6	3017	78	122.1	24.1	26.10**
Professional courses	77	54.4	28.9	78	48.8	29.6	1.20
Teaching field	78	53.0	28.5	78	45.2	27.5	1.74
Student teaching	74	06.8	02.8	74	07.0	02.9	0.34
Hours beyond B.S.	46	28.4	17.1	40	22.1	14.1	1.87
Hours beyond M.A.	07	15.6	06.9	05	15.2	11.5	0.07

[a]Mean number of semester hours of credit earned.

	Unsatisfactory			Satisfactory			
Honor Point Average	N	M[b]	SD	N	M[b]	SD	t-Value
At time of appointment	78	1.68	.40	78	1.67	.36	.21
Professional courses	78	1.81	.38	78	1.96	.38	2.45**
Teaching field	78	1.68	.48	77	1.58	.48	1.27
Student teaching	76	1.98	.54	78	2.34	.54	4.12*

[b]Mean honor point average based on "A"=3.0.

*Significant at the .01 level.

**Significant at the .05 level.

characteristics of unsatisfactory and satisfactory teachers in the number of semester hours of college credits earned at their date of appointment as a probationary teacher in Detroit, as well as their honor point average. The honor point scale is based on "A" being equal to three. Some of the classifications under these two variables are self-explanatory; however, two of them need clarification. Professional courses refer to the education, related psychology, and child growth and development courses taken in the teacher's program. Teaching field concerns all subjects taken as majors and minors required as preparation for their teaching areas.

Significant differences exist in three out of ten areas treated, with two of these favoring the satisfactory group of teachers.

In total semester hours of credit accumulated at the time of appointment, unsatisfactory teachers had a mean of 133.6 hours, while satisfactory teachers had a mean of 122.1 hours. The t-value was 2.61 which is significant at the .05 level. If a mean difference of 11.5 hours of credit can be interpreted as being better prepared to teach, then the unsatisfactory teachers were better prepared than their matching samples, the satisfactory teachers.

The mean semester hours of credit in professional courses, teaching field, and hours beyond the bachelor's and master's degrees slightly favored the unsatisfactory teachers, while the mean hours in student teaching favored

the satisfactory teachers.

In comparing the two groups by total honor point average at time of appointment there was no appreciable difference. However, the honor point average in the teaching field reveals a slight difference of one-tenth of a point in favor of the unsatisfactory teachers. In professional courses, the mean honor point average was 1.81 for the unsatisfactory teachers and 1.96 for the satisfactory group which was significant at the .05 level.

The final area of comparison by honor point average is in student teaching and significantly favors the satisfactory teachers. The mean for the unsatisfactory and satisfactory matching sample is 1.98 and 2.34 respectively which is significant at the .01 level.

Table 7 presents a composite of comparisons on seven evaluation variables used by the Detroit Board of Education in the evaluation and selection of teachers in terms of mean decile scores.

Hereafter, when decile rankings are given they may be referred to in the interpretation of data by the descriptive scaling used in the teacher's personnel file. Evaluation scores falling in the first and second deciles are considered "undesirable", if in the third and fourth deciles they are considered "doubtful", the fifth and sixth deciles are "average", the seventh and eighth deciles "good", and ninth and tenth decile ratings are "superior".[1]

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[1]Refer to Appendix A, Table 53.

TABLE 7

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF UNSATISFACTORY AND SATISFACTORY TEACHERS AS DETERMINED BY DETROIT BOARD OF EDUCATION EVALUATIONS FOR THE YEARS 1953-1964

Evaluation Variables	Unsatisfactory Mean	Unsatisfactory S.D.	Satisfactory Mean	Satisfactory S.D.	t-Value
Adjustment Inventory	4.85	3.10	4.42	3.00	0.86
General Intelligence[a]	5.77	2.97	5.06	3.42	0.39
General Culture	3.88	3.08	2.72	2.85	2.44*
Social Studies	3.78	3.26	2.62	2.82	2.37*
Literature	3.45	3.07	2.56	3.04	1.80
Science	3.65	3.04	2.59	2.90	2.22*
Fine Arts	4.42	3.50	3.24	3.17	2.19*
Mathematics	2.41	2.57	1.65	2.17	1.97

*Significant at the .05 level.

[a]Mean ratings have letter equivalents (refer to Appendix A, Table 53). All other ratings are in mean deciles. The first decile is low and the tenth is high.

The first three, Adjustment Inventory, General Intelligence, and General Culture deserve brief descriptions. The remaining five, social studies, literature, science, fine arts, and mathematics, need no further explanation except to say they serve to measure general ability in these subject areas.

The Adjustment Inventory instrument is a Detroit-made paper and pencil test of personality. There are over

one hundred questions pertaining to traits.. Each question is followed by five possible responses.. The subject chooses the answer which, in his judgment, most nearly fits him..

The General Intelligence Test is a paper and pencil group test, and is, also, a Detroit-made test.. It is comprised of eight parts, namely, information, vocabulary, verbal reasoning, number relations, visual relations, spelling, verbal relations, and reading..

The General Culture Test is another primary instrument used in the selection of teachers in Detroit, and is published by the Cooperative Test Service of the American Council on Education. It has been used, also, as one of the major instruments in the National Teacher Examinations conducted under the auspices of the American Council on Education.

The following four tables present comparisons in general culture and in the three subject areas of social studies, science, and fine arts, which were all significant statistically..

Table 8 shows the differences in decile ratings of unsatisfactory and satisfactory teachers on the Detroit Board of Education General Culture evaluative instrument for the years 1953-1964.

The performance of the general culture test decidedly favors the unsatisfactory teachers whose mean decile was 3.88, while the mean decile for the satisfactory teachers was 2.72. The t-value of 2.44 is significant at the .05 level.

TABLE 8

DIFFERENCES IN DECILE RATINGS OF UNSATISFACTORY AND SATISFACTORY TEACHERS AS DETERMINED BY DETROIT BOARD OF EDUCATION EVALUATIONS OF GENERAL CULTURE FOR THE YEARS 1953-1964

General Culture	Unsatisfactory f	Unsatisfactory Pct.	Satisfactory f	Satisfactory Pct.	Total f
1st Decile[a]	18	23	29	37	47
2nd Decile	05	06	09	12	14
3rd Decile	08	10	05	06	13
4th Decile	06	08	05	06	11
5th Decile	07	09	09	12	16
6th Decile	07	09	04	05	11
7th Decile	07	09	03	04	10
8th Decile	08	10	08	10	16
9th Decile	05	06	06	08	11
10th Decile	07	09	00	00	07
Total	78	99	78	100	156
Mean	3.88		2.72		
S.D.	3.08		2.85		
t=	2.44*				

[a]1st Decile is low and 10th is high.

*Significant at the .05 level.

A further examination and analysis according to the above descriptive classifications indicates certain similarities in frequency and per cent between the teacher groups. In the category of "undesirable", there were 23 unsatisfactory teachers representing 29 per cent, and 38 satisfactory teachers representing 49 per cent. Comparisons of the other categories as they pertain to unsatisfactory and satisfactory teachers respectively include: "doubtful" category, 14 teachers, or 18 per cent, and 10 teachers or 12 per cent; "average" category, 14 teachers or 18 per cent, and 13 teachers or 17 per cent; "good" category, 15 teachers or 19 per cent, and 11 teachers or 14 per cent; "superior" category, 12 teachers or 15 per cent, and 6 teachers or 8 per cent.

Thus it may be seen that there were 20 per cent more satisfactory than unsatisfactory teachers considered "undesirable" in general culture, and also, more unsatisfactory teachers than satisfactory teachers in each of the successive upper categories of the range from "doubtful" to "superior".

Table 9 presents the decile ratings of unsatisfactory and satisfactory teachers on the social studies evaluative instrument.

Here, too, the results are similar to the results on the general culture test, that is, favoring the unsatisfactory teachers. In fact, this is true on the following two subject area evaluative instruments.

The mean decile rating for the unsatisfactory teachers on the social studies instrument is 3.78. The mean

TABLE 9

DIFFERENCES IN DECILE RATINGS OF UNSATISFACTORY AND SATISFACTORY TEACHERS AS DETERMINED BY DETROIT BOARD OF EDUCATION EVALUATIONS IN SOCIAL STUDIES FOR THE YEARS 1953-1964

Social Studies	Unsatisfactory f	Unsatisfactory Pct.	Satisfactory f	Satisfactory Pct.	Total f
1st Decile[a]	21	27	27	34	48
2nd Decile	06	08	10	13	16
3rd Decile	09	11	07	09	16
4th Decile	01	01	12	15	13
5th Decile	08	10	03	04	11
6th Decile	04	05	04	05	08
7th Decile	10	13	04	05	14
8th Decile	06	08	02	03	08
9th Decile	03	04	07	09	10
10th Decile	10	13	02	03	02
Total	78	100	78	100	156
Mean	3.78		2.62		
S.D.	3.26		2.82		
t=	2.37*				

[a]1st Decile is low and 10th is high.

*Significant at the .05 level.

decile rating for the satisfactory teachers is 2.62. The t-value is 2.37 which is significant at the .05 level of probability.

Comparing the two groups by descriptive categories: there were 27 unsatisfactory teachers and 37 satisfactory teachers considered "undesirable"; there were 10 unsatisfactory,, and 19 satisfactory teachers considered "doubtful"; there were 12 unsatisfactory and 7 satisfactory teachers considered "average"; 16 unsatisfactory, and 6 satisfactory teachers considered "good"; and 13 unsatisfactory,, and 9 satisfactory teachers considered "superior".

Thus it may be seen that there were more satisfactory teachers who attained less desirable ratings and a greater number of unsatisfactory teachers receiving more desirable ratings.

Table 10 shows the differences in decile ratings between unsatisfactory and satisfactory teachers for the science evaluative instrument..

The mean decile ratings on the science test for the unsatisfactory teachers group is 3.65. The mean decile rating for the satisfactory teachers is 2.59. The t-value is 2.22 which is significant at the .05 level.

Differences by descriptive categories for the two groups reveal that: in the "undesirable" category there were 25 unsatisfactory,, and 37 satisfactory teachers; in the "doubtful" category there were 13 unsatisfactory and 16 satisfactory teachers; in the "average" category there were

TABLE 10

DIFFERENCES IN DECILE RATINGS OF UNSATISFACTORY AND SATISFACTORY TEACHERS AS DETERMINED BY DETROIT BOARD OF EDUCATION EVALUATIONS IN SCIENCE FOR THE YEARS 1953-1964

Science	Unsatisfactory f	Unsatisfactory Pct.	Satisfactory f	Satisfactory Pct.	Total f
1st Decile[a]	20	26	32	41	52
2nd Decile	05	06	05	06	10
3rd Decile	08	10	10	13	18
4th Decile	05	06	06	08	11
5th Decile	07	09	03	04	10
6th Decile	12	15	05	06	17
7th Decile	04	05	07	09	11
8th Decile	06	08	04	05	10
9th Decile	04	05	02	03	06
10th Decile	07	09	04	05	11
Total	78	99	78	100	156
Mean	3.65		2.59		
S.D.	3.04		2.90		
t=	2.22*				

[a]1st Decile is low and 10th is high.

*Significant at the .05 level.

19 unsatisfactory and 8 satisfactory teachers; in the "good" category there were 10 unsatisfactory and 11 satisfactory teachers; and in the "superior" category there were 11 unsatisfactory teachers and 6 satisfactory teachers.

In only one category could it be said that satisfactory teachers as a group faired better than unsatisfactory teachers. In the categorical classification of "good", they held 14 per cent of the ratings as compared to 13 per cent for the unsatisfactory teachers. In the "average" category 24 per cent were unsatisfactory, while only 10 per cent of satisfactory teachers were "average". For the below average categories, 16 per cent of the unsatisfactory teachers were considered "doubtful", while 21 per cent of the satisfactory group were considered "doubtful". As for the "undesirable" category, .47 per cent of the satisfactory teachers and 32 per cent of the unsatisfactory teachers were considered "undesirable".

Table 11 presents the differences found between the unsatisfactory teachers sample, and the satisfactory teachers matching sample for the fine arts evaluative instrument. The results are very similar to the findings in the previous three tables in that they are more favorable to the unsatisfactory teachers than to the satisfactory teachers..

The mean decile ratings in fine arts for unsatisfactory teachers is 4.42, while the mean decile rating for satisfactory teachers is 3.24. The t-value is 2.19 which is significant at the .05 level..

TABLE 11

DIFFERENCES IN DECILE RATINGS OF UNSATISFACTORY AND SATISFACTORY TEACHERS AS DETERMINED BY DETROIT BOARD OF EDUCATION EVALUATIONS IN FINE ARTS FOR THE YEARS 1953-1964

Fine Arts[a]	Unsatisfactory f	Unsatisfactory Pct.	Satisfactory f	Satisfactory Pct.	Total f
1st Decile	20	26	25	32	45
2nd Decile	03	04	06	08	09
3rd Decile	07	09	07	09	04
4th Decile	01	01	09	12	10
5th Decile	10	13	05	06	15
6th Decile	06	08	05	06	11
7th Decile	01	01	08	10	09
8th Decile	06	08	01	01	07
9th Decile	09	11	02	03	11
10th Decile	15	19	10	13	25
Total	78	100	78	100	156
Mean	4.42		3.24		
S.D.	3.50		3.17		
t=	2.19*				

[a]1st Decile is low and 10th is high.

*Significant at the .05 level..

At the lower end of the evaluative scale there were fewer unsatisfactory teachers than satisfactory teachers.. Considered "undesirable" were 30 per cent of the unsatisfactory teachers as compared to 40 per cent of the satisfactory teachers.. For the "doubtful" category there were twice as many satisfactory teachers as unsatisfactory. Only in the "good" category were there more satisfactory than unsatisfactory teachers, actually 9 per cent as compared to 11 per cent.. In the highest categorical rating of "superior", there were twice as many unsatisfactory teachers as satisfactory teachers, specifically twenty-four to twelve..

The following eight tables will show the comparisons of unsatisfactory and satisfactory teachers on eight professional characteristic variables between two six year interval periods, 1953-1958, and 1959-1964.. The variables are: adjustment inventory,, general intelligence, general culture, social studies, literature, science, fine arts, and mathematics..

Table 12 shows the differences between the two groups of probationary teachers on the adjustment inventory evaluation. Variations in the total frequencies of the fifty-nine matching samples are accounted for because of missing information on the adjustment inventory evaluation in the teacher's file..

The mean on this variable for unsatisfactory teachers of 6.62 for the six year interval of 1953-1958 is equivalent to a rating between "good" and "very good" and favors the

TABLE 12

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF 59 UNSATISFACTORY AND SATISFACTORY PROBATIONARY TEACHERS AS DETERMINED BY THE DETROIT BOARD OF EDUCATION ADJUSTMENT INVENTORY EVALUATION BETWEEN THE YEARS 1953-1958 AND THE YEARS 1959-1964

Adjustment Inventory	Unsatisfactory Col. 1 1953-1958 f Pct.	Unsatisfactory Col. 3 1959-1964 f Pct.	Satisfactory Col. 2 1953-1958 f Pct.	Satisfactory Col. 4 1959-1964 f Pct.	Comparing Columns	t-Value
Very Undesirable[a]	01 06	06 14	00 00	01 02		
Undesirable	00 00	02 05	02 13	03 07	1+2	1.02
Very Doubtful	00 00	01 02	02 13	04 09	1+3	2.18*
Doubtful	01 06	03 07	02 13	03 07	1+4	2.30*
Average	02 13	09 21	02 13	05 12	2+3	0.97
Good	03 19	02 05	01 06	06 14	2+4	0.91
Very Good	02 13	05 12	00 00	05 12	3+4	0.17
Superior	04 25	06 14	05 31	01 02		
Very Superior[b]	03 19	02 05	02 13	02 05		
Total	16 100	36 100	16 100	30 100		
Mean	6.62	5.00	5.75	5.10		
S.D.	2.15	2.55	2.54	2.10		

[a]Mean equals 1.00.

[b]Mean equals 9.00.

*Significant at the .05 level.

latter. A mean of 5.00 for unsatisfactory teachers for the six-year period, 1959-1964, is the equivalent of "average". The difference is significant at the .05 level and confirms a higher level of performance for the earlier years.

There is a significant difference in one other area of comparison. This existed between unsatisfactory teachers during the interval 1953-1958 whose mean was 6.62, and that of satisfactory teachers during the interval 1959-1964 whose mean was 5.10, or slightly above the midpoint for "average", and was significant at the .05 level.

It is apparent, also, from the per cent of both groups who scored below average that unsatisfactory teachers performed better than satisfactory teachers. For both intervals, 1953-1958 and 1959-1964, 40 per cent of the unsatisfactory teachers were below average as compared to 64 per cent of the satisfactory teachers. There were, however, 3 per cent more unsatisfactory teachers below average for the period 1959-1964 than satisfactory teachers.

Table 13 presents differences between satisfactory and unsatisfactory probationary teachers on the general intelligence evaluative instrument for the two comparative six-year periods, 1953-1958 and 1959-1964.

Like the previous table and evaluative instrument, the mean scores favored the earlier years of the two six-year intervals and the unsatisfactory teachers.

The mean score for unsatisfactory teachers during the interval from 1953-1958 was 7.50, which is equivalent

TABLE 13

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF 59 UNSATISFACTORY AND SATISFACTORY PROBATIONARY TEACHERS AS DETERMINED BY THE DETROIT BOARD OF EDUCATION GENERAL INTELLIGENCE EVALUATION BETWEEN THE YEARS 1953-1958 AND THE YEARS 1959-1964

General Intelligence	Unsatisfactory Col. 1 1953-1958 f Pct.	Unsatisfactory Col. 3 1959-1964 f Pct.	Satisfactory Col. 2 1953-1958 f Pct.	Satisfactory Col. 4 1959-1964 f Pct.	Comparing Columns	t-Value
D Average[a]	00 00	00 00	00 00	00 00	1+2	.93
C- Average	00 00	02 05	01 06	01 03	1+3	2.70*
C Average	03 19	06 16	00 00	04 13	1+4	3.67*
C+ Average	00 00	06 16	03 19	07 23	2+3	1.73
B- Average	00 00	00 00	00 00	00 00	2+4	2.77*
B Average	02 12	08 22	05 31	05 17	3+4	1.24
B+ Average	00 00	00 00	00 00	00 00		
A- Average	00 00	00 00	00 00	00 00		
A Average[b]	11 19	15 41	07 44	13 44		
Total	16 100	37 100	16 100	30 100		
Mean	7.50	5.33	6.99	4.40		
S.D.	2.45	3.24	2.36	3.36		

[a]Mean equals 1.00.

[b]Mean equals 9.00.

*Significant at the .01 level.

to a letter rating between B+ and A-. During the interval from 1959-1964 the mean score was 5.33 and is equivalent to just above a B-.. The t-value of the means equals 2.70 and is significant at the .01 level..

Significant, also, at the .01 level are the differences in mean scores of satisfactory teachers during the 1953-1958 interval and the 1959-1964 interval, which were 6.69 and 4.40 respectively.

Differences between the unsatisfactory and satisfactory groups occurred between the extremes, the early interval of 1953-1958 for the unsatisfactory teachers and the later interval of 1959-1964 for the satisfactory group. The mean scores were 7.50 which equals a high B+, and 4.40 which equals a high C+. The t-value is 3.67 and is significant at the .01 level.

In comparing the two six-year intervals of time within the same group, it is evident that the mean scores for both groups were significantly higher in the earlier interval of 1953-1958. Conversely, both groups dropped approximately one letter grade from the earlier to the later six-year interval. It is evident, also, that the mean scored favored the unsatisfactory teachers for both intervals of time.

If these general intelligence scores can be used as criteria for the quality of teachers in Detroit, then it can be stated that the general intelligence level of teachers entering the Detroit Public Schools as probationary teachers has dropped the equivalent of approximately one letter rating

from the interval 1953-1958 to the interval 1959-1964..

Table 14 shows the differences in the general culture evaluation and reveals higher mean decile scores in the earlier interval of 1953-1958 for both groups.. The mean decile for the unsatisfactory teachers is 6.00 which is the upper range of "average", while the mean decile for the satisfactory teachers for the same interval is 3.81, or the upper range of the "doubtful" category.. The t-value of the mean is 2.11 and is significant at the .05 level.

Comparison of the interval 1959-1964 for both groups reveals a mean decile of 2.81 for the unsatisfactory teachers, and a mean decile of 2.37 for the satisfactory teachers which places both groups between the categories of "undesirable" and "doubtful"..

A significant difference at the .01 level is revealed for the unsatisfactory group with a mean decile of 6.00 for the interval of 1953-1958, and a mean decile of 2.81 for the interval 1959-1964. A further comparison shows a significant difference at the .01 level between the mean decile of 6.00 for the unsatisfactory group in the interval 1953-1958, and the satisfactory group for the interval of 1959-1964, with a mean decile of 2.37..

Table 15 reveals the differences between the two comparative groups of teachers on the social studies evaluative instrument for the two six year intervals 1953-1958 and 1959-1964..

The mean deciles in social studies continue to follow

TABLE 14

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF 59 UNSATISFACTORY AND SATISFACTORY PROBATIONARY TEACHERS AS DETERMINED BY THE DETROIT BOARD OF EDUCATION GENERAL CULTURE EVALUATION BETWEEN THE YEARS 1953-1958 AND THE YEARS 1959-1964

General Culture	Unsatisfactory Col. 1 1953-1958 f Pct.	Unsatisfactory Col. 3 1959-1964 f Pct.	Satisfactory Col. 2 1953-1958 f Pct.	Satisfactory Col. 4 1959-1964 f Pct.	Comparing Columns	t-Value
1st Decile[a]	01 06	15 35	01 06	21 49	1+2	2.11**
2nd Decile	01 06	02 05	04 25	03 07	1+3	3.62*
3rd Decile	00 00	08 19	00 00	03 07	1+4	4.11*
4th Decile	01 06	03 07	03 19	01 02	2+3	1.20
5th Decile	02 13	03 07	03 19	14 09	2+4	1.72
6th Decile	01 06	02 05	01 06	02 05	3+4	0.70
7th Decile	02 13	03 07	00 00	02 05		
8th Decile	02 13	03 07	01 06	04 09		
9th Decile	01 06	03 07	03 19	03 07		
10th Decile	05 31	01 02	00 00	00 00		
Total	16 100	43 101	16 100	43 100		
Mean	6.00	2.81	3.81	2.37		
S.D.	2.94	2.87	2.74	2.91		

[a]1st Decile is low and 10th is high.

*Significant at the .01 level.

**Significant at the .05 level.

TABLE 15

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF 59 UNSATISFACTORY AND SATISFACTORY PROBATIONARY TEACHERS AS DETERMINED BY THE DETROIT BOARD OF EDUCATION SOCIAL STUDIES EVALUATION BETWEEN THE YEARS 1953-1958 AND THE YEARS 1959-1964

Social Studies	Unsatisfactory Col. 1 1953-1958 f Pct.	Unsatisfactory Col. 3 1959-1964 f Pct.	Satisfactory Col. 2 1953-1958 f Pct.	Satisfactory Col. 4 1964-1964 f Pct.	Comparing Columns	t-Value
1st Decile[a]	02 13	14 33	01 06	20 47	1+2	1.63
2nd Decile	01 06	05 11	02 13	05 12	1+3	2.66*
3rd Decile	00 00	08 19	00 00	04 09	1+4	3.95*
4th Decile	00 00	00 00	06 37	04 09	2+3	1.23
5th Decile	01 06	03 07	02 13	01 02	2+4	2.32**
6th Decile	01 06	02 05	01 06	02 05	3+4	1.27
7th Decile	04 25	04 09	01 06	01 02		
8th Decile	03 19	00 00	00 00	02 05		
9th Decile	00 00	02 05	02 13	03 07		
10th Decile	04 25	05 11	01 06	01 02		
Total	16 100	43 100	16 100	43 100		
Mean	5.69	2.98	4.00	2.14		
S.D.	3.05	3.20	2.61	2.82		

[a]1st Decile is low and 10th is high.

*Significant at the .01 level.

**Significant at the .05 level.

the same pattern as on the other evaluative instruments, that is, higher mean deciles prevail in the earlier interval years, and the mean deciles favor the unsatisfactory teachers..

The mean decile for unsatisfactory teachers during the six year interval 1953-1958 was 5.69 and considered "average", while the mean decile for the 1959-1964 interval was 2.98 and considered "doubtful".. The means have a t-value of 2.66 which is significant at the .01 level..

The mean decile for the satisfactory teachers during the 1953-1958 interval was 4.00 which is the upper range of "doubtful", and for the 1959-1964 interval the mean decile was 2.14 which is more "undesirable" than "doubtful".. The means have a t-value of 2.32 which is significant at the .05 level..

A significant difference is noted also between the mean of 5.69 for unsatisfactory teachers during the years 1953-1958, and the mean of 2.14 for the satisfactory teachers during the years 1959-1964.. The t-value is 3.95 and is significant at the .01 level..

In Table 16, concerning the differences in the evaluative areas of literature, the mean decile for unsatisfactory teachers during the 1953-1958 interval was 4.88, and was nearly in the "average" category, while the mean decile for the 1959-1964 interval was 2.60, and was in the "undesirable" category.. The means have a t-value of 2.55, and are significant at the .05 level..

The mean decile for satisfactory teachers during

TABLE 16

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF 59 UNSATISFACTORY AND SATISFACTORY PROBATIONARY TEACHERS AS DETERMINED BY THE DETROIT BOARD OF EDUCATION LITERATURE EVALUATION BETWEEN THE YEARS 1953-1958 AND THE YEARS 1959-1964

	Unsatisfactory		Satisfactory			
	Col. 1 1953-1958	Col. 3 1959-1964	Col. 2 1953-1958	Col. 4 1959-1964	Comparing Columns	t-Value
Literature	f Pct.	f Pct.	f Pct.	f Pct.		
1st Decile[a]	01 06	18 42	05 30	20 46	1+2	1.41
2nd Decile	01 06	04 09	02 13	06 14	1+3	2.55**
3rd Decile	01 06	01 02	02 13	03 07	1+4	2.76*
4th Decile	04 25	07 16	00 00	00 00	2+3	0.66
5th Decile	02 13	03 07	02 13	03 07	2+4	0.86
6th Decile	00 00	02 05	00 00	01 02	3+4	0.31
7th Decile	00 00	02 05	01 06	03 07		
8th Decile	03 19	01 02	02 13	02 05		
9th Decile	02 13	01 02	00 00	03 07		
10th Decile	02 13	04 09	02 13	02 05		
Total	16 101	43 99	16 101	43 100		
Mean	4.88	2.60	3.25	2.40		
S.D.	2.94	3.03	3.36	3.10		

[a]1st Decile is low and 10th is high.

*Significant at the .01 level.

**Significant at the .05 level.

the 1953-1958 interval was 3.25 which is in the "doubtful" category,, and for the 1959-1964 interval was 2.40 which is between the categories of "undesirable" and "doubtful".

In comparing the extremes,, unsatisfactory teachers for the years 1953-1958 with a mean decile of 4.88, and satisfactory teachers for the years 1959-1964 with a mean decile of 2.40, the t-value of 2.76 is significant at the .01 level.

Table 17 presents the differences in the results of the evaluative instrument in science.. The mean decile for unsatisfactory teachers during the 1953-1958 interval was 5.00, which is "average", while the mean decile for the 1959-1964 period was considerably lower at 2.98,, which places it in the "doubtful" category.. The means have a t-value of 2.33 and are significant at the .05 level..

The mean decile for the satisfactory teachers during the 1953-1958 interval was 4.09,, which is considered "doubtful".. For the 1959-1964 interval the mean decile was 2.26 which is barely above "undesirable".. The means have a t-value of 2.08 which is significant at the .05 level..

Significant differences are evident once again in the extremes.. The unsatisfactory teachers for the years 1953-1958 have a mean decile of 5.00,, and the satisfactory teachers for the years 1959-1964 have a mean of 2.26 The t-value of the means is 3.19 which is significant at the .01 level..

Table 18 shows the differences attained by unsatisfactory and satisfactory teachers on the fine arts evaluative instrument.. The mean decile for unsatisfactory teachers

TABLE 17

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF 59 UNSATISFACTORY AND SATISFACTORY PROBATIONARY TEACHERS AS DETERMINED BY THE DETROIT BOARD OF EDUCATION SCIENCE EVALUATION BETWEEN THE YEARS 1953-1958 AND THE YEARS 1959-1964

	Unsatisfactory		Satisfactory			
	Col. 1	Col. 3	Col. 2	Col. 4		
	1953-1958	1959-1964	1953-1958	1959-1964	Comparing Columns	t-Value
Science	f Pct.	f Pct.	f Pct.	f Pct.		
1st Decile[a]	01 06	17 40	03 19	23 54		
2nd Decile	01 06	03 07	00 00	02 05	1+2	1.00
3rd Decile	02 13	03 07	02 13	03 07	1+3	2.33**
4th Decile	01 06	02 05	02 13	03 07	1+4	3.19*
5th Decile	01 06	04 09	01 06	02 05	2+3	1.21
6th Decile	03 19	04 09	03 19	01 02	2+4	2.08**
7th Decile	01 06	02 05	01 06	04 09	3+4	1.06
8th Decile	02 13	03 07	03 19	01 02		
9th Decile	03 19	01 02	01 06	00 00		
10th Decile	01 06	04 09	00 00	04 09		
Total	16 100	43 100	16 101	43 100		
Mean	5.00	2.98	4.00	2.26		
S.D.	2.78	3.17	2.68	3.07		

[a]1st Decile is low and 10th is high.

*Significant at the .01 level.

**Significant at the .05 level.

TABLE 18

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF 59 UNSATISFACTORY AND SATISFACTORY PROBATIONARY TEACHERS AS DETERMINED BY THE DETROIT BOARD OF EDUCATION FINE ARTS EVALUATION BETWEEN THE YEARS 1953-1958 AND THE YEARS 1959-1964

	Unsatisfactory		Satisfactory			
	Col. 1 1953-1958	Col. 3 1959-1964	Col. 2 1953-1958	Col. 4 1959-1964	Comparing Columns	t-Value
Fine Arts	f Pct.	f Pct.	f Pct.	f Pct.		
1st Decile[a]	02 13	15 35	02 13	17 40	1+2	1.95
2nd Decile	00 00	02 05	01 06	04 09	1+3	2.89*
3rd Decile	01 06	05 11	02 13	05 12	1+4	3.62*
4th Decile	00 00	00 00	03 19	03 07	2+3	0.69
5th Decile	02 13	05 11	01 06	02 05	2+4	1.43
6th Decile	00 00	04 09	02 13	00 00	3+4	0.91
7th Decile	00 00	00 00	02 13	04 09		
8th Decile	00 00	03 07	00 00	01 02		
9th Decile	06 37	02 05	00 00	02 05		
10th Decile	05 31	07 16	03 19	05 11		
Total	16 100	43 99	16 101	43 100		
Mean	6.44	3.53	4.19	2.86		
S.D.	3.29	3.47	3.02	3.30		

[a]1st Decile is low and 10th is high.

*Significant at the .01 level.

during the early interval, 1953-1958 was 6.44, which is the top range of "average". For the later interval 1959-1964, the mean decile dropped to 3.53 which is in the "doubtful" category..

The mean decile for satisfactory teachers in the 1953-1958 interval was 4.19 which is between the "doubtful" and the "average" categories.. The mean decile for the later interval of 1959-1964 was 2.86, which also dropped from the earlier interval placing it in the "doubtful" category.

Two comparisons were statistically significant. The mean for unsatisfactory teachers in the 1953-1958 interval was 6.44, and for the 1959-1964 interval was 3.53. The t-value is 2.89, and is significant at the .01 level.

In comparing the unsatisfactory teachers with a mean of 6.44 for the interval 1953-1958, with the satisfactory teachers whose mean was 2.86 for the interval 1959-1964, the t-value equals 3.62 and is significant at the .01 level.

Table 19 reveals the mean differences of unsatisfactory and satisfactory teachers on the mathematics evaluative instrument.. This is the final variable in comparing the two six year intervals for unsatisfactory and satisfactory teachers.

Significant differences are apparent in three comparative areas. The mean decile for unsatisfactory teachers for the interval 1953-1958 was 4.25 which is between "doubtful" and "average". The mean decile for satisfactory teachers during the same interval was 2.31 which is between "undesirable" and "doubtful". The t-value is 2.05 and is significant

TABLE 19

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF 59 UNSATISFACTORY AND SATISFACTORY PROBATIONARY TEACHERS AS DETERMINED BY THE DETROIT BOARD OF EDUCATION MATHEMATICS EVALUATION BETWEEN THE YEARS 1953-1958 AND THE YEARS 1959-1964

	Unsatisfactory		Satisfactory			
	Col. 1 1953-1958	Col. 3 1959-1964	Col. 2 1953-1958	Col. 4 1959-1964	Comparing Columns	t-Value
Mathematics	f Pct.	f Pct.	f Pct.	f Pct.		
1st Decile[a]	02 13	20 46	03 19	24 56		
2nd Decile	01 06	05 12	04 25	06 14	1+2	2.05**
3rd Decile	03 19	06 14	02 13	02 05	1+3	3.34*
4th Decile	01 06	06 14	04 25	03 07	1+4	3.26*
5th Decile	02 13	03 07	01 06	03 07	2+3	1.38
6th Decile	01 06	02 05	00 00	02 05	2+4	1.34
7th Decile	02 13	00 00	01 06	01 02	3+4	0.05
8th Decile	01 06	01 02	01 06	01 02		
9th Decile	01 06	00 00	00 00	00 00		
10th Decile	02 13	00 00	00 00	01 02		
Total	16 101	43 100	16 100	43 100		
Mean	4.25	1.49	2.31	1.47		
S.D.	3.02	1.79	2.06	2.25		

[a]1st Decile is low and 10th is high.

*Significant at the .01 level.

**Significant at the .05 level.

at the .05 level.

There is no appreciable difference between the mean deciles of unsatisfactory and satisfactory teachers for the later interval of 1959-1964 which were 1.49 and 1.47 respectively. In comparing both means with the higher mean of 4.25 for unsatisfactory teachers during the interval 1953-1958, both are statistically significant.. The t-value for the means 4.25 and 1.49 equals 3.34, and is significant at the .01 level.. The t-value for the means 4.25 and 1.47 equals 3,26, and is significant at the .01 level..

The eight evaluative variables used to analyze differences of unsatisfactory and satisfactory teachers between the six year interval of 1953-1958,. and the six year interval of 1959-1964.were much more favorable to the unsatisfactory teachers, and the earlier interval of time, 1953-1958..

Comparing the unsatisfactory and satisfactory teacher groups for the interval 1953-1958,. the mean scores for the unsatisfactory teachers surpasses all mean scores for the satisfactory teachers on all variables.. On the general culture and mathematics instruments the difference was significant at the .05 level.

A comparison of the two groups of teachers for the interval 1959-1964 was very similar. The mean scores for unsatisfactory teachers during these years were better than all scores of satisfactory teachers for the same years except on the Adjustment Inventory instrument.. The mean for satisfactory teachers was 5.10,. and for unsatisfactory tea-

chers it was 5.00. There were no differences between the groups for these years that were statistically significant.

To support the above statement that unsatisfactory teachers' mean scores surpass all mean scores for the two six-year intervals, and that the period of earlier years had higher mean scores than later years, the following statistical evidence in convincing.

In comparing the mean scores of unsatisfactory teachers for the six-year interval of 1953-1958 on all eight variables with the mean scores of satisfactory teachers for the six-year interval of 1959-1964, every variable was statistically significant in favor of the unsatisfactory teachers. The level of confidence for five of the variables was at the .01 level, and for the remaining three variables at the .05 level.

The next three tables will present data to determine if differences exist in the professional characteristics of elementary teachers assigned to schools in the "Inner City", "Middle City", and the "Outer City".[1] The eight variables are the same as in the preceding pages and include: Adjustment Inventory; General Intelligence; General Culture; and the subject areas of social studies, literature, fine arts, and mathematics.

There is no designation of satisfactory or unsatisfactory teachers. The total sample of one hundred fifty-six teachers includes fifty-nine unsatisfactory elementary proba-

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[1]Refer to Figure 1, p. 31.

tionary teachers and their matching samples, and nineteen elementary contract teachers and their matching samples..

Table 20 is a composite exhibit and comparison of the mean decile scores on each of the evaluative instruments for teachers assigned to the "Inner City", "Middle City", and the "Outer City". All mean scores are in mean deciles except for the General Intelligence evaluative instrument which has a letter grade equivalent.[1]

The mean scores on every variable except the Adjustment Inventory increased in ascending order from "Inner City" scores, through "Middle City" scores, to the highest mean scores for the teachers in the "Outer City". On the Adjustment Inventory, "Outer City" schools had the lowest mean score placing them descriptively in the upper range of the "doubtful" category, while the "Inner" and "Middle City" schools maintained mean scores in the upper range of "average".

On the General Intelligence instrument, the variation on mean scores was slight, with "Inner" and "Middle City" schools maintaining mean scores between B- and B. "Outer City" schools mean score was the equivalent of B..

In the subject areas, the lowest mean scores were in mathematics for all school areas, and the highest scores were in fine arts. Significant differences were revealed between "Inner City" and "Outer City" schools on two of the instruments, General Culture and fine arts.

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[1]Refer to Appendix A, Table 53.

TABLE 20

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF 156 ELEMENTARY TEACHERS ASSIGNED TO VARIOUS SCHOOLS IN THE INNER CITY, MIDDLE CITY, AND OUTER CITY FROM 1953-1964 AS DETERMINED BY DETROIT BOARD OF EDUCATION EVALUATIONS

Evaluation Variables	Inner City Col. 1		Middle City Col. 2		Outer City Col. 3		Comparing Columns	t-Value
	M	S.D.	M	S.D.	M	S.D.		
Adjustment Inventory	5.56	3.15	5.81	2.26	4.65	2.75	1+2	0.47
							1+3	0.82
							2+3	1.96
General Intelligence[a]	5.43	1.67	5.52	1.72	5.95	1.46	1+2	0.26
							1+3	1.15
							2+3	1.04
General Culture	2.62	3.02	3.26	2.88	4.58	3.26	1+2	1.12
							1+3	2.35*
							2+3	1.79
Social Studies	2.69	3.03	3.10	2.96	4.42	3.50	1+2	0.70
							1+3	1.96
							2+3	1.67
Literature	2.33	2.99	3.09	3.01	3.79	3.36	1+2	1.30
							1+3	1.71
							2+3	0.92

TABLE 20 (Continued)

Evaluation Variables	Inner City Col. 1 M	S.D.	Middle City Col. 2 M	S.D.	Outer City Col. 3 M	S.D.	Comparing Columns	t-Value
							1+2	0.57
Science	2.72	2.94	3.04	3.02	4.08	3.02	1+3	1.73
							2+3	1.48
							1+2	1.32
Fine Arts	2.97	3.25	3.81	3.32	5.33	3.45	1+3	2.65*
							2+3	1.91
							1+2	0.28
Mathematics	1.82	2.38	1.95	2.29	2.71	2.84	1+3	1.26
							2+3	1.20

*Significant at the .05 level.

[a]Mean ratings have letter equivalents (refer to Appendix A, Table53).. All other ratings are in mean deciles.. 1st decile is low and 10th is high.

Table 21 presents the differences on the General Culture instrument for the "Inner City", "Middle City", and "Outer City" schools..

Comparing "Inner" and "Outer City" schools respectively by per cent and descriptive categories, 56 per cent and 25 per cent of the teachers were considered "undesirable", 11 per cent and 12 per cent were "doubtful", 13 per cent and 17 per cent were "average", 10 per cent and 25 per cent were

TABLE 21

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF 156 ELEMENTARY TEACHERS ASSIGNED TO VARIOUS SCHOOLS IN THE INNER CITY, MIDDLE CITY, AND OUTER CITY FROM 1953-1964 AS DETERMINED BY DETROIT BOARD OF EDUCATION GENERAL CULTURE EVALUATION

General Culture	Inner City Col. 1 f	Inner City Col. 1 Pct.	Middle City Col. 2 f	Middle City Col. 2 Pct.	Outer City Col. 3 f	Outer City Col. 3 Pct.	Comparing Columns	t-Value
1st Decile[a]	13	33	28	30	06	25	1+2	1.12
2nd Decile	09	23	05	05	00	00	1+3	2.35*
3rd Decile	03	08	09	10	01	04	2+3	1.67
4th Decile	01	03	08	09	02	08		
5th Decile	03	08	12	13	01	04		
6th Decile	02	05	06	06	03	13		
7th Decile	00	00	09	10	01	04		
8th Decile	04	10	07	08	05	21		
9th Decile	02	05	06	06	03	10		
10th Decile	02	05	03	03	02	08		
Total	39	100	93	100	24	100		
Mean	2.62		3.26		4.58			
S.D.	3.02		2.88		3.26			

[a]1st Decile is low and 10th is high.

*Significant at the .05 level.

"good", 10 per cent and 18 per cent were "superior"..

The mean decile rating for teachers in the "Inner City" was 2.62 which categorically is "undesirable".. The mean decile rating for teachers in the "Outer City" was 4.58 which is nearly "average". The t-value of the means is 2.35 which is significant at the .05 level..

Table 22 shows the differences on the fine arts evaluative instrument for the "Inner City", "Middle City", and the "Outer City" schools..

Comparing "Inner" and "Outer City" schools by per cent, it is noted that 64 per cent of the teachers in "Inner City" schools were in the lower decile range which placed them in the categories of "undesirable" or "doubtful". Conversely, 67 per cent of the teachers in the "Outer City" schools were in the "average" to upper decile range of "good" and "superior"..

The mean decile rating for teachers in the "Inner City" was 2.97 which descriptively is between "undesirable" and "doubtful".. The mean decile rating for teachers in the "Outer City" was 5.33 which is upper "average".. The t-value of the means is 2.65, which is significant at the .05 level..

It appears that with all mean scores of the teachers' sample on seven out of eight evaluative instruments increasing from the "Inner City" schools to the "Outer City" schools, that teachers with better potential qualifications or abilities as measured by these instruments were teaching in "Outer City" schools.. Only on the Adjustment Inventory evaluations were "Inner City" teacher scores higher than "Outer City"

TABLE 22

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF 156 ELEMENTARY TEACHERS ASSIGNED TO VARIOUS SCHOOLS IN THE INNER CITY, MIDDLE CITY, AND OUTER CITY FROM 1953-1964 AS DETERMINED BY DETROIT BOARD OF EDUCATION FINE ARTS EVALUATION

Fine Arts	Inner City Col. 1 f	Pct.	Middle City Col. 2 f	Pct.	Outer City Col. 3 f	Pct.	Comparing Columns	t-Value
1st Decile[a]	14	36	26	28	05	21	1+2	1.32
2nd Decile	02	05	06	06	01	04	1+3	2.65*
3rd Decile	07	18	07	08	00	00	2+3	1.91
4th Decile	02	05	07	08	01	04		
5th Decile	04	10	10	10	01	04		
6th Decile	02	05	07	08	02	08		
7th Decile	00	00	07	08	02	08		
8th Decile	02	05	02	02	03	13		
9th Decile	00	00	07	08	04	17		
10th Decile	06	15	04	05	05	21		
Total	39	99	93	101	24	100		
Mean	2.97		3.81		5.33			
S.D.	3.25		3.32		3.45			

[a]1st Decile is low and 10th is high.

*Significant at the .05 level.

teacher scores, but not significantly.

Significant differences at the .05 level were confirmed for two of the variables which are twenty-five per cent of the variables used.

Therefore, it could not be stated with absolute confidence that teachers who performed better on the evaluative instruments cited were assigned to "Outer City" schools, but it may be inferred.

It appears relevant at this point to mention that from approximately two hundred twenty-four elementary schools in the city in 1959-60, 21 per cent were in the "Inner City", 48 per cent were in the "Middle City", and 31 per cent were in the "Outer City".

Also, the distribution of the unsatisfactory elementary teacher sample in each of the three geographic regions included "Inner City" 40 per cent, "Middle City" 44 per cent, and "Outer City" 17 per cent.

Possibly, the inference of teachers who performed better on the evaluative instruments may have some relationships to a lower per cent of unsatisfactoriness in "Outer City" schools.

The following four tables will present professional characteristic differences between elementary homeroom teachers and elementary special subject teachers. The variation in the total frequencies of these groups is a natural one because normally there are about twice as many homeroom teachers as special subject teachers in an elementary building due to

many self contained rooms.

Table 23 is a composite of the mean scores on each of the eight evaluative instruments. These variables include Adjustment Inventory, General Intellegence, General Culture, and the subject areas of social studies, literature, fine arts, and mathematics.

The sample for comparison does not designate satisfactory or unsatisfactory groups but does include fifty-nine unsatisfactory elementary probationary teachers and their matching samples. The two comparative groups include 102 homeroom teachers, and 54 special subject teachers.

On every one of the eight variables, the special subject teachers had a higher mean score than the homeroom teachers, three of which were significant. The lowest mean decile scores were in mathematics.

Table 24 presents the differences between homeroom teachers and special subject teachers on the General Culture evaluative instrument. Over one-half of the homeroom teachers had mean decile scores below average. There were 45 per cent considered "undesirable" and 13 per cent were in the "doubtful" category, while special subject teachers had 28 per cent and 20 per cent respectively in these categories. The homeroom teachers had 21 per cent of their mean decile scores in the "average" category, while there were 11 per cent of the special subject teachers considered "average". In the higher categories there were approximately twice as many special subject teachers as homeroom teachers, or 41 per cent and 22 per cent

TABLE 23

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF HOMEROOM TEACHERS AND SPECIAL SUBJECT TEACHERS FOR 156 ELEMENTARY TEACHERS AS DETERMINED BY DETROIT BOARD OF EDUCATION EVALUATIONS FOR THE YEARS 1953-1964

Evaluation Variables	Homeroom		Special Subject		t-Value
	M	S.D.	M	S.D.	
Adjustment Inventory	5.42	2.45	5.83	2.39	0.93
General Intelligence[a]	5.28	1.73	5.84	1.53	1.86
General Culture	2.83	2.80	4.19	3.23	2.58**
Social Studies	2.84	2.90	3.87	3.36	1.89
Literature	2.63	2.81	3.72	3.44	1.99**
Science	2.80	2.95	3.72	3.06	1.79
Fine Arts	3.17	3.05	5.09	3.64	3.29*
Mathematics	1.86	2.33	2.35	2.53	1.17

*Significant at the .01 level.

**Significant at the .05 level..

[a]Mean ratings have letter equivalents (refer to Appendix A, Table 53). All other ratings are in mean deciles. 1st decile is low and 10th is high.

TABLE 24

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF HOMEROOM TEACHERS AND SPECIAL SUBJECT TEACHERS FOR 156 ELEMENTARY TEACHERS FROM 1953-1964 AS DETERMINED BY DETROIT BOARD OF EDUCATION GENERAL CULTURE EVALUATION

General Culture	Homeroom f	Homeroom Pct.	Special Subject f	Special Subject Pct.
1st Decile[a]	35	34	12	22
2nd Decile	11	11	03	06
3rd Decile	08	08	05	09
4th Decile	05	05	06	11
5th Decile	14	14	02	04
6th Decile	07	07	04	07
7th Decile	07	07	03	06
8th Decile	07	07	09	17
9th Decile	07	07	04	07
10th Decile	01	01	06	11
Total	102	101	54	100
Mean	2.83		4.19	
S.D.	2.80		3.23	
t=	2.58*			

[a]1st Decile is low and 10th is high..

*Significant at the .05 level.

respectively.

The mean decile for homeroom teachers was 2.83, and for special subject teachers it was 4.19. The t-value of the means is 2.58 and is significant at the .05 level.

Table 25 shows the professional difference of homeroom and special subject teachers on the evaluative instrument of literature.

In comparing the decile ranking of this variable with the previous General Culture instrument, it follows about the same pattern. Nearly two-thirds or 64 per cent of the homeroom teachers had decile rankings below "average". Forty-nine per cent were "undesirable", 15 per cent were "doubtful", 18 per cent were in the "average" category, leaving 19 per cent above average.

The special subject teachers had slightly over 50 per cent mean decile scores in the below average range, with 39 per cent in the "undesirable" category, 13 per cent in the "doubtful" group, and 11 per cent considered "average". The remaining 37 per cent of mean decile ratings were in the above average categories. This is more than twice the per cent of homeroom teachers whose decile rankings were in the above average category.

The mean decile for the homeroom teachers was 2.63, and the mean decile for the special subject teachers was 3.72. The t-value of the means is 1.99, and is significant at the .05 level.

Table 26 presents the differences of homeroom teachers

TABLE 25

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF HOMEROOM TEACHERS AND SPECIAL SUBJECT TEACHERS FOR 156 ELEMENTARY TEACHERS FROM 1953-1964 AS DETERMINED BY DETROIT BOARD OF EDUCATION LITERATURE EVALUATIONS

Literature	Homeroom f	Homeroom Pct.	Special Subject f	Special Subject Pct.
1st Decile[a]	38	37	18	33
2nd Decile	12	12	03	06
3rd Decile	07	07	03	06
4th Decile	08	08	04	07
5th Decile	11	11	04	07
6th Decile	07	07	02	04
7th Decile	06	06	03	06
8th Decile	04	04	07	13
9th Decile	06	06	03	06
10th Decile	06	06	03	06
Total	102	101	54	101
Mean	2.63		3.72	
S.D.	2.81		3.44	
t=	1.99*			

[a]1st Decile is low and 10th is high.

*Significant at the .05 level.

TABLE 26

DIFFERENCES IN THE PROFESSIONAL CHARACTERISTICS OF HOMEROOM TEACHERS AND SPECIAL SUBJECT TEACHERS FOR 156 ELEMENTARY TEACHERS FROM 1953-1964 AS DETERMINED BY DETROIT BOARD OF EDUCATION FINE ARTS EVALUATIONS

Fine Arts	Homeroom f	Homeroom Pct.	Special Subject f	Special Subject Pct.
1st Decile[a]	33	32	12	22
2nd Decile	07	07	02	04
3rd Decile	11	11	03	06
4th Decile	06	06	04	07
5th Decile	13	13	02	04
6th Decile	09	09	02	04
7th Decile	06	06	03	06
8th Decile	02	02	05	09
9th Decile	06	06	05	09
10th Decile	09	09	16	30
Total	102	101	54	101
Mean	3.17		5.09	
S.D.	3.05		3.64	
t=	3.29*			

[a]1st Decile is low and 10th is high.

*Significant at the .01 level.

and special subject teachers for the fine arts evaluative instrument.. The mean decile for the sample was higher on this instrument than on the other evaluative instruments used as variables with homeroom and special subject teachers..

In comparing the two groups on both sides of the "average" range, 57 per cent of the homeroom teachers' decile rankings were below average with 40 per cent considered "undesirable", and 17 per cent in the "doubtful" category.. Special teacher decile rankings at the opposite end of the scale, or above average, were about equal to the homeroom teachers who were below average.. Thirty-nine per cent of the special subject teachers were in the "superior" category and 15 per cent were "good"..

Homeroom teachers generally had lower decile ratings on all eight variables than did special subject teachers. The two variables of General Culture and literature were statistically significant at the .05 level, and the third variable, fine arts, was significant at the .01 level and favored the special subjects teachers..

From the above evidence it appears conclusive that special subject teachers in this sample had better professional characteristics as determined by the significant differences on more than one-third of the variables and the consistently higher percentage of special subject teachers in the upper decile range.

Table 27 reveals the differences between unsatisfactory and satisfactory elementary teachers according to their

TABLE 27

DIFFERENCES BETWEEN UNSATISFACTORY AND SATISFACTORY ELEMENTARY TEACHERS DURING THE YEARS 1953-1964 AS DETERMINED BY THEIR HONOR POINT AVERAGE IN STUDENT TEACHING

Letter Grade	Honor Point Average	Unsatisfactory f	Unsatisfactory Pct.	Satisfactory f	Satisfactory Pct.
A	3.00	07	9.2	20	25.6
	2.80	00	0.0	02	2.6
	2.70	02	2.6	02	2.6
	2.60	00	0.0	02	2.6
	2.50	05	6.6	07	9.0
	2.40	01	1.3	01	1.3
	2.30	01	1.3	01	1.3
	2.10	01	1.3	02	2.6
B	2.00	41	54.0	33	42.3
	1.80	01	1.3	00	0.0
	1.70	01	1.3	01	1.3
	1.60	01	1.3	01	1.3
	1.50	02	2.6	04	5.0
	1.40	02	2.6	01	1.3
	1.30	01	1.3	00	0.0
	1.20	01	1.3	00	0.0
C	1.00	06	8.0	01	1.3
	.80	01	1.3	00	0.0
	.50	01	1.3	00	0.0
D	.00	01	1.3	00	0.0
	Total	76	99.9	78	100.1
	Mean	1.98		2.34	
	S.D.	.54		.54	
	t=	4.12*			

*Significant at the .01 level.

honor point average in student teaching during the period 1953-1964..

The means for both groups were given in the composite table 6.. Table 27 presents a complete analysis by frequency and per cent.

The honor point averages in the table are not scaled in equal intervals, but are listed sequentially according to the true honor point averages that at least one or more student teachers in the sample attained.

In comparing by per cent it is apparent why significant differences exist between the two groups. There were 25.6 per cent of the satisfactory teachers who averaged "A" in student teaching as opposed to only 9.2 per cent of the unsatisfactory teachers. The per cent with grades of B+ or better were 42.4 per cent and 18.4 per cent respectively. Those student teachers with an average of "B" or better were 89.9 per cent of the satisfactory group and 76.3 per cent of the unsatisfactory group. Ninety-seven and one-half per cent of the satisfactory teachers attained a "B-" or better while only 82.8 per cent of the unsatisfactory teachers had "B-" or better.

None of the satisfactory teachers had an average mark in student teaching below a "C". In fact only one, or 1.3 per cent, had a "C". There were six unsatisfactory teachers, or 8 per cent, who had an average of "C", and three student teachers, or 3.9 per cent, whose average was below "C".

The mean honor point average in student teaching for

the satisfactory teachers was 2.34, and for the unsatisfactory teachers it was 1.98.. The t-value of the means is 4.12 which is significant at the .01 level and favors the satisfactory teachers.

It appears that the statistical evidence from the sample of average grades in student teaching used in this study is still probably one of the more reliable indicators of teaching success in the records of student applicants for teaching positions.

Table 28 shows the differences in Detroit Board of Education selection committee evaluations of 156 elementary teachers. Seventy-eight subsequently were rated unsatisfactory and 78 were considered satisfactory during the years 1953-1964.

As stated earlier in the study, Detroit Board of Education teacher personnel selection committees are assembled as necessary to pass on applicants for Detroit Public Schools teaching positions. Selection committees are usually composed of five members, one from the department of personnel, one from supervision, and the rest from school principal or assistant principal groups.

Each member evaluates a candidate and rates him as "superior", "good", "average", or "doubtful". If a candidate receives more than one "doubtful" vote he is automatically eliminated but may re-apply at a later date.

The means in Table 28 represent the mean number of committee members totaling five, who gave either a "superior",

TABLE 28

DIFFERENCES IN DETROIT BOARD OF EDUCATION SELECTION COMMITTEE EVALUATIONS OF NEW ELEMENTARY TEACHERS WHO SUBSEQUENTLY WERE RATED UNSATISFACTORY OR CONSIDERED SATISFACTORY FOR THE YEARS 1953-1964

Committee Evaluations	Unsatisfactory f	Unsatisfactory Pct.	Satisfactory f	Satisfactory Pct.
Superior Ratings				
Yes votes recorded	07	09	13	17
No votes recorded	71	91	65	83
Total	78	100	78	100
Mean	.12		.24	
S.D.	.43		.63	
t=	1.48			
Good Ratings				
Yes votes recorded	48	62	54	69
No votes recorded	30	38	24	31
Total	78	100	78	100
Mean	1.46		2.01	
S.D.	1.55		1.66	
t=	2.13**			
Average Ratings				
Yes votes recorded	62	79	47	60
No votes recorded	16	21	31	40
Total	78	100	78	100
Mean	2.53		1.53	
S.D.	1.63		1.56	
t=	3.04*			

TABLE 28 (Continued)

Committee Evaluations	Unsatisfactory f	Unsatisfactory Pct.	Satisfactory f	Satisfactory Pct.
Doubtful Ratings				
Yes votes recorded	22	28	09	12
No votes recorded	56	72	69	88
Total	78	100	78	100
Mean	.37		.12	
S.D.	.67		.32	
t=	3.04*			

*Significant at the .01 level. **Significant at the .05 level.

"good", "average", or a "doubtful" rating to seventy-eight candidates who later were rated unsatisfactory, and to the seventy-eight candidates who were considered satisfactory teachers.

The mean number of committee members casting votes in each of the rating categories definitely reveals higher mean votes for satisfactory teachers in the "good" and "superior" categories, and higher mean votes for unsatisfactory teachers in the "average" and "below average" categories.

In the "superior" classification there were twice as many mean number of committee votes cast for satisfactory teachers as for unsatisfactory teachers. The difference, however, was not sufficient to be statistically significant.

The mean number of committee members casting ballots for satisfactory teachers in the "good" category was 2.01.

For unsatisfactory teachers the mean was 1.46. The t-value of the means is 2.13, which is significant at the .05 level and favors the satisfactory teachers.

The mean number of committee members casting ballots for unsatisfactory teachers as "average" was 2.53 and was the highest mean number of committee members' votes. The mean number of "average" committee votes for satisfactory teachers was 1.53. The t-value of the mean is 3.04, which is significant at the .01 level and favors the unsatisfactory sample.

In the final category of "doubtful" the mean number of committee member votes for unsatisfactory teachers was .37, and for satisfactory teachers was .12. The t-value of the means is 3.04, which is significant at the .01 level and favors the unsatisfactory teachers.

It is very evident that committee member observations and evaluations of teacher candidates were quite accurate as seen by the mode of the mean number of committee votes. The mean number of committee votes was consistently high in the better rating categories for teachers who later proved successful. Also, the mean number of committee votes was consistently high in the "average" and "doubtful" categories for those teachers who later proved unsuccessful.

With three out of four categories having significant differences favoring successful selection of teachers, it may be assumed that the committee members were discreet and accurate in their selections.

Table 29 presents the differences of unsatisfactory and satisfactory teachers during the years 1953-1964 based on their early and pre-college environmental background.

As mentioned in the first chapter, one of the great concerns to members of the Board of Education is the belief that teachers entering the Detroit school system with non-urban background and experience may not be able to understand nor meet the needs of children in urban schools and society.

Three variables, locale of birth, pre-college community, and environmental area where high school was completed were the only pertinent data in the teachers' personnel files to determine the extent of urban experiences for the sample..

It is apparent from Table 29 that over 50 per cent of the unsatisfactory teachers and 43 per cent of satisfactory teachers were born in Detroit.. Forty-two per cent of both unsatisfactory and satisfactory teachers were born in states other than Michigan.

The means for the unsatisfactory and satisfactory teacher groups are based on sequential numerical identity from one to five, with Detroit representing one and the category of Other States representing five. The means of 2.64 and 2.92 respectively are not significant between the two groups for locale of birth.

The data pertaining to the kind of pre-college community of unsatisfactory and satisfactory teachers reveals similar results to the comparisons for their locale of birth. Therefore, it may be assumed that with nearly 50 per cent

TABLE 29

DIFFERENCES IN THE EARLY AND PRE-COLLEGE ENVIRONMENTAL BACKGROUND OF UNSATISFACTORY AND SATISFACTORY TEACHERS APPOINTED IN DETROIT FROM 1953-1964 AS DETERMINED BY THEIR LOCALE OF BIRTH, TYPE OF PRE-COLLEGE COMMUNITY AND COMPLETION OF HIGH SCHOOL

Environmental Factors	Unsatisfactory f	Unsatisfactory Pct.	Satisfactory f	Satisfactory Pct.
Locale of Birth				
Detroit	41	53	33	43
Metropolitan Detroit	00	00	01	01
Michigan	04	05	11	14
Bordering state	11	14	05	06
Other state	22	28	28	36
Total	78	100	78	100
Mean	2.64		2.92	
S.D.	1.83		1.80	
t=	.96			
Pre-college Community				
Urban major 1,000,000 plus	49	62	44	56
Urban large 100,000 to 1,000,000	08	10	08	10
Urban small 50,000 to 100,000	06	08	08	10
Urban area 25,000 to 50,000	02	03	02	03
Small town 10,000 to 25,000	06	08	06	08
Village 2,500 to 10,000	03	04	04	05
Rural under 2,500	04	05	06	08
Total	78	100	78	100
Mean	2.14		2.41	
S.D.	1.85		2.02	
t=	.86			

TABLE 29 (Continued)

Environmental Factors	Unsatisfactory f	Unsatisfactory Pct.	Satisfactory f	Satisfactory Pct.
Completion of High School				
Detroit public	38	49	35	45
Detroit non-public	02	03	05	06
Detroit suburban	06	08	03	04
Michigan public	05	06	10	13
Michigan non-public	00	00	01	01
Other state public	25	32	24	31
Other state non-public	01	01	00	00
Other	01	01	00	00
Total	78	100	78	100
Mean	3.55		3.56	
S.D.	2.82		2.68	
t=	.03			

of the sample being Detroit born, and over 50 per cent residing in a major urban community during their pre-college days, that the groups are identical, and that approximately 50 per cent of the sample continued to reside in the community where they were born.

In support of the above statement, it is noted that 17 per cent of the unsatisfactory teachers, and 21 per cent of the satisfactory teachers were living in small town or village communities in their pre-college days ranging in population from 2,500 to 25,000. This left a large majority of beginning Detroit teachers as being from urban or urban-type

communities.

The mean of 2.14 for unsatisfactory teachers and the mean of 2.41 for satisfactory teachers were not significantly different.. The mean for both groups placed them in a range of population from 50,000 to 100,000, which could be considered as providing certain urban experiences..

Comparisons on the last variable, that of the place of completion of high school, the results are almost identical to the two previous variables compared..

A total of 52 per cent of the unsatisfactory teachers completed high school in Detroit as did 51 per cent of the satisfactory teachers. Three per cent and 6 per cent respectively were graduates from non-public high schools in Detroit. Fourteen per cent and 17 per cent respectively were graduated from suburban Detroit high schools or other Michigan public schools.. This left approximately one third of the sample as graduated of out-of-state high schools, some of which probably were in urban communities..

Means of 3.55 for unsatisfactory teachers and of 3.56 for satisfactory teachers in the listing of high school locations in Table 29 places the means between Detroit suburban and Michigan public high schools. The t-value of .03 is not significant..

Because approximately 50 per cent of unsatisfactory and satisfactory teachers were born in urban communities, graduated from an urban high school, and lived in the same pre-college environment, it may be stated with assurance that

the majority of the teachers coming to Detroit have urban experience and background.

Also, as stated previously, from approximately one-third of the new teachers who came from out-of-state a certain percentage of these were probably from urban communities.

Table 30 presents the differences in the interval of time from high school graduation to the granting of a bachelor's degree between unsatisfactory and satisfactory teachers during the years 1953-1964.

Interruptions of a normal progression of study from high school graduation through undergraduate work in college may be symptomatic of problems. Illness, emotional stress, changes in the program of studies with teaching as an afterthought, or a lack of funds are some of the reasons prolonging completion of study. Lengthy interruptions by students may place a teacher candidate in a higher risk category by some employers.

The mean number of years required by unsatisfactory teachers to complete their work for a bachelor's degree as shown in Table 30 is 10.19 years, while for satisfactory teachers, the mean is 7.46 years. However, the t-value is 1.94 and is just below the point of significance. The number of years for acquiring a bachelor's degree after high school graduation ranged from three years to the interval of forty-one to forty-five years. Both teacher groups had one teacher each at both intervals.

Comparing the groups by per cents, it is noted that

TABLE 30

DIFFERENCES IN THE INTERVAL FROM HIGH SCHOOL GRADUATION TO THE GRANTING OF A BACHELOR'S DEGREE BETWEEN UNSATISFACTORY AND SATISFACTORY TEACHERS IN DETROIT FOR THE YEARS 1953-1964

Years	Unsatisfactory f	Unsatisfactory Pct.	Satisfactory f	Satisfactory Pct.
03	01	1.2	01	1.2
04	32	41.0	47	60.3
05	08	10.2	06	7.7
06	05	6.4	03	4.0
07	06	7.7	03	4.0
08	01	1.2	04	5.1
09	02	2.6	01	1.2
10	03	4.0	01	1.2
11-15	03	4.0	06	7.7
16-20	03	4.0	00	0.0
21-25	03	4.0	01	1.2
26-30	07	9.0	01	1.2
31-35	03	4.0	02	2.6
36-40	00	0.0	01	1.2
41-45	01	1.2	01	1.2
Total	78	100.5	78	99.8
Mean	10.19		7.46	
S.D.	9.66		7.83	
t=	1.94			

the satisfactory teachers consistently have a greater percentage completing their work for a degree in a shorter period of time than the unsatisfactory teachers. There was 41 per cent of the unsatisfactory teachers and 61 per cent of the satisfactory teachers who finished their bachelor's degrees in the normal four year period. In only two of the time intervals did unsatisfactory teachers surpass satisfactory teachers. For the eight year interval, 1.2 per cent of unsatisfactory teachers were listed, while there were 5.1 per cent of satisfactory teachers requiring eight years to finish. In the eleven to fifteen year interval there were 4 per cent of the unsatisfactory teachers and 7.7 per cent of the satisfactory teachers.

Although the difference in the means on this variable lacks only four one-hundredths of a point in t-value of being significant, variations in the length of time required from high school graduation to the granting of a bachelor's degree between unsatisfactory and satisfactory teachers show a positive degree of relationship.

Table 31 shows the differences in the interval of probationary teaching service for fifty-nine probationary teachers prior to an unsatisfactory rating by Detroit school principals during the years 1953-1964.

There is a dearth of evidence to substantiate the opinion that a principal of one six is any more effective than the principal of the opposite sex. Yet such feelings do exist among teachers for various reasons. One reason often stated for favoring men principals is that women teachers

TABLE 31

DIFFERENCES IN THE INTERVAL OF PROBATIONARY TEACHING SERVICE FOR 59 PROBATIONARY TEACHERS PRIOR TO AN UNSATISFACTORY RATING BY DETROIT MALE AND FEMALE SCHOOL PRINCIPALS FOR THE YEARS 1953-1964

Interval of Teaching days	School Principals: Male Principal f	Male Principal Pct.	Female Principal f	Female Principal Pct.	Total f	Total Pct.
01- 50	01	04	10	29.4	11	18.6
51-100	05	20	04	11.7	09	15.2
101-150	07	28	10	29.4	17	29.0
151-200	03	12	06	17.6	09	15.2
201-250	05	20	02	6.0	07	12.0
251-300	02	08	01	3.0	03	5.0
301-350	02	08	01	3.0	03	5.0
Total	25	100	34	100.1	59	100
Mean	165.5		115.2			
S.D.	82.9		78.6			
t=	2.42*					

*Significant at the .05 level.

dislike working for women principals who appear to be less flexible, more critical, and too demanding.. Men teachers seem to like working for women principals even less, mainly because it is harder for them to accept a woman as their administrative superior..

One comparison to determine differences, if any, is in the time factor between male and female principals in helping teachers with their problems before making the final decision that the teacher is unsatisfactory. Table 31 reveals the time factor differences in the interval of teaching days served as a probationary teacher under male and female principals from their date of appointment to the date they were rated unsatisfactory.

The mean days served as a probationary teacher under the supervision of a male principal before being rated unsatisfactory was 165.5 days of service, while mean days served as a probationary teacher under the supervision of a female principal before being rated unsatisfactory was 115.2. The t-value of the means is 2.42, which is significant at the .05 level of probability.

Of the 59 teachers rated unsatisfactory, 25 were rated by male principals and 34 by female principals. Comparing these totals by per cents, 29 per cent of the teachers rated unsatisfactory by female principals were rated in the first time interval of 1 to 50 days, while only 4 per cent were rated unsatisfactory in the same time interval by male principals. Except for the intervals of 51 to 100 days, and the last three intervals of 201 to 250 days, 251 to 300 days, and 301 to 350 days, the male principals showed a higher per cent of unsatisfactory ratings than female principals.

It is evident in viewing the percentages in relation to the intervals in days, that probationary teachers serving

under female principals were limited to a shorter period of time before being rated unsatisfactory than were probationary teachers serving under male principals.. This could also be interpreted to mean that female principals recognised weaknesses in probationary teachers sooner than male principals and acted accordingly. The fact does remain, however, and significantly so, that probationary teachers serving under male principals had more time to prove themselves, or receive more help before being rated unsatisfactory than did probationary teachers serving under female principals..

Table 32 shows the differences of the number of unsatisfactory ratings given by male and female Detroit school principals to fifty-nine probationary teachers during the years 1953-1964..

The N factor of principals by sex in K-6 schools during these years reveals approximately twice as many female principals as male principals. This ratio did not prevail in the number of unsatisfactory ratings given by male and female principals to the sample of probationary teachers.. Male principals issued 25 unsatisfactory ratings and female principals gave 34, or 42.4 per cent and 57.6 per cent respectively.. The chi-square value of 1.51 is not significant.. Therefore, the sex of the principal does not significantly affect the frequency of unsatisfactory ratings given by male or female principals..

It may be of interest to add, that of the 25 unsatisfactory ratings by male principals, three of the principals gave

TABLE 32

DIFFERENCES IN THE NUMBER OF PROBATIONARY TEACHERS RATED UNSATISFACTORY BY DETROIT SCHOOL PRINCIPALS FOR THE YEARS 1953-1964

	Frequency of Ratings					
	Male Principals (N 859)		Female Principals (N 1629)		Total	
Teachers	f	Pct.	f	Pct.	f	Pct.
Male	04	6.8	05	8.4	09	15.2
Female	21	35.6	29	49.2	50	84.8
Total	25	42.4	34	57.6	59	100

Total $x^2 = 1.51$.

N=the total number of male and female principals in K-6 schools during the years 1953-1964..

two unsatisfactory ratings each, and one principal gave three. Among the female principals, six principals gave two unsatisfactory ratings each, and one principal gave three. It appears, also, there was no partiality shown toward the nine male teachers in the sample. Four were rated unsatisfactory by male principals, and five by female principals..

Table 33 presents the differences on ten variables between fifty-nine unsatisfactory teachers and their matching sample. Nine of the group are male teachers and fifty are

TABLE 33

DIFFERENCES BETWEEN 59 UNSATISFACTORY AND SATISFACTORY MALE AND FEMALE PROBATIONARY TEACHERS IN TEN VARIABLES

Variables		Unsatisfactory Col. 1 Male	Unsatisfactory Col. 3 Female	Satisfactory Col. 2 Male	Satisfactory Col. 4 Female	Comparing Cols.	t-Value
Age at date of appointment	M	33.44	35.94	30.89	29.28	1-4	1.21
	S.D.	8.99	11.69	7.52	9.59	2-3	1.25
Yrs. teaching experience at date of appt.	M	1.67	5.08	2.00	4.84	1-4	1.13
	S.D.	1.15	5.66	1.00	4.74	2-3	.93
Yrs. from H.S. graduation to a Bachelor's Degree	M	10.89	10.74	9.00	7.14	1-4	1.27
	S.D.	8.37	10.68	7.21	8.14	2-3	.47
Total college G.P. Avg. at date of appt.	M	1.52	1.75	1.49	1.72	1-4	1.45
	S.D.	[illegible]	[illegible]	[illegible]	[illegible]	2-3	1.78
G.P. Avg. in teaching field at date of appointment	M	1.39	1.76	1.30	1.62	1-4	1.28
	S.D.	.53	.49	.32	.49	2-3	2.69*
G.P. Avg. in professional courses at date of appointment	M	1.63	1.86	1.92	1.98	1-4	2.34**
	S.D.	.37	.40	.17	.41	2-3	.49
G.P. Avg. in student teaching at date of appointment	M	1.89	1.94	2.32	2.37	1-4	2.29**
	S.D.	.71	.54	.58	.55	2-3	1.94

TABLE 33 (continued)

Variables		Unsatisfactory Col. 1 Male	Unsatisfactory Col. 3 Female	Satisfactory Col. 2 Male	Satisfactory Col. 4 Female	Comparing Cols.	t-Value
Semester hrs. of credit beyond Bachelor's Degree at date of unsatisfactory rating	M	23.40	26.23	26.60	18.48	1-4	.78
	S.D.	11.33	18.07	8.41	13.07	2-3	.04
Teaching interval days of service from appt. to date of unsatisfactory rating	M	155.33	143.74	155.33	143.66	1-4	.39
	S.D.	81.92	83.49	81.92	83.52	2-3	.38
Days of absence during teaching interval	M	4.88	7.19	3.33	5.03	1-4	.09
	S.D.	5.14	7.50	2.58	4.38	2-3	1.24

*Significant at the .01 level.

**Significant at the .05 level.

female teachers. The variables are: age at date of appointment, years of teaching experience at date of appointment, years from high school graduation to the granting of a bachelor's degree, total college grade point average at date of appointment, grade point average in teaching field at date of appointment, grade point average in professional courses at date of appointment, grade point average in student teaching

at date of appointment, semester hours of credit beyond the bachelor's degree at date of unsatisfactory rating, teaching interval or days of service from appointment to date of unsatisfactory rating, and days of absence during the teaching interval.

As stated earlier, there appears to be a general inference that male teachers are as effective as female teachers, and that sex differences in teacher effectiveness do not appear to be pronounced among elementary teachers. Therefore, it may be assumed in comparing male and female unsatisfactory and satisfactory teachers on certain variables that there would be very few if any significant differences.

Table 33 reveals significant differences between male and female unsatisfactory and satisfactory teachers on three of the ten variables treated. All three were grade point average variables, with equivalents based on "A" being equal to 3.0.

The mean grade point average for unsatisfactory female teachers in preparation for their teaching field was 1.76, and for male satisfactory teachers it was 1.30. The t-value of 2.34 is significant at the .05 level and favors the satisfactory female teachers.

The mean grade point average in professional courses for female satisfactory teachers was 1.98, and for unsatisfactory male teachers was 1.63. The t-value of 2.34 is significant at the .05 level and favors the satisfactory female teachers.

The mean grade point average in student teaching for

satisfactory female teachers was 2.37, and for unsatisfactory male teachers was 1.89. The t-value of 2.29 is significant at the .05 level and favors the satisfactory female teachers.

All three significant variables above favor the satisfactory female teachers in grade point average.

Other data from Table 33 revealed that the unsatisfactory and satisfactory male teachers had approximately two years of teaching experience prior to appointment in Detroit, while female teachers in both groups had approximately five years experience before appointment.

There was no appreciable difference in the interval of teaching service days prior to an unsatisfactory rating, except that unsatisfactory male teachers experienced approximately twelve more service days before being rated unsatisfactory than did the unsatisfactory female teachers.

Concerning days of absence during the teaching interval, female teachers averaged approximately two more days of absence than male teachers, and satisfactory teachers averaged approximately 1.5 to 2 days less absence than unsatisfactory teachers.

Table 34 which compares unsatisfactory and satisfactory teachers by age, teaching experience, and absence during the teaching interval may appear repetitious because it includes three variables used in the previous table comparing male and female teachers. Variations in the means between the two tables are due to the difference in the samples. Table 34 compares all unsatisfactory teachers and has an N factor of 78.

TABLE 34

COMPARISONS OF UNSATISFACTORY AND SATISFACTORY TEACHERS BY AGE, EXPERIENCE, AND ATTENDANCE

Variables	Unsatisfactory N	Unsatisfactory M	Unsatisfactory SD	Satisfactory N	Satisfactory M	Satisfactory SD	t-Value
Age at date of appointment	78	34.60	10.84	78	28.97	8.86	3.55*
Yrs. teaching experience at date of appointment	35	5.00	5.37	23	4.30	4.47	.51
Days of absence during teaching interval	69	8.41	8.17	64	6.72	7.71	1.22

*Significant at the .01 level.

It is evident from Table 34 that there is no significant difference between unsatisfactory and satisfactory teachers on the two variables, that is, years of teaching experience prior to the teacher's date of appointment and the number of days absent during the teaching interval.

The mean age of unsatisfactory teachers at their date of appointment was 34.6 years, and for satisfactory teachers it was 28.97 years. The t-value of 3.55 is significant at the .01 level.

This researcher has found no positive evidence to indicate that age is a contributing factor to unsatisfactoriness. However, there seems to be some support for the facts that teachers more advanced in years when they enter teaching are

likely to be less active, to have greater tendency toward physical and mental difficulties, and to have greater personal responsibilities.[1] Therefore, the significant difference in age would tend to favor the younger satisfactory teachers.

Table 35 shows the distribution of the significant variablesof age for unsatisfactory and satisfactory teachers at the time of their appointment during the years 1953-1964. In the first age interval, 20-24 years, 44.8 per cent were satisfactory teachers and 26.8 per cent were unsatisfactory teachers. The next two age intervals, or a total range of 20-34 years accounted for 80.7 per cent of the satisfactory teachers as opposed to only 53.7 per cent of the unsatisfactory teachers. The total range for satisfactory teachers was 20-54 years, and for unsatisfactory teachers it was 20-64 years. Satisfactory teachers are 5.81 mean years younger than unsatisfactory teachers. This is statistically significant at the .01 level.

Table 36 presents the differences in marital status between unsatisfactory and satisfactory teachers during the years 1953-1964. In comparing the frequency distribution and per cents there are no appreciable differences between the two groups of teachers. For interpreting the mean, a teacher of single status is represented by "1", and a teacher of widowed status is represented by "5". The mean of 1.83 for unsatisfactory teachers, and a mean of 1.79 for satisfactory teachers are not statistically significant.

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[1]David G. Ryans, Characteristics of Teachers. (American Council on Education, Washington, D.C., 1960), pp. 289-93.

TABLE 35

DIFFERENCES IN THE AGE OF UNSATISFACTORY AND SATISFACTORY TEACHERS AT THE TIME OF THEIR APPOINTMENT FOR THE YEARS 1953-1964

Age	Unsatisfactory f	Unsatisfactory Pct.	Satisfactory f	Satisfactory Pct.
20-24 years	21	26.8	35	44.8
25-29 years	11	14.1	17	21.8
30-34 years	10	12.8	11	14.1
35-39 years	06	7.7	04	5.2
40-44 years	14	18.0	03	3.8
45-49 years	07	9.0	05	6.4
50-54 years	07	9.0	03	3.9
55-59 years	01	1.3	00	0.0
60-64 years	01	1.3	00	0.0
Total	78	100	78	100
Mean	34.60		28.79	
S.D.	10.84		8.86	
t=	3.55*			

*Significant at the .01 level.

TABLE 36

DIFFERENCES IN THE MARITAL STATUS OF UNSATISFACTORY AND SATISFACTORY TEACHERS IN DETROIT FOR THE YEARS 1953-1964

Marital Status	Unsatisfactory f	Pct.	Satisfactory f	Pct.	Total f	Pct.
Single	23	29.0	25	32.0	48	30.8
Married	50	65.0	49	63.0	99	63.4
Separated	00	00.0	01	01.0	01	0.7
Divorced	05	06.0	01	01.0	06	3.8
Widowed	00	00.0	02	03.0	02	1.3
Total	78	100	78	100	156	100
Mean	1.83		1.79			
S.D.	.73		.76			
t=	.32					

Analysis of Performance Characteristics

Performance characteristics are the actual deficiencies of all teachers' performance as reported by their principals and supervisors which cumulatively resulted in unsatisfactory ratings of the teachers.

In order to analyze the subjective reports of principals and supervisors, the technique of content analysis was used,

and categories for classification of the unsatisfactory performance characteristics were established. Two recommended methods were utilized in the approach to categorizing the unsatisfactory performance characteristics reported. The priori approach establishes logical categories before analyzing the content of the reports, while the posteriori approach derives categories from the specific material examined. Both methods are employed.

The writer established thirteen provisional categories prior to analyzing the content of the reports. These categories were based on experience in school administration and information found in some of the related research and literature. However, in appraising the adequacy of the provisional categories, it was determined that they permitted too much latitude and overlapping of characteristics. Thus, the categories were revised and ten classifications were established.

Table 37 discloses a total frequency count of 1274 reported for the 175 specific unsatisfactory performance characteristics. The frequency for principals was 827, or 65 per cent, while for supervisors it was 447, or 35 per cent. Also, the table shows in composite form the distribution of reported difficulties from 59 probationary teachers and 19 contract teachers in the ten major categories.

In the collection and processing of these data pertaining to unsatisfactory performance characteristics, a detailed breakdown and exhibit of data were provided. This included identification of the reported unsatisfactory characteristic

TABLE 37

DISTRIBUTION OF THE UNSATISFACTORY PERFORMANCE CHARACTERISTICS OF 78 UNSATISFACTORY ELEMENTARY TEACHERS IN DETROIT AS REPORTED BY THEIR PRINCIPALS AND SUPERVISORS FOR THE YEARS 1953-1964 ACCORDING TO MAJOR CATEGORIES

Major Unsatisfactory Categories	Principals		Supervisors		Total	
	f	Pct.	f	Pct.	f	Pct.
Methods and techniques of instruction	129	10.1	119	9.3	248	19.4
Class control and guidance	134	10.5	66	5.2	200	15.7
Behavioral and personal characteristics	133	10.5	59	4.6	192	15.1
Professional growth	93	7.3	53	4.2	146	11.5
Planning and preparation	80	6.3	60	4.7	140	11.0
Class organization and management	89	7.0	49	3.9	138	10.9
Administrative policy and procedure	67	5.3	05	0.4	72	5.7
Relationships with staff and parents	63	5.0	08	0.6	71	5.6
Individual differences	22	1.7	16	1.3	38	3.0
Materials of instruction and school equipment	17	1.3	12	1.0	29	2.3
Total	827	65.0	447	35.2	1274	100.2

by principal or supervisor, the sex of the principal or supervisor, probationary or contract status of the teacher and the sex of each, the grade or subject area to which the characteristic was related, and whether it was reported by a principal or supervisor in an "Inner City", "Middle City", or "Outer City" school.

A detailed treatment of these data relating to the numerous categories above would be too extensive for the relevancy of the information to be derived.

As stated in the need for this study in the first chapter, an analysis of the difficulties which characterize unsatisfactoriness in teaching should help to establish guidelines for improved supervision and administration. To achieve this aim the following tables were developed to establish specific unsatisfactory characteristics in each of the ten categories by frequency as reported by principals and supervisors for probationary and contract teachers.

The order of sequence for the reported difficulties was determined by the total frequency for the characteristic, that is, the combined frequencies of the principals and the supervisors. The total frequency sequence does not necessarily follow the same sequence by frequency of the difficulties as reported by principals and by supervisors separately. Tables 39 through 47 provide the data on unsatisfactory performance characteristics as reported by principals and supervisors for unsatisfactory probationary and contract teachers according to the major categories in Table 37.

It is noted in Table 38 that the frequency of reported unsatisfactory characteristics for probationary teachers is nearly the same for principals and supervisors, with the frequencies 83 and 72 respectively.. For contract teachers the frequencies are nearly identical with 46 reported by principals, and 47 reported by supervisors..

By total frequency, 55.8 per cent of the unsatisfactory characteristics were accounted for in the first five difficulties listed.. The foremost difficulty of probationary teachers appeared to be the lack of objectives, motivation, and sequence of learning as reported together by principals and supervisors.. The primary difficulty of contract teachers as reported together by principals and supervisors is the limited knowledge of teaching methods and techniques.

It appears that the category of methods and techniques of instruction is of equal importance to both principals and supervisors as determined by the frequencies of difficulties reported by them. Therefore, a concentration of efforts by both principals and supervisors is indicated for developing objectives, motivation of students, and orderly sequence of learning among probationary teachers, and developing greater knowledge and skills of teaching methods and techniques among borderline contract teachers..

Reference to the most important grouping or single unsatisfactory performance characteristics does not infer minimal significance of the remaining difficulties.. These must be considered in any effectual treatment of unsatisfactory

TABLE 38

SPECIFIC TYPES OF PERFORMANCE CHARACTERISTICS PERTAINING TO METHODS AND TECHNIQUES OF INSTRUCTION FOR 59 UNSATISFACTORY ELEMENTARY PROBATIONARY, AND 19 CONTRACT TEACHERS IN DETROIT AS REPORTED BY THEIR PRINCIPALS AND SUPERVISORS FOR THE YEARS 1953-1964

Methods and Techniques of Instruction	Principals		Supervisors		Total	
	Pro-bat. f	Con-tract f	Pro-bat. f	Con-tract f	f	Pct.
Displays limited knowledge of teaching methods and techniques	09	11	07	09	36	14.5
No established pupil work habits	10	08	05	04	27	10.9
Teaching techniques lack inspiration and challenge	08	04	12	03	27	10.9
Lacks objectives, motivation, or sequence of learning	11	01	11	02	25	10.2
Teaching limited only to assignments	09	06	05	03	23	9.3
Assignments are vague and incomplete	08	02	08	02	20	8.1
Individual welfare and group welfare not in harmony	03	01	03	02	09	3.6
Lesson procedure is monotonous	02	01	03	02	08	3.2
Does not encourage pupils to do their best	03	02	00	02	07	2.8
Does not have the attention of pupils when teaching	02	02	01	02	07	2.8

TABLE 38 (Continued)

Methods and Techniques of Instruction	Principals Pro-bat. f	Principals Con-tract f	Supervisors Pro-bat. f	Supervisors Con-tract f	Total f	Total Pct.
Pupils unable to follow directions	01	00	04	02	07	2.8
Instructional segments too large for pupils	03	01	01	01	06	2.4
Fails to teach basic skills	02	01	01	01	05	2.0
Lessons have no development or discussion	01	01	02	01	05	2.0
Poor timing for explanation or demonstrations	01	01	03	00	05	2.0
Lacks ability to guide group work	01	01	01	02	05	2.0
Cannot impart knowledge of subject	02	00	01	02	05	2.0
Poor teaching of reading	00	01	00	03	04	1.6
Talks over heads of pupils	01	00	01	01	03	1.2
Talks down to pupils	00	01	01	00	02	.8
No concern for quality of work	02	00	00	00	02	.8
Poor teaching of arithmetic	00	00	01	01	02	.8
Has a task master approach	01	01	00	00	02	.8
Poor teaching of spelling	00	00	00	02	02	.8
Digresses from topic of lesson	00	00	01	00	01	.4
Fails to culminate lesson	01	00	00	00	01	.4

TABLE 38 (Continued)

Methods and Techniques of Instruction	Principals Pro-bat. f	Principals Con-tract f	Supervisors Pro-bat. f	Supervisors Con-tract f	Total f	Total Pct.
No opportunity for pupils to evaluate work or solve own problems	01	00	00	00	01	.4
Questioning techniques lack appeal	01	00	00	00	01	.4
Total	83	46	72	47	248	99.9

performance characteristics among teachers.

Table 39 reveals the difference in frequencies for the category of class control and guidance as reported by principals and supervisors for probationary and contract teachers.

Reported frequencies of difficulties by principals for probationary teachers were nearly twice as great as the difficulties reported by supervisors. They were 74 and 39 respectively. Approximately the same variation in frequencies occurred for the difficulties reported by principals and supervisors for contract teachers. They were 60 and 27 respectively.

The most important single difficulty reported by principals and supervisors for both probationary and contract

TABLE 39

SPECIFIC TYPES OF PERFORMANCE CHARACTERISTICS IN THE AREA OF CLASS CONTROL AND GUIDANCE FOR 59 UNSATISFACTORY ELEMENTARY PROBATIONARY AND 19 CONTRACT TEACHERS IN DETROIT AS REPORTED BY THEIR PRINCIPALS AND SUPERVISORS FOR THE YEARS 1953-1964

Class Control and Guidance	Principals		Supervisors		Total	
	Pro-bat. f	Con-tract f	Pro-bat. f	Con-tract f	f	Pct.
Poor rapport with pupils	16	13	08	05	42	21.0
Lacks group control	13	03	09	04	29	14.5
Fails to gain respect of pupils	06	06	06	03	21	10.5
Creates feeling of unrest in class	04	04	00	05	13	6.5
Yells at pupils	04	04	01	03	12	6.0
Unable to control chaotic conditions	05	02	04	00	11	5.5
Lacks understanding in child growth and development	05	00	04	01	10	5.0
Poor judgement in punishment and developing discipline	02	05	01	01	09	4.5
Poor dismissal procedure	03	03	01	00	07	3.5
Lacks empathy with pupils	02	03	01	01	07	3.5
Seeks help frequently with minor discipline	03	04	00	00	07	3.5
Does not follow through on statements to pupils	03	00	02	00	05	2.5
Too permissive with pupils	02	01	01	01	05	2.5

TABLE 39 (Continued)

Class Control and Guidance	Principals Pro-bat. f	Principals Con-tract f	Supervisors Pro-bat. f	Supervisors Con-tract f	Total f	Total Pct.
Slaps pupils	01	04	00	00	05	2.5
Negative approach in speech and mannerisms	01	03	00	00	04	2.0
Does not foster desirable pupil attitudes and habits	00	01	01	01	03	1.5
Does not perceive and resolve potential behavior problems	02	01	00	00	03	1.5
Threatens physical harm	01	02	00	00	03	1.5
Imposes unreasonable demands and punishment	00	01	00	01	02	1.0
Does not address pupils by name	01	00	00	01	02	1.0
Total	74	60	39	27	200	100

teachers was "poor rapport with pupils". The total frequency indicates that 58.5 per cent of all the unsatisfactory characteristics in this category were accounted for in the first five difficulties listed. In addition to the first one already mentioned, they include: (2) lack of group control, (3) failure to gain the respect of pupils, (4) creating a feeling of unrest in the class, and (5) yelling at pupils.

The total frequencies for unsatisfactory character-

istics of probationary and contract teachers reported by principals was 134. The total frequencies reported by supervisors for probationary and contract teachers was 66, or slightly less than one-half the total reported by principals.

The whole general area of class control and guidance is probably one of the most difficult areas that principals must face in trying to improve and strengthen their staff. Most research supports the position that class control and management are high on the list of problems for teachers and principals.

It appears in analyzing the five unsatisfactory performance characteristics which accounted for 58.5 per cent of all reported difficulties in this category, it is possible the difficulties may have their origin in teachers who may have emotional problems, insecurities, or whose personalities do not particularly enhance good relationships with the students.

Growth and improvement of teachers is expected to be nurtured in the classroom. However, better screening of teacher candidates in conditions of health, and their ability to relate to the age group they will teach would be an improvement.

Table 40 shows the specific types of behavioral or personal characteristics associated with the third category of unsatisfactory performance characteristics of elementary teachers..

The spread of total frequencies between the various

TABLE 40

SPECIFIC TYPES OF PERFORMANCE CHARACTERISTICS PERTAINING TO BEHAVIORAL OR PERSONAL QUALITIES FOR 59 UNSATISFACTORY ELEMENTARY PROBATIONARY AND 19 CONTRACT TEACHERS FOR THE YEARS 1953-1964

Behavioral and Personal Qualities	Principals		Supervisors		Total	
	Pro-bat. f	Con-tract f	Pro-bat. f	Con-tract f	f	Pct.
Lacks adaptability	06	07	01	06	20	10.4
Insecure, confused, and lacks confidence	07	05	06	01	19	9.9
Nervous, loses temper, easily upset	04	06	02	02	14	7.3
Lets personal problems affect teaching	06	03	01	03	13	7.0
Has ineffective teaching voice	05	01	02	03	11	5.7
Lacks initiative	06	01	02	02	11	5.7
Bewildered, frustrated, and exhausted by the demands of teaching	00	04	03	03	10	5.2
Excessively tardy and absent	06	02	01	00	09	4.7
Uncooperative	00	07	00	02	09	4.7
Uses poor judgment	02	02	02	03	09	4.7
Personality and mannerisms are upsetting to children	00	06	01	01	08	4.2
Lacks warmth and empathy for pupils	01	04	02	01	08	4.2
Dislikes and is not sympathetic to children	00	04	01	01	06	3.1

TABLE 40 (Continued)

Behavioral and Personal Qualities	Principals Pro-bat. f	Principals Con-tract f	Supervisors Pro-bat. f	Supervisors Con-tract f	Total f	Total Pct.
Lacks insight for teaching	03	01	01	01	06	3.1
Careless in personal appearance	03	01	01	00	05	2.6
Is resentful	00	04	00	01	05	2.6
Is vindictive	00	04	00	00	04	2.1
Is apathetic, dull, and appears bored	02	01	00	00	03	1.6
Is depressed, pessimistic, appears unhappy	00	03	00	00	03	1.6
Is overly suspicious of others	00	03	00	00	03	1.6
Is immature	01	00	01	00	02	1.0
Is impatient	00	01	00	01	02	1.0
Has poor hearing	01	00	01	00	02	1.0
Has poor speech	00	02	00	00	02	1.0
Lacks force	01	01	00	00	02	1.0
Over-aggressive and meddling	00	02	00	00	02	1.0
Exploits student helpers	01	00	00	00	01	.5
Has no sense of humor	00	01	00	00	01	.5
Has poor posture	01	00	00	00	01	.5
Has poor self-image	00	01	00	00	01	.5
Total	56	77	28	31	192	100

difficulties from the first to the last in descending order is not so great as to say that any particular characteristic stands out as the most important. However, the first two characteristics, (1) lacking adaptability, and (2) insecure, confused, and lacks self confidence, stand out slightly from the other twenty-eight in this category by accounting for 20.3 per cent of the difficulties. This was noted, also, in the individual frequency count of principals and supervisors for probationary and contract teachers. Principals' reports accounted for a frequency of 133, or 69.2 per cent, and supervisors' reports accounted for a frequency of 59, or 30.8 per cent. This appears disconcerting in that supervisors visit and report on all teachers rated unsatisfactory except in rare emergency situations. This might imply that principals are more concerned about the behavioral and personal characteristics of teachers than supervisors, or principals are more perceptive about them. It could imply, also, that supervisors do not consider behavioral and personal characteristics as closely related to unsatisfactory teaching as principals do.

Changing the personal traits and qualities of teachers, especially experienced teachers, is most difficult even for the expert, but it seems evident from these data that this category cannot be ignored by either principals or supervisors in helping certain teachers become better teachers.

Table 41 presents the specific types of difficulties reported by principals and supervisors concerning the pro-

TABLE 41

SPECIFIC TYPES OF PERFORMANCE CHARACTERISTICS PERTAINING TO PROFESSIONAL GROWTH FOR 59 UNSATISFACTORY ELEMENTARY PROBATIONARY, AND 19 CONTRACT TEACHERS IN DETROIT AS REPORTED BY THEIR PRINCIPALS AND SUPERVISORS FOR THE YEARS 1953-1964

	Principals		Supervisors			
	Pro-bat.	Con-tract.	Pro-bat.	Con-tract	Total	
Professional Growth	f	f	f	f	f	Pct.
Has impervious attitude to professional suggestions	10	09	08	04	31	21.2
Fails to implement suggestions	14	04	07	03	28	19.2
Lacks professional zeal, interest, and enthusiasm	03	04	09	02	18	12.3
Is unaware of or fails to admit own mistakes	09	04	02	01	16	11.0
Alibis constantly for irresponsibility to the job	02	04	01	04	11	7.5
Has shown no improvement in comprehension of teaching	02	02	02	03	09	6.1
Blames others for own problems	03	03	00	01	07	5.0
Has negative attitude toward teaching	00	03	01	02	06	4.1
Shirks professional responsibility and assigned duties	02	03	00	00	05	3.4
Lacks professional integrity	00	03	00	01	04	2.7
Does not attend and participate in professional meetings	00	03	01	00	04	2.7

TABLE 41 (Continued)

Professional Growth	Principals Pro-bat. f	Principals Con-tract f	Supervisors Pro-bat. f	Supervisors Con-tract f	Total f	Total Pct.
Overextends teachers' authority	00	03	00	00	03	2.0
Lacks ability to analyze own work critically	00	01	00	01	02	1.4
Is bewildered by the accepted rules, regulations, and requirements constituting good teaching	01	00	00	00	01	.7
Is defensive of methods and ways with children	01	00	00	00	01	.7
Total	47	46	31	22	146	100

fessional growth of teachers, which is the fourth major category of unsatisfactory performance characteristics.

The spread of total frequencies in descending order which represents the combined frequencies of reported difficulties by principals and supervisors, remains fairly constant, with variations from one to five frequency counts between the unsatisfactory characteristics, except for a frequency of ten separating the second and third characteristic.

The first five characteristics account for nearly three-quarters of the total frequency reported in this cate-

gory, or 71.2 per cent. They include: (1) impervious attitude to professional suggestions, (2) fails to implement suggestions, (3) lacks professional zeal, interest, and enthusiasm, (4) is unaware of or fails to admit one's own mistakes, and (5) alibis constantly for his irresponsibility to the job.

Of the total combined frequency of 146 representing the number of times the fifteen unsatisfactory performance characteristics were mentioned in the category of professional growth, 93 or 63.7 per cent were made by principals, and 53 or 36.3 per cent were reported by supervisors. It appears that the majority of difficulties reported in this category were attitudinal difficulties, which may be a sign of the times but are difficult to cope with in helping teachers improve and maintain high standards of classroom performance.

Possibly this purported problem can be partially alleviated in Detroit by more intensive screening of candidates for teaching positions. It is noted from certain data in the study that of the 59 probationary teachers rated unsatisfactory from 1953-1964, 35.6 per cent had full time teaching experience before coming to Detroit, and 17 per cent had substitute teaching experience.[1] Thus, 52.6 per cent had previous teaching experience. Perhaps the professional information requested by Detroit on prospective teacher candidates, or information reported by former educational employers could be improved.

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[1]Refer to Appendix A, Table 54.

Table 42 presents 16 specific unsatisfactory performance characteristics which make up the fifth category of teacher difficulties and covers the planning and preparation for the teaching assignment.

There appears to be no single characteristic which stands out as the most important single deficiency. The greatest variation in total frequency appears within the first six characteristics which account for 74.3 per cent of the total frequencies reported. The remaining total frequencies are evenly spaced with variations of only a single frequency.

The first six difficulties according to total frequencies reported by principals and supervisors included: (1) appears professionally unprepared for the teaching assignment, (2) has inadequate daily plans, (3) permits too much busy work, (4) proceeds without plan, disorganized, (5) lacks ability to meet professional standards in chalkboard writing and spelling, and (6) unable to plan a flexible and varied program.

Among the 16 difficulties in the category, there was a total frequency count of 140 reported, 80 of which were reported by principals representing a percentage of 57.1, and 60 of which were reported by supervisors for a percentage of 42.9. This was the first instance where the frequency reported by supervisors was approximately the same as the frequency reported by principals.

The difficulty in first position as determined by

TABLE 42

SPECIFIC TYPES OF PERFORMANCE CHARACTERISTICS PERTAINING TO PLANNING AND PREPARATION FOR 59 UNSATISFACTORY ELEMENTARY PROBATIONARY, AND 19 CONTRACT TEACHERS IN DETROIT AS REPORTED BY THEIR PRINCIPALS AND SUPERVISORS FOR THE YEARS 1953-1964

Planning and Preparation	Principals		Supervisors		Total	
	Pro-bat. f	Con-tract f	Pro-bat. f	Con-tract f	f	Pct.
Appears professionally unprepared for the teaching assignment	12	04	08	03	27	19.3
Has inadequate daily plans	09	05	07	04	25	18.0
Permits too much busy work	07	03	04	03	17	12.1
Proceeds without plan, disorganized	05	05	04	03	17	12.1
Lacks ability to meet professional standards in chalkboard writing and spelling	03	02	02	02	09	6.4
Unable to plan a flexible, varied, and balanced program	04	01	04	00	09	6.4
Has no long-range planning	02	01	01	02	06	4.3
Does not have material of work ready for lesson	01	00	01	03	05	3.6
Lacks command over subject matter	02	01	01	00	04	2.9
Lacks continuity of learning experience	00	01	02	01	04	2.9

TABLE 42 (Continued)

Planning and Preparation	Principals Pro-bat. f	Principals Con-tract f	Supervisors Pro-bat. f	Supervisors Con-tract f	Total f	Total Pct.
Is overwhelmed by the planning and preparation of group instruction adjusted to various achievement levels	00	02	02	00	04	2.9
Does not have a teaching schedule of lessons	02	01	00	00	03	2.1
Does not have a plan of work for substitute	02	01	00	00	03	2.1
Lacks understanding of goals in the various subject areas	01	00	02	00	03	2.1
Plans the same kind of activities for all classes regardless of grade	01	00	01	00	02	1.4
Confuses use of plans between groups	01	01	00	00	02	1.4
Total	52	28	39	21	140	100

total frequency reports of principals and supervisors has inferred implications for teacher training institutions and supervising teachers of student teaching. This inference is probably valid unless it can be determined that the frequencies reported involved teachers who were teaching out of their field of preparation. However, this is unlikely

because there are no substitute teachers included in the sample of this study, and teachers in Detroit are appointed in their major field of specialization, or in their minor field of specialization which occurs infrequently..

All unsatisfactory performance characteristics appear to be clear cut responsibilities of the principals and supervisors.

Table 43 reveals fifteen specific performance difficulties in the area of class organization and management which comprises the sixth major category of unsatisfactory characteristics as reported by principals and supervisors..

The first difficulty listed as determined by total frequency seems to merit individual comment. The unsatisfactory characteristic "lacking organizational routine in handling materials" accounts for 25.4 per cent of the total frequency in this category..

There was a total frequency of 138 for the fifteen specific difficulties representing all reports by principals and supervisors. The frequency reported by principals was 89, or 64 per cent of the total, and for supervisors it was 49, or 36 per cent of the total which follows previous patterns of frequencies reported by principals and supervisors in the preceding categories..

The first three difficulties established by total frequency accounted for 56.6 per cent of the total. They included (1) lack of organizational routine in handling materials, (2) neglects bulletin boards and general appearance

TABLE 43

SPECIFIC TYPES OF PERFORMANCE CHARACTERISTICS IN THE AREA OF CLASS ORGANIZATION AND MANAGEMENT FOR 59 UNSATISFACTORY ELEMENTARY PROBATIONARY AND 19 CONTRACT TEACHERS IN DETROIT AS REPORTED BY THEIR PRINCIPALS AND SUPERVISORS FOR THE YEARS 1953-1964

Class Organization and Management	Principals		Supervisors		Total	
	Pro-bat. f	Con-tract f	Pro-bat. f	Con-tract f	f	Pct.
Lacks organizational routine in handling materials	16	07	11	01	35	25.4
Neglects bulletin boards and general appearance of the room	11	05	07	04	27	19.6
Unable to maintain instructional atmosphere conducive to learning	03	05	06	02	16	11.6
Does not group for instruction	03	05	01	01	10	7.3
Room is frequently littered	04	02	03	00	09	6.6
Does not take care of room facilities	06	01	02	00	09	6.6
Neglects standards of safety	05	01	00	00	06	4.4
Seldom carries out work as planned	02	03	00	00	05	3.6
Does not provide for group work or activities	02	01	02	00	05	3.6
Budgets time poorly	01	00	00	02	03	2.2
Does not provide centers of interest	00	01	00	02	03	2.2
Talks too much and too long	02	00	00	01	03	2.2

TABLE 43 (Continued)

Class Organization and Management	Principals Pro-bat. f	Principals Con-tract f	Supervisors Pro-bat. f	Supervisors Con-tract f	Total f	Total Pct.
Uses bulletin boards poorly	00	01	01	01	03	2.2
Does not keep seating charts	00	02	00	00	02	1.5
Usurps class time discussing unrelated experiences	00	00	01	01	02	1.5
Total	55	34	34	15	138	100

of the room, and (3) unable to maintain instructional atmosphere conducive to learning. The remaining twelve difficulties are evenly spaced in descending order by one or two frequencies.

Difficulties in class organization and management encountered by teachers may be minimized through demonstrations and workshops conducted by supervisors in the departments where teachers experience these problems.

Principals are generally helpful, but they are usually not as effective as departmental and subject area supervisors who are specialists and skilled in the techniques of class organization and management in the area of their speciality.

Table 44 presents twenty-two specific types of unsatisfactory performance characteristics pertaining to administrative policy and procedure which comprises the seventh major category of difficulties as reported by principals and supervisors.

As may be expected, most of the total frequencies recorded were reported by principals. Out of a total frequency of 72, principals reported 67, or 93 per cent, and supervisors reported 5, or 7 per cent.

The unsatisfactory performance characteristic in first position as determined by total frequency, "not keeping adequate administrative records", accounts for 18 per cent of the total frequencies reported by principals and supervisors. The first five difficulties accounted for 53 per cent of the total frequencies. In addition to the first difficulty mentioned above, the other four included (1) does not carry out administrative directives, (2) disregards school rules, (3) disregards policy on corporal punishment, and (4) leaves the classroom unsupervised. The remaining seventeen difficulties have total frequencies under five which in no way lessens their importance because all of them can cause great concern for a principal.

Undoubtedly the major responsibility for preventative action in this category rests with the principal inasmuch as the difficulties are mainly administrative policies and procedures common to the administration of a school. A helpful approach would be the clarification of policies and pro-

TABLE 44

SPECIFIC TYPES OF PERFORMANCE CHARACTERISTICS IN THE AREA OF ADMINISTRATIVE POLICY AND PROCEDURE FOR 59 UNSATISFACTORY ELEMENTARY PROBATIONARY AND 19 CONTRACT TEACHERS IN DETROIT AS REPORTED BY THEIR PRINCIPALS AND SUPERVISORS FOR THE YEARS 1953-1964

Administrative Policy and Procedure	Principals		Supervisors		Total	
	Pro-bat. f	Con-tract f	Pro-bat. f	Con-tract f	f	Pct.
Does not keep adequate administrative records	07	05	01	00	13	18.0
Does not carry out administrative directives	03	04	01	00	08	11.0
Disregards school rules	03	04	00	00	07	10.0
Disregards policy on corporal punishment	01	04	00	00	05	7.0
Leaves classroom unsupervised	03	02	00	00	05	7.0
Does not keep individual scholastic records	03	01	00	00	04	5.6
Performance standards for pupils are not consistent	02	00	00	02	04	5.6
Does not observe safety policies	00	02	00	01	03	4.1
By-passes administrative authority	00	03	00	00	03	4.1
Leaves school too early	02	01	00	00	03	4.1
Reports submitted late	00	03	00	00	03	4.1
Keeps pupils after school without administrative approval	02	00	00	00	02	2.8

TABLE 44 (Continued)

Administrative Policy and Procedure	Principals Pro-bat. f	Principals Con-tract f	Supervisors Pro-bat. f	Supervisors Con-tract f	Total f	Total Pct.
Removes administrative records from school against policy	01	01	00	00	02	2.8
Uncooperative in enrollment procedures	01	01	00	00	02	2.8
Lacks standards for marking	01	00	00	00	01	1.4
Promotes all pupils regardless of achievement	01	00	00	00	01	1.4
Fails too many pupils	00	01	00	00	01	1.4
Does not proofread pupils' notes to parents	01	00	00	00	01	1.4
Fails to send administrative notices home	01	00	00	00	01	1.4
Mishandles collection of funds	01	00	00	00	01	1.4
Equipment repair service used for personal equipment	00	01	00	00	01	1.4
Teacher absence policy disregarded	01	00	00	00	01	1.4
Total	34	33	02	03	72	100

cedures in effect, and placing them in writing with a copy to all staff members.

Table 45 reveals sixteen specific types of unsatisfactory performance characteristics reported by principals and supervisors comprising the eighth major category of relationships with staff and parents.

Again, the principals prevailed in the frequency of their ratings in the ten categories of difficulty. The principals accounted for a total frequency of 60, or 88.7 per cent of the total, while the supervisors recorded a total frequency of 8, or 11.3 per cent.

It cannot be stated that any single characteristic seems to predominate as all of the unsatisfactory characteristics are sequentially spread in descending order according to total frequency with slight variations. The first five out of the sixteen difficulties in the category account for 59.4 per cent of the total frequency reported by principals and supervisors. They include (1) creating anxieties within children resulting in disturbed parents, (2) does not work effectively with fellow teachers, (3) has antagonistic attitude toward administration, (4) has difficulties in relationships with other staff members, and (5) becomes upset during administrative conferences.

It appears that improvements in this category are predominantly an on-the-job challenge for the principal. However, one should not overlook the positive effect that teacher training programs and supervisory personnel can have

TABLE 45

SPECIFIC TYPES OF PERFORMANCE CHARACTERISTICS PERTAINING TO RELATIONSHIPS WITH STAFF AND PARENTS FOR 59 UNSATISFACTORY ELEMENTARY PROBATIONARY, AND 19 CONTRACT TEACHERS IN DETROIT AS REPORTED BY THEIR PRINCIPALS AND SUPERVISORS FOR THE YEARS 1953-1964

Relationships with Staff and Parents	Principals		Supervisors		Total	
	Pro-bat. f	Con-tract f	Pro-bat. f	Con-tract f	f	Pct.
Creates anxieties within children resulting in disturbed parents	03	09	00	00	12	17.0
Does not work effectively with fellow teachers	05	03	00	02	10	14.1
Has antagonistic attitude toward administration	02	04	02	00	08	11.3
Has difficulties in relationships with other staff members	02	05	00	00	07	10.0
Becomes upset during administrative conferences	02	02	00	01	05	7.0
Avoids relationships with the staff	02	01	00	01	04	5.6
Disrupts good human relations in the school and community	00	04	00	00	04	5.6
Discredits other teachers and higher authority	00	04	00	00	04	5.6
Has difficulty establishing and maintaining proper relationship with principal	02	01	00	00	03	4.2
Seeks constant assistance from other teachers	01	02	00	00	03	4.2

TABLE 45 (Continued)

Relationships with Staff and Parents	Principals Pro-bat. f	Principals Con-tract f	Supervisors Pro-bat. f	Supervisors Con-tract f	Total f	Total Pct.
Fails to keep scheduled professional appointments	02	00	00	00	02	2.8
Gives false information about pupil achievement to staff and parents	01	01	00	00	02	2.8
Has difficulty establishing and maintaining proper relationship with supervisors	00	00	02	00	02	2.8
Lacks professional approach in parent conferences	01	01	00	00	02	2.8
Uses corporal punishment resulting in anxieties of parents	01	01	00	00	02	2.8
Does not follow teacher committee decisions	00	01	00	00	01	1.4
Total	24	39	04	04	71	100

on developing strong attitudes and positive relationships with school staffs and the community.

Table 46 reveals the difficulties reported pertaining to individual differences which comprise the ninth category with a total frequency of 38. The total frequencies reported by principals were 22, or 60 per cent. The total frequencies reported by supervisors was 16, or 40 per cent. The first

TABLE 46

SPECIFIC TYPES OF PERFORMANCE CHARACTERISTICS PERTAINING TO INDIVIDUAL DIFFERENCES OF PUPILS FOR 59 UNSATISFACTORY ELEMENTARY PROBATIONARY AND 19 CONTRACT TEACHERS IN DETROIT AS REPORTED BY THEIR PRINCIPALS AND SUPERVISORS FOR THE YEARS 1953-1964

Individual Differences	Principals		Supervisors		Total	
	Pro-bat. f	Con-tract f	Pro-bat. f	Con-tract f	f	Pct.
Fails to provide for the individual differences of pupils	06	01	05	01	13	34.2
Is unfamiliar with the abilities or needs of pupils	05	01	03	03	12	31.6
Fails to utilize test results to meet the needs of pupils	01	01	01	01	04	10.5
Seems unaware of pupils' personal needs and problems	02	01	00	00	03	7.9
Does not challenge pupils of high ability	01	01	00	00	02	5.3
Does not adapt materials to levels of pupils' ability	00	01	00	01	02	5.3
Is subject conscious, not child conscious	00	01	00	00	01	2.6
Has no idea of the attention span of pupils	00	00	01	00	01	2.6
Total	15	07	10	06	38	100

two difficulties listed accounted for 65.8 per cent of the total frequency, which seemed to distinguish them from the remaining six by a wide variation in frequency. These two difficulties include (1) failure to provide for the individual differences of pupils and (2) is unfamiliar with the abilities or needs of pupils.

The total frequency reported by supervisors in this category was nearly as great as the total frequency reported by principals; therefore, it may be assumed that the coordinated efforts of principals and supervisors will be required to improve skills in this area.

Table 47 presents five specific difficulties encountered by the sample of unsatisfactory teachers in the category "materials of instruction and school equipment". This represents the tenth and final division of the major categories classifying the 175 separate unsatisfactory performance characteristics reported by principals and supervisors.

The five unsatisfactory performance characteristics had a total frequency as reported by principals and supervisors of 29. Seventeen, or 60 per cent were reported by principals, and 12, or 40 per cent were reported by supervisors. The total frequency as reported by supervisors was nearly as great as that reported by principals. This information indicates a recognized need for coordinated efforts by both groups in their responsibility to the known problems. These problems include (1) not using instructional guides or courses of study, (2) materials and teaching procedure is uninter-

TABLE 47

SPECIFIC TYPES OF PERFORMANCE CHARACTERISTICS PERTAINING TO THE ADAPTATION OF MATERIALS OF INSTRUCTION AND SCHOOL EQUIPMENT FOR 59 UNSATISFACTORY ELEMENTARY PROBATIONARY AND 19 CONTRACT TEACHERS IN DETROIT AS REPORTED BY THEIR PRINCIPALS AND SUPERVISORS FOR THE YEARS 1953-1964

Materials of Instruction and School Equipment	Principals		Supervisors		Total	
	Pro-bat. f	Con-tract f	Pro-bat. f	Con-tract f	f	Pct.
Does not use instructional guides or courses of study	03	01	01	03	08	27.6
Materials and teaching procedure is uninteresting	04	00	02	00	06	20.7
Fails to utilize teaching aids and audio-visual materials effectively	02	01	02	01	06	20.7
Does not consider pupil interests or use suggestions in the curriculum guide	02	00	02	01	05	17.4
Fails to interpret courses of study	04	00	00	00	04	13.6
Total	15	02	07	05	29	100

esting, (3) does not utilize teaching aids and audio-visual materials effectively, (4) does not consider pupil interests or use suggestions in the curriculum guides, and (5) fails to interpret courses of study.

The interpretation of these data provided the categories of difficulties encountered by the unsatisfactory

teacher sample considered most important by order of total frequency, and specific difficulties considered most important by order of total frequency within these categories.

The identification by frequency of principals and supervisors reports of unsatisfactoriness establishes these difficulties considered by each as most troublesome to the sample of unsatisfactory teachers. These unsatisfactory characteristics provided categorical and individual item responsibilities for principals and/or supervisors based on the frequencies reported on each unsatisfactory characteristic. These findings could be the basis for specific guidelines in helping some teachers overcome weaknesses that have led to unsatisfactory ratings.

Table 48 presents all of the specific unsatisfactory performance characteristics encountered by seventy-eight elementary teachers rated unsatisfactory during the years 1953-through 1964. The findings are based on the combined frequencies of all difficulties reported by principals and supervisors.

The difficulties are arranged in sequential order as determined by the frequency established from the number of times the unsatisfactory characteristic was used in the various reports of unsatisfactory performance filed by principals and supervisors. There was a total of 175 difficulties reported by principals and supervisors accounting for a total frequency of 1274.

The first ten specific kinds of difficulties encoun-

tered by the unsatisfactory teachers according to combined frequency of mention by principals and supervisors in descending order of frequency accounted for nearly one-quarter, or 24 per cent of the total frequency. The ten difficulties were (1) poor rapport with pupils, (2) limited knowledge of teaching methods and techniques, (3) lacks organizational routine in handling materials, (4) impervious attitude to professional suggestions, (5) lacks group control, (6) fails to implement suggestions, (7) appears professionally unprepared for the teaching assignment, (8) no established pupil work habits, (9) teaching techniques lack inspiration and challenge, and (10) neglects bulletin boards and general appearance of the room.

The first thirty unsatisfactory characteristics, or 17 per cent of the 175 difficulties encountered by the unsatisfactory teachers, accounted for 50.9 per cent of the total frequency reported for all difficulties.

The first ten characteristics as mentioned and named previously accounted for 24 per cent of the total. The next ten characteristics (11-20) accounted for 16.1 per cent and may be referred to in the table. The final ten characteristics (21-30) accounted for 10.8 per cent of all difficulties encountered and may also be referred to in Table 48.

The remaining 145 difficulties have frequencies of 11 or less with the last 22 having a frequency of 1. Difficulties having a frequency of 1 may be considered of minor consequence because they occur so infrequently. However,

TABLE 48

SPECIFIC PERFORMANCE CHARACTERISTICS REPORTED BY PRINCIPALS AND SUPERVISORS WHICH CONTRIBUTED TO THE UNSATISFACTORY RATINGS OF 78 ELEMENTARY TEACHERS FOR THE YEARS 1953-1964

Performance Characteristics Reported	Frequency Reported	Per Cent
Poor rapport with pupils	42	3.3
Displays limited knowledge of teaching methods and techniques	36	2.8
Lacks organizational routine in handling materials	35	2.7
Has impervious attitude to professional suggestions	31	2.4
Lacks group control	29	2.2
Fails to implement suggestions	28	2.2
Appears professionally unprepared for the teaching assignment	27	2.1
No established pupil work habits	27	2.1
Teaching techniques lack inspiration and challenge	27	2.1
Neglects bulletin boards and general appearance of the room	27	2.1
Lacks objectives, motivation, or sequence of learning	26	2.0
Has inadequate daily plans	25	2.0
Teaching limited only to assignments	23	1.8
Fails to gain respect of pupils	21	1.6
Assignments are vague and incomplete	20	1.6
Lacks adaptability	20	1.6

TABLE 48 (Continued)

Performance Characteristics Reported	Frequency Reported	Per Cent
Insecure, confused, and lacks self-confidence	19	1.5
Lacks professional zeal, interest, and enthusiasm	18	1.4
Permits too much busy work	17	1.3
Proceeds without plan, disorganized	17	1.3
Inable to maintain instructional atmosphere conducive to learning	16	1.3
Is unaware of or fails to admit own mistakes	16	1.3
Fails to provide for the individual differences of pupils	14	1.1
Nervous, loses temper, easily upset	14	1.1
Creates feeling of unrest in class	13	1.0
Lets personal problems affect teaching	13	1.0
Fails to keep adequate administrative records	13	1.0
Creates anxieties within children resulting in disturbed parents	12	1.0
Is unfamiliar with the abilities or needs of pupils	12	1.0
Yells at pupils	12	1.0
Alibis constantly for irresponsibility to the job	11	.9
Has ineffective teaching voice	11	.9
Lacks initiative	11	.9
Unable to control chaotic conditions	11	.9
Does not group for instruction	10	.8

TABLE 48 (Continued)

Performance Characteristics Reported	Frequency Reported	Per Cent
Does not work effectively with fellow teachers	10	.8
Bewildered, frustrated, and exhausted by the demands of teaching	10	.8
Lacks understanding in child growth and development	10	.8
Does not care for material and equipment	9	.7
Has shown no improvement in comprehension of teaching	9	.7
Excessively tardy and absent	9	.7
Lacks ability to meet professional standards in chalkboard writing and spelling	9	.7
Room is frequently littered	9	.7
Individual welfare and group welfare not in harmony	9	.7
Unable to plan a flexible, varied, and balanced program	9	.7
Uncooperative	9	.7
Poor judgment in punishment and developing discipline	9	.7
Uses poor judgment	9	.7
Does not use instructional guides or courses of study	8	.6
Has antagonistic attitude toward administration	8	.6
Lacks warmth and empathy for pupils	8	.6
Lesson procedure is monotonous	8	.6

TABLE 48 (Continued)

Performance Characteristics Reported	Frequency Reported	Per Cent
Personality and mannerisms are upsetting to children	8	.6
Blames others for own problems	7	.55
Disregards school rules	7	.55
Does not carry out administrative directives	7	.55
Does not encourage pupils to do their best	7	.55
Does not have the attention of pupils when teaching	7	.55
Has difficulties in relationships with other staff members	7	.55
Lacks empathy with pupils	7	.55
Poor dismissal procedure	7	.55
Pupils unable to follow directions	7	.55
Seeks help frequently with minor discipline	7	.55
Dislikes and is not sympathetic to children	6	.47
Fails to utilize teaching aids and audio-visual materials effectively	6	.47
Has negative attitude toward teaching	6	.47
Has no long range planning	6	.47
Instructional segments too large for pupils	6	.47
Lacks insight for teaching	6	.47
Materials and teaching procedure are uninteresting	6	.47
Neglects standards of safety	6	.47

TABLE 48 (Continued)

Performance Characteristics Reported	Frequency Reported	Per Cent
Becomes upset during administrative conferences	5	.40
Cannot impart knowledge of subject	5	.40
Careless in personal appearance	5	.40
Disregards policy on corporal punishment	5	.40
Does not consider pupil interest or use suggestions in the curriculum guides	5	.40
Does not follow through on statements to pupils	5	.40
Does not have materials of work ready for lesson	5	.40
Does not provide for group work or activities	5	.40
Fails to teach basic skills	5	.40
Is resentful	5	.40
Lacks ability to guide group work	5	.40
Leaves classroom unsupervised	5	.40
Lessons have no development or discussion	5	.40
Poor timing for explanation or demonstrations	5	.40
Seldom carries out work as planned	5	.40
Shirks professional responsibility and assigned duties	5	.40
Slaps pupils	5	.40
Too permissive with pupils	5	.40

TABLE 48 (Continued)

Performance Characteristics Reported	Frequency Reported	Per Cent
Avoids relationships with the staff	4	.30
Discredits other teachers and higher authority	4	.30
Disrupts good human relations in the school and community	4	.30
Does not attend and participate in professional meetings	4	.30
Does not keep individual scholastic records	4	.30
Fails to interpret courses of study	4	.30
Fails to utilize test results to meet the needs of pupils	4	.30
Is overwhelmed by the planning and preparation of group instruction adjusted to various achievement levels	4	.30
Is vindicative	4	.30
Lacks command over subject matter	4	.30
Lacks continuity of learning experience	4	.30
Lacks professional integrity	4	.30
Negative approach in speech and mannerisms	4	.30
Performance standards for pupils are not consistent	4	.30
Poor teaching of reading	4	.30
By-passes administrative authority	3	.24
Budgets time poorly	3	.24

TABLE 48 (Continued)

Performance Characteristics Reported	Frequency Reported	Per Cent
Does not have a plan of work for substitute	3	.24
Does not have a teaching schedule of lessons	3	.24
Does not perceive and resolve potential behavior problems	3	.24
Does not foster desirable pupil attitudes and habits	3	.24
Does not observe safety policies	3	.24
Does not provide centers of interest	3	.24
Has difficulty establishing and maintaining proper relationships with principal	3	.24
Is apathetic, dull, and appears bored	3	.24
Is depressed, pessimistic, appears unhappy	3	.24
Is overly suspicious of others	3	.24
Lacks understanding of goals in the various subject areas	3	.24
Leaves school too early	3	.24
Over-extends teachers' authority	3	.24
Reports submitted late	3	.24
Seeks constant assistance from other teachers	3	.24
Seems unaware of pupils' personal needs and problems	3	.24
Talks over the heads of pupils	3	.24
Talks too much and too long	3	.24
Threatens physical harm	3	.24

TABLE 48 (Continued)

Performance Characteristics Reported	Frequency Reported	Per Cent
Uses bulletin boards poorly	3	.24
Confuses use of plans between groups	2	.16
Does not address pupils by name	2	.16
Does not adapt materials to levels of pupils' ability	2	.16
Does not challenge pupils of high ability	2	.16
Does not keep seating charts	2	.16
Fails to keep scheduled professional appointments	2	.16
Gives false information about pupils' achievement to staff and parents	2	.16
Has task-master approach	2	.16
Has difficulty establishing and maintaining proper relationships with supervisors	2	.16
Has poor hearing	2	.16
Has poor speech	2	.16
Imposes unreasonable demands and punishments	2	.16
Is immature	2	.16
Is impatient	2	.16
Keeps pupils after school without administrative approval	2	.16
Lacks force	2	.16
Lacks professional approach in parent conferences	2	.16
No concern for quality of work	2	.16

TABLE 48 (Continued)

Performance Characteristics Reported	Frequency Reported	Per Cent
Over aggressive and meddling	2	.16
Plans the same kind of activity for all classes regardless of grade	2	.16
Poor teaching of arithmetic	2	.16
Poor teaching of spelling	2	.16
Removes administrative records from school against policy	2	.16
Talks down to pupils	2	.16
Uncooperative in enrollment procedures	2	.16
Uses corporal punishment resulting in anxiety of parents	2	.16
Usurps class time discussing unrelated experiences	2	.16
Digresses from topic of lesson	1	.08
Does not follow teacher committee decisions	1	.08
Does not proofread pupils' notes to parents	1	.08
Equipment repair service used for personal equipment	1	.08
Exploits student helpers	1	.08
Fails to culminate lesson	1	.08
Fails too many pupils	1	.08
Fails to send administrative notices home	1	.08
Has no idea of the attention span of pupils	1	.08
Has no sense of humor	1	.08

TABLE 48 (Continued)

Performance Characteristics Reported	Frequency Reported	Per Cent
Has poor posture	1	.08
Has poor self-image	1	.08
Is bewildered by the accepted rules, regulations, and requirements constituting good teaching	1	.08
Is defensive of methods and ways with children	1	.08
Is subject conscious, and not child conscious	1	.08
Lacks ability to analyze own work critically	1	.08
Lacks standards for marking	1	.08
Mishandles collection of funds	1	.08
No opportunity for pupils to evaluate work or solve own problems	1	.08
Promotes all pupils, regardless of achievement	1	.08
Questioning technique lacks appeal	1	.08
Teacher absence policy disregarded	1	.08
Total	1274	100.02

they were reported by principals and supervisors in their reports of unsatisfactoriness; therefore, personnel responsible for assisting teachers should be cognizant of them.

The 123 remaining unsatisfactory characteristics in the table (31-153) having a range in frequency from 11 to 2 may be thought of as a decreasing range of significance for the difficulties reported. These 123 difficulties in addition to the first 30 mentioned previously form a factual reference of the difficulties encountered by the sample of unsatisfactory teachers with an indication as to the severity of each reported difficulty by principals and supervisors. It should provide reliable information which may serve as a guide for comparison and evaluation of teachers, and as a reference for personnel interested in improving borderline teaching.

At this point the writer considers it a matter of interest regarding the disposition of the 59 unsatisfactory probationary teachers used in the sample.[1] Forty-six accepted transfer to a new assignment, 4 resigned immediately, 4 left to accept another teaching position or other employment, 2 returned after a leave of absence to a new assignment, 2 left for other reasons, and 1 was terminated by the Board of Education. Of the 48 unsatisfactory teachers who accepted new assignments, 32 or 66.7 per cent attained a satisfactory rating, 14 or 29.2 per cent were still unsatisfactory which

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[1]Refer to Appendix A, Table 55..

resulted in automatic termination, and 2 or 4.1 per cent who were granted a third assignment were still unsatisfactory and automatically terminated.

It is not known why only 21 of the 32 teachers receiving satisfactory ratings in their second assignment were teaching in Detroit at the time of interviews with principals.

Table 49 could be considered as supportive data for the previous tables which revealed the unsatisfactory characteristics reported by principals and supervisors. This table presents the "poor" or "weak" difficulties of twenty-one teachers who were unsatisfactory but are still teaching in the Detroit Public Schools in another assignment at the time of the interview.

These data were obtained through interviews with their present principals. Twenty-one evaluations were obtained from nineteen principals with two principals evaluating two teachers each. There were 93 specific difficulties reported for 21 teachers. The number of times these difficulties were reported resulted in a total frequency of 243. The range of difficulties was from 5 to 20, and the mean number of difficulties per teacher was 11.6.

A majority of difficulties were overcome in their new assignment with only 40 difficulties in nine categories persisting as "weak" or "poor". A total frequency count of 60 was recorded from the interviews, with 15 considered "poor" and 45 "weak". Thus 24.7 per cent of the total frequency of difficulties persisted and 75.3 per cent were corrected,

TABLE 49

PREVIOUS UNSATISFACTORY PERFORMANCE CHARACTERISTICS OF 21 REASSIGNED UNSATISFACTORY TEACHERS ACCORDING TO MAJOR CATEGORIES WHICH CONTINUE TO PERSIST AND ARE CLASSIFIED AS POOR OR WEAK BY THE PRESENT PRINCIPALS

Performance Characteristics by Major Categories Considered Poor or Weak*	Frequency Reported
Class Control and Guidance	
Lacks group control	2
Lacks understanding in child growth and development	2
Poor rapport with pupils	2
Does not follow through on statements to pupils	2
Does not perceive and resolve potential behavior problems	1
Fails to gain respect of pupils	1
Negative approach in speech and mannerisms	1
Seeks help frequently with minor discipline	1
Unable to control chaotic conditions	1
Yells at students	1
Subtotal	14
Methods and Techniques of Instruction	
Teaching techniques lack inspiration and challenge	3
Assignments are vague and incomplete	2
Displays limited knowledge of teaching methods and techniques	2

TABLE 49 (Continued)

Performance Characteristics by Major Categories Considered Poor or Weak	Frequency Reported
Methods and Techniques of Instruction (Continued)	
Lacks objectives, motivation, or sequence of learning	2
Fails to culminate lessons	2
Instructional segments too large for pupils	1
No concern for quality of work	1
Subtotal	12
Behavioral and Personal Characteristics	
Appears professionally unprepared for the teaching assignment	1
Does not have a plan of work for substitutes	1
Does not have a teaching schedule of lessons	1
Has inadequate daily plans	1
Lacks command over subject matter	1
Proceeds without plan, disorganized	1
Unable to plan a flexible, varied, and balanced program	1
Subtotal	7
Class Organization and Management	
Lacks organizational routine in handling materials	2
Does not group for instruction	1
Does not provide group work or activities	1
Does not take care of room facilities	1

TABLE 49 (Continued)

Performance Characteristics by Major Categories Considered Poor or Weak	Frequency Reported
Class Organization and Management (Continued)	
Neglects bulletin boards and general appearance of the room	1
Room is frequently littered	1
Subtotal	7
Professional Growth	
Is unaware of or fails to admit own mistakes	3
Blames others for own problems	1
Fails to implement suggestions	1
Subtotal	5
Administrative Policy and Procedure	
Does not keep adequate administrative records	1
Does not keep individual scholastic records	1
Leaves classroom unsupervised	1
Subtotal	3
Individual Differences	
Fails to provide for the individual differences of pupils	1
Is unfamiliar with the abilities or needs of pupils	1
Seems unaware of pupils' personal needs and problems	1
Subtotal	3

TABLE 49 (Continued)

Performance Characteristics by Major Categories Considered Poor or Weak[a]	Frequency Reported
Materials of Instruction and School Equipment	
Does not use instructional guides or courses of study	1
Subtotal	1
Total	60

[a]There were no difficulties under the major category of "Relationships with Staff".

or at least were not reported as troublesome by their present principal. In fact, of the 183 remaining characteristics considered to be satisfactory, the twenty-one teachers were performing "average" in 82 of the characteristics, "good" in 84 of them, and "excellent" in 12 of them. Of the remaining 5 unsatisfactory characteristics, 4 could not be evaluated as classroom problems because the particular teacher was assigned as a teacher for home-bound children. The other single difficulty was originally attributed to a hearing problem of which the present principal was not aware, and it was, therefore, assumed that the hearing loss was corrected.

In seeking a general evaluation of the former unsatisfactory teacher, the principal was asked if the teacher was presently considered satisfactory or borderline. Sixteen

were rated satisfactory and five were considered borderline, or 76.2 per cent, and 23.8 per cent respectively.

As noted in the footnote of Table 49 there were no difficulties in the category of "Relationships with Staff" that persisted; therefore, only nine categories were included in the table.

It is somewhat convincing to note that the first five categories grouped by frequency in Table 49 representing persistent "poor or weak" characteristics were among the first six categories grouped by frequency in Table 37 representing the original unsatisfactory characteristics. Also, the first five categories of persistent difficulties accounted for 80 per cent of all the difficulties for the twenty-one reassigned teachers, while the first five categories of the original difficulties show great similarity with 72.7 per cent.

It may be coincidental that the category of "Professional Growth" dropped two places in categorical position as the teachers gained experience in their second assignment; but, the fact that experience is an important factor in correcting teaching difficulties cannot be overlooked.

The writer believes these findings to be persuading evidence for serious consideration in the improvement of elementary teacher performance in Detroit.

With the conclusion of this chapter, the analysis of the data and the presentation of the findings have been completed. The task of summarizing the results and presenting general conclusions drawn from these data remains. Chapter V will be devoted to these ends.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this final chapter, a brief review of the problem is presented, followed by the consideration of fifteen hypotheses, the findings relevant to each, the answers to three related questions, and conclusions. Recommendations and suggestions for further research in the area of teacher difficulties through the in-service approach or teacher selection will complete the chapter.

This study was conceived to determine the extent and trend of unsatisfactoriness among teachers in the Detroit Public Schools during the years 1947 through 1964, the professional characteristics of unsatisfactory teachers in relation to a satisfactory matching sample, the predominant difficulties of teachers which resulted in ratings of unsatisfactory performance, and any personal characteristics determined from accrued data which appeared to characterize the unsatisfactory teacher.

Unlike most studies pertaining to teacher difficulties, this study is based upon the data collected from the individual files of teachers, except for the data received from interviews with certain elementary school principals.

Also, certain comparisons with satisfactory teachers were employed through the matching sample technique.

Findings and Conclusions

During the inclusive years of the study, 1947 through 1964, a total of 274 certified personnel were rated unsatisfactory by administrators and supervisors. This group included two assistant principals, one department head, four counselors, and 267 teachers at all school levels.

Taken in six-year intervals for the eighteen year period, the average number of unsatisfactory personnel was 5.5 for the interval 1947-1952, 9.8 for the interval 1953-1958, and 30.3 for the years 1959-1964. Thus, the rate of unsatisfactoriness nearly doubled from the early years to the middle years, and tripled from the middle years to the later years, establishing a clear trend of a rapid rise in the rate of unsatisfactoriness among Detroit teachers.

As may be expected, there were other variations evident during the eighteen year period. The number of teachers increased by 31.6 per cent, and the average class size per teacher decreased from 35.6 pupils in 1947 to 29.7 pupils per teacher in 1964.

These facts do not support the opinions of many teachers that a lower class size produces a better teaching situation. The findings in this study disclosed that as class size per teacher decreased, unsatisfactoriness increased.

The distribution of unsatisfactoriness by school

division included 143 teachers at the elementary level, 78 at the junior high level, 31 at the senior high level, and 15 from Special Education.

The most troublesome homeroom grades as determined by the frequency of unsatisfactory reports were the first and second grades, which accounted for 53.3 per cent of all elementary homeroom teachers' unsatisfactoriness. The first grade represented 29.1 per cent and the second grade 24.2 per cent. In the special subject areas, the most troublesome subjects as determined by the frequency of unsatisfactory reports were art, health education, and science which accounted for 63.2 per cent of special subject teachers' unsatisfactoriness. Art was responsible for 32.4 per cent; health education, 16.2 per cent; and science, 14.6 per cent. Contrasts may be drawn with the composition of a typical elementary school staff in Detroit which normally includes 67 per cent homeroom teachers and 33 per cent special subject teachers.

In junior high school the three required subject areas of English, mathematics, and social studies accounted for 56.6 per cent of the unsatisfactory reports. In respective order they were: English, 24.5 per cent; mathematics, 19.2 per cent; and social studies, 12.9 per cent. This contrasts with the per cent of staff members in these departments for a typical junior high school in Detroit, where each department memtioned comprises 20 per cent of the staff.

For senior high schools the same subject areas prevailed with 29.4 per cent unsatisfactoriness in English,

13.1 per cent in mathematics, and 12.8 per cent in social studies, representing a total of 55.3 per cent. This may be contrasted with the per cent of staff members in each of the departments for a typical comprehensive high school in Detroit. They are: English, 20 per cent; mathematics, 9 per cent; and social studies, 12.5 per cent.

It is recognized that the test of these hypotheses are not experimentally independent, therefore, the probability values taken from the tables are not strictly applicable.

In summary, teachers in grades one and two received 53.3 per cent of the unsatisfactory ratings in the elementary grades, while art, health education, and science accounted for 63.2 per cent of unsatisfactory ratings in elementary school special subjects.. In junior and senior high school, the teachers in the subject areas of English, mathematics, and social studies received 56.6 and 55.3 per cent respectively of the unsatisfactory reports in these school divisions.

The preliminary and basic data pertaining to the scope of unsatisfactoriness in the Detroit Public Schools for the years 1947-1964 having been presented, the null hypotheses will be tested for acceptance or rejection in light of the evidence collected.

Hypothesis 1. The degree of unsatisfactoriness among elementary, junior high, and senior high teachers in the Detroit Public Schools from 1947-1964 is not significantly different.

The findings revealed that during the years 1947-1964, evaluated in three periods of six-year intervals, the degree or rate of unsatisfactoriness between elementary, junior high,

and senior high school teachers was significant except for the period 1947-1952. Both of the two succeeding six-year periods significantly favored the rate of unsatisfactoriness of junior high school teachers over elementary and senior high school teachers. The level of probability for the years 1953-1958 was .05, and for the years 1959-1964 was at the .01 level.

The rate of unsatisfactoriness between the three six-year periods from 1947 to 1964, and the three school levels revealed significant differences for each school division in the later interval of 1959-1964. The differences were significant at the .01 level for senior high school teachers. The intervals 1947-1952, and 1953-1958 were not significant.

In conclusion, junior high teachers were found to be unsatisfactory at a significantly higher rate than elementary or senior high school teachers in each of the six-year periods except for the interval 1947-1952. Also, the rate of unsatisfactoriness among elementary, junior high, and senior high school teachers was significantly greater during the six-year interval from 1959-1964 than for either of the two earlier periods, 1947-1952 or 1953-1958.

Based on the evidence cited above, Hypothesis 1 is rejected.

Hypothesis 2. The professional characteristics of satisfactory and unsatisfactory teachers are not significantly different.

The professional characteristics treated were semester hours of college credit, grade point averages, and Board of

Education evaluative instruments concerning an inventory of adjustment, general intelligence, general culture, social studies, literature, science, fine arts, and mathematics.

The sample employed in comparing the two groups of teachers included 78 unsatisfactory teachers and 78 satisfactory teachers.

The variables related to semester hours of credit were total semester hours at time of appointment and the semester hours in professional courses, teaching field, student teaching, and hours beyond the bachelor's and master's degrees. Only one variable revealed a significant difference. Total semester hours of credit at time of appointment was significant at the .05 level and favored the unsatisfactory teachers who had a mean total of 11.5 more semester hours of credit than the satisfactory teachers.

The honor point variables treated included total honor point average at time of appointment and the teacher's honor point average in professional courses, teaching field, and student teaching. Significant differences were found at the .01 level in student teaching and at the .05 level in professional courses, both favoring the satisfactory teachers.

The eight Board of Education evaluative variables treated revealed four out of eight to be significant. In addition to the general culture variable, they included the subject areas of social studies, science, and fine arts, all of which were significant at the .05 level and favored the unsatisfactory teachers. In fact, the unsatisfactory

teachers had higher mean scores on all of the variables than did their matching samples. Considering both groups, there were no mean scores above average, and many were below average.

In summary, unsatisfactory teachers had a higher mean average of semester hours of college credits, and satisfactory teachers had a higher mean honor point average. The significantly higher average at the .01 level of satisfactory teachers in student teaching probably had a positive relationship to their success as teachers. If it can be assumed that the validity of the Board of Education evaluative instruments are sound, then the quality of teachers placed during the years 1953-1964 including both groups was hardly average.

It is the understanding of the writer that the use of these instruments was discontinued in 1965. It would seem that implications could be drawn from these findings to support discontinuance.

In view of the facts presented above, Hypothesis 2 is rejected.

> Hypothesis 3. The professional characteristics of satisfactory and unsatisfactory teachers as determined by Detroit Board of Education evaluations for the years 1953-1958 are not significantly different than for the years 1959-1964.

The variables employed in testing this hypothesis were the eight Board of Education evaluative instruments of adjustment inventory, general intelligence, general culture, social studies, literature, science, fine arts, and mathematics. The findings between unsatisfactory and satisfactory

teachers for each of the variables, and two comparative periods of time revealed significant differences. Based on mean scores for the evaluative instruments, there were significant differences on all of the variables. All differences favored the unsatisfactory teachers. The two variables of adjustment inventory and general intelligence were significant at the .05 level. Significant at the .01 level were the variables of general culture, social studies, literature, science, fine arts, and mathematics.

In comparing the two intervals of time, 1953-1958, and 1959-1964, significant differences favored the earlier years of 1953-1958 for all eight variables. It appears evident from these results that the mean scores for unsatisfactory teachers were significantly better on all of the evaluative instruments than were the mean scores for satisfactory teachers, and, higher mean scores were attained by teachers in the earlier years than in later years of these two periods. The inference may be drawn that teachers evaluated prior to the rise of unsatisfactoriness in 1959 may have been better qualified as indicated by their scores on the instruments used as variables.

In view of the evidence cited above, Hypothesis 3 is rejected.

Hypothesis 4. The professional characteristics of satisfactory and unsatisfactory teachers as determined by Detroit Board of Education evaluations initially placed in "Inner City", "Middle City", or "Outer City" schools used in this study during the years 1953-1964 are not significantly different.

To test Hypothesis 4, the same variables were employed, that is, the eight Board of Education evaluative instruments of adjustment inventory, general intelligence, general culture, social studies, literature, science, fine arts, and mathematics.

The sample included 156 elementary teachers, 59 unsatisfactory probationary teachers, and 19 unsatisfactory contract teachers including their matching sample, to determine differences in the three areas of the city based on the eight variables. The mean scores on all variables except the adjustment inventory increased in ascending order from a low for "Inner City" scores, through "Middle City" scores, to the highest mean scores for the teachers in "Outer City" schools. For adjustment inventory scores the "Outer City" teacher group had the lowest mean scores.

On the general intelligence instrument, the variation on mean scores was slight, with "Inner" and "Middle City" schools maintaining mean scores between B- and B. "Outer City" schools' mean score was the equivalent of B. Significant differences were revealed between "Inner City" and "Outer City" schools on two variables, general culture and fine arts. Both were significant at the .05 level. The mean decile rating for teachers in the "Inner City" was 2.62 which categorically is considered undesirable, while the mean decile rating for teachers in the "Outer City" was 4.58 which is nearly average.

The difference noted for the fine arts variable was

very similar. The mean decile rating for teachers in the "Inner City" was 2.97 which in descriptive terminology is "undesirable" to "doubtful", while the mean decile rating of the teachers in the "Outer City" was 5.33 which is considered upper average.

It is apparent that with "Outer City" teachers attaining higher mean scores on seven out of eight variables, two of them being significant, teachers having better potential qualifications or abilities as determined by these instruments were teaching in the "Outer City".

Based on the evidence revealed above, Hypothesis 4 is rejected.

> Hypothesis 5. The professional characteristics of satisfactory and unsatisfactory homeroom teachers, and satisfactory and unsatisfactory special subject teachers as determined by Detroit Board of Education evaluations are not significantly different.

The same variables were used in testing this hypothesis, namely, the eight Board of Education evaluative instruments of adjustment inventory, general intelligence, general culture, social studies, literature, science, fine arts, and mathematics.

The sample included 59 unsatisfactory probationary teachers, 19 unsatisfactory contract teachers and the matching samples. The two comparative groups included 102 homeroom teachers and 54 special subject teachers. The special subject teachers had higher mean scores on every one of the eight variables than did homeroom teachers, three of which

were significant. The lowest mean decile scores were in mathematics. The variables revealing significant differences were general culture, literature, and fine arts. The first two were significant at the .05 level and the latter at the .01 level. Nearly twice as many special subject teachers had mean decile ratings in the "above average" category as did homeroom teachers. The per cents were 37 and 19 respectively.

It appears conclusive that special subject teachers in this sample had better professional characteristics than homeroom teachers as noted by significant differences on more than one-third of the variables, and a consistently higher per cent of special subject teachers in the upper decile range.

From the evidence presented, Hypothesis 5 is rejected.

Hypothesis 6. Student teaching performance of satisfactory and unsatisfactory teachers as determined by grade point average does not differ significantly..

In comparing the honor point average of unsatisfactory and satisfactory teachers in their student teaching on the basis of per cent it is apparent why statistically significant differences occurred between the two groups.. Contrasting satisfactory and unsatisfactory teachers at five levels of the grading scale from "A" to "C" the following was revealed. Twenty-five and six-tenths per cent of the satisfactory teachers averaged "A", and 9.2 per cent of the unsatisfactory group. The per cent having a "B+" average or

better were 42.4 of the satisfactory teachers and 18.4 per cent of the unsatisfactory teachers. A "B" or better average was attained by 89.9 per cent of the satisfactory teachers and 76.3 per cent of the unsatisfactory teachers. Teachers with a "B-" average or better equalled 97.5 per cent of the satisfactory group and 82.8 per cent of the unsatisfactory group. Only 1.3 per cent of the satisfactory teachers had a mark of "C" as opposed to 8 per cent of the unsatisfactory teachers. There were no satisfactory teachers with a mark in student teaching below "C", while 3.9 per cent of the unsatisfactory teachers had marks lower than "C".

The mean honor point average in student teaching for satisfactory teachers was 2.34, and for unsatisfactory teachers it was 1.98. The difference is significant at the .01 level and favors the satisfactory teachers. Probably the inference can be drawn that grades in student teaching are usually a reliable indicator of success as a teacher.

Honor point averages in student teaching are significantly different between unsatisfactory and satisfactory teachers, therefore Hypothesis 6 is rejected.

Hypothesis 7. The initial evaluation by the Board of Education Personnel Committee of elementary teacher candidates is not significantly different for those subsequently rated unsatisfactory from those considered satisfactory.

The sample for testing this hypothesis was composed of 156 elementary teachers. Seventy-eight subsequently were rated unsatisfactory and 78 were considered satisfactory

during the years 1953-1964..

The selection committees which approved the appointment of these teachers are made up of five members. Each member evaluates a teacher candidate as being either "superior", "good", "average", or "doubtful". The satisfactory and unsatisfactory teachers were compared by the mean number of votes received in the four rating categories.

There were twice as many mean number of votes registered in the "superior" category for satisfactory teachers as for unsatisfactory teachers. The difference, however, was not statistically significant.

The mean number of committee members casting ballots for satisfactory teachers in the "good" category was 2.01. For unsatisfactory teachers the mean was 1.46. These means are statistically significant at the .01 level and favor the satisfactory teachers. The mean number of committee votes in the "average" category was 1.53 for satisfactory teachers, and 2.50 for unsatisfactory teachers which is significant at the .01 level and favors the unsatisfactory teachers. The mean number of committee members casting votes in each of the rating categories reveals higher mean votes for satisfactory teachers in the "good" and "superior" categories, and higher mean votes for unsatisfactory teachers in the "average" and "below average" categories. It is evident that committee observations and evaluations of teacher candidates were quite accurate as seen by the mode of the mean number of committee votes.

With significant differences in three out of four categories favoring the successful teachers, it is apparent that the committee members were discreet and accurate in the selection of teacher candidates.

From the evidence cited above, Hypothesis 7 is rejected.

Hypothesis 8. Environmental experience in an urban society is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

Determining environmental experience in an urban society was limited to the treatment of three variables which were the only pertinent data in the teachers' files. These included locale of birth, pre-college community, and environmental area where high school was completed. The sample involved 78 unsatisfactory elementary teachers and 78 satisfactory teachers.

The data revealed that approximately 50 per cent of the unsatisfactory teachers and 43 per cent of satisfactory teachers were born in Detroit, and 42 per cent of both groups were born in other states than Michigan. The means for the locale of birth were not significant.

Similar results were found regarding the kind of pre-college community to which the two groups were exposed. Therefore, it may be assumed that with nearly 50 per cent of the total sample being Detroit-born, and over 50 per cent residing in a major urban community during their pre-college days, that the groups are identical, and that approximately 50 per cent of the sample were urban born and continued to

reside in an urban environment prior to college.

The mean of 2.41 for satisfactory teachers and 2.14 for unsatisfactory teachers was not significant. The mean for both groups placed them in a range of population from 50,000 to 100,000 which could be considered as providing certain urban experiences.

A total of 52 per cent of unsatisfactory teachers and 51 per cent of satisfactory teachers completed high school in Detroit, while an additional 14 per cent and 17 per cent respectively graduated from suburban Detroit high schools or other Michigan public schools. The means of 3.55 and 3.56 for the two groups were not significant.

With approximately 50 per cent of unsatisfactory and satisfactory teachers being born in urban communities, graduating from urban high schools, and having continued to reside in the same pre-college environment, it may be stated with assurance that the majority of teachers coming to Detroit have urban experience and background.

From the evidence presented, the null hypothesis is accepted. There are no significant differences for Hypothesis 8.

Hypothesis 9. The time interval between graduation from high school and graduation from college is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

The sample for testing this hypothesis included 78 unsatisfactory elementary teachers and 78 satisfactory elementary teachers.

The mean number of years required to complete a bachelor's degree following high school graduation for the satisfactory teacher sample was 7.46 years, while for the unsatisfactory teachers it was 10.19 years. The difference in the means was just below the point of significance. The range in years for acquiring a bachelor's degree was a minimum of three years to a maximum of 41-45 years, with both groups having one each at the extremes of the range.

Satisfactory teachers consistently have a greater percentage completing their work for a degree in a shorter period of time than unsatisfactory teachers. Sixty-one per cent of the satisfactory teachers finished their degree in the normal four year period as opposed to 41 per cent for the unsatisfactory teachers.

Although the difference in the means on this variable lacks only four one-hundredths of a point in t-value of being significant, it is evident that variations in the time required from high school graduation to the granting of a bachelor's degree between satisfactory and unsatisfactory teachers show a positive degree of relationship.

From these findings the inference may be drawn that teachers requiring more than the normal span of years to complete their bachelor's degree may be more prone to unsatisfactoriness.

Based on the evidence cited above, the null hypothesis for Hypothesis 9 is accepted.

Hypothesis 10. The sex of the principal does not significantly affect the length of service as a probationary teacher nor the awarding of an unsatisfactory rating.

The sample for testing the two parts of this hypothesis involved 59 probationary elementary teachers prior to their unsatisfactory ratings by Detroit school principals during the years 1953-1964. The comparison to determine differences was in the time factor between male and female principals in helping probationary teachers with their problems before a final decision that a teacher was unsatisfactory. The mean number of days served as a probationary teacher under the supervision of a male principal before being rated unsatisfactory was 165.5 days, while under a female principal it was 115.2 days. The difference in the means is significant at the .05 level favoring a longer time factor of supervision by male principals before an unsatisfactory rating was given than by female principals.

Concerning the number of ratings given by male and female principals, there were twice as many female principals as male principals who rated teachers; however, the ratio of unsatisfactory ratings made did not prevail in the same ratio. Male principals issued 25 unsatisfactory ratings and female principals issued 34, or 42.4 per cent and 57.6 per cent respectively. The chi-square value revealed no significant difference.

These findings reveal that probationary teachers serving under male principals had more time to prove themselves,

or receive more help before being rated unsatisfactory than did probationary teachers serving under female principals. The sex of the principal did not significantly affect the number of unsatisfactory ratings given.

From the findings cited above, Hypothesis 10 is rejected on the length of service of the teacher before being rated unsatisfactory, and the null hypothesis is accepted on the number of unsatisfactory ratings issued by principals as determined by sex.

Hypothesis 11. The sex of the teacher is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

Ten variables were treated in testing possible differences in Hypothesis 11. They included age at date of appointment; years of teaching experience at date of appointment; years from high school graduation to the granting of a bachelor's degree; total grade point average at time of appointment; grade point average in their teaching field, professional courses, and student teaching at time of appointment; semester hours of credit beyond a bachelor's degree at the time of an unsatisfactory rating; days of service from appointment to the date of an unsatisfactory rating; and days of absence during the same period.

The sample involved 59 unsatisfactory and 59 satisfactory elementary probationary teachers. Nine were male teachers in each group, and 50 were female teachers.

The findings revealed significant differences between male and female unsatisfactory and satisfactory teachers in

grade point averages on three variables. The variables were courses in their teaching field, professional courses, and student teaching. All were significant at the .05 level and favored the satisfactory female teachers.

Although not significant, it is of interest to note that female teachers in both groups had an average of five years teaching experience prior to appointment, while male teachers had an average of two years experience. Also, female teachers averaged two more days of absence from date of appointment to the time of an unsatisfactory rating than male teachers, but satisfactory teachers as a group had 1.5 to 2 days less absence than unsatisfactory teachers.

From the evidence presented, the sex of the teacher was significant on three of the ten variables and favored satisfactory female teachers, therefore, Hypothesis 11 is rejected.

Hypothesis 12. The age of the teacher at appointment is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

The sample for testing age of the teacher at appointment included 78 unsatisfactory teachers and 78 satisfactory matching samples. The range in age for satisfactory teachers was 20-54 years while in the case of unsatisfactory teachers it was 20-64 years of age. Eighty-eight per cent of the satisfactory teachers were in the 20-34 years age range as compared to 54 per cent of the unsatisfactory teachers.

The mean age of satisfactory teachers was 28.97

years and the mean age of unsatisfactory teachers was 34.6 years. The difference is significant at the .01 level and favors the satisfactory teachers who were 5.81 years younger.

It is apparent that age of the teacher at date of appointment is a significant factor and related to success in teaching as found in this study. Therefore, with 88 per cent of the successful teachers falling within the age range of 20-34 years, these limits probably would be safer in the selection of teachers than the upper ranges in years.

From the evidence cited above, Hypothesis 12 is rejected.

Hypothesis 13. Teaching experience previous to appointment in Detroit is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

The sample employed in testing this hypothesis was restricted somewhat because of missing information in the teachers' records. The sample included 35 unsatisfactory teachers and 23 satisfactory teachers.

The mean years of teaching experience prior to their date of appointment in Detroit was 5.00 years for unsatisfactory teachers, and 4.30 years for satisfactory teachers. The t-value of .51 is not significant.

As will be noted later in this chapter, experience has a positive relationship in helping teachers overcome characteristics of weak performance. However, it is evident that the degree of teaching experience prior to appointment in Detroit is not a distinguishing factor between unsatis-

factory and satisfactory teachers.

Based on the findings above, the null hypothesis for Hypothesis 13 is accepted.

Hypothesis 14. Marital status is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

In testing the null of Hypothesis 14, the total sample of 78 unsatisfactory elementary teachers and their matching sample of 78 satisfactory teachers were employed. There was no appreciable difference discernable in the frequency distribution or per cents between the two groups. The mean of 1.83 for unsatisfactory teachers, and the mean of 1.79 for satisfactory teachers is not statistically significant.

It is noted that approximately 30 per cent of both groups of teachers were single. Approximately 65 per cent were married, and relatively few were separated, divorced, or widowed.

From the evidence cited, marital status is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers, and the null hypothesis is accepted.

Hypothesis 15. Absenteeism is not a significant variable in distinguishing between satisfactory and unsatisfactory teachers.

The sample employed in testing the final hypothesis concerning the absenteeism of unsatisfactory and satisfactory elementary teachers during the interval from date of appointment to the date of an unsatisfactory rating consisted

of 69 unsatisfactory teachers and 64 satisfactory teachers. The variation in the sample was due to incomplete records of the early years of the period 1953-1964.

The mean number of days of absence during the teaching interval for unsatisfactory teachers was 8.41, and for satisfactory teachers it was 6.72. The difference in the means of 1.69 more days of absence for unsatisfactory teachers as compared to satisfactory teachers is not significant.

It appears reasonable to assume that teachers experiencing the most difficulties may have a higher rate of absenteeism than teachers who are more successful.

From the findings revealed above, the null hypothesis is accepted.

In summary, ten of the null hypotheses were rejected and five were accepted. The findings which significantly characterized unsatisfactory teachers at the time of their appointment were:

1. They had more semester hours of college credit.
2. They had a total lower mean honor point average.
3. They had a lower mean honor point average in student teaching.
4. They required more than the normal span of years to complete a bachelor's degree.
5. They are older than satisfactory teachers.
6. Male teachers are more likely to be unsatisfactory than female teachers.
7. They scored better on the Board of Education

evaluative instruments of general culture, social studies, science, and fine arts.

8. Unsatisfactory special subject teachers scored better on the Board of Education evaluative instruments of general culture, literature, and fine arts than their counterparts, the homeroom teachers.

Generally, two findings which significantly characterized unsatisfactoriness by school divisions and years were:

1. The rate of unsatisfactoriness was greater for junior high teachers than for elementary or senior high teachers.

2. The rate of unsatisfactoriness for elementary, junior high, and senior high school teachers was greater in the later years of 1959-1964 than for the earlier years of 1953-1958.

Although not tested statistically, two findings of importance regarding unsatisfactoriness were:

1. A majority of unsatisfactory teachers in the grades kindergarten through the sixth were in grades one and two.

2. A majority of unsatisfactory teachers in the special subject areas were found in art, health education, and science, with art accounting for nearly one-third of the total.

In addition to the hypotheses tested, there are three related questions to which answers are sought. The first

concerns the performance characteristics enumerated by principals and supervisors in their reports of unsatisfactory performance. The question is:

> What are the reported performance characteristics which contributed to the unsatisfactoriness of probationary teachers and certain contract teachers?

Based on an analysis of the data, the major findings of the difficulties observed and reported by principals and supervisors were as follows:

1. There were 175 specific unsatisfactory performance characteristics reported by principals and supervisors. The number of times these difficulties were reported totaled a combined frequency of 1274.

2. The sequential distribution according to major categories as determined by frequency were: (1) methods and techniques of instruction, 248; (2) class control and guidance, 200; (3) behavioral and personal characteristics, 192; (4) professional growth, 146; (5) planning and preparation, 140; (6) class organization and management, 138; (7) administrative policy and procedure, 72; (8) relationship with staff and parents, 71; (9) individual differences, 38; and (10) materials of instruction and school equipment, 29.

3. Fifty per cent of all unsatisfactory teacher difficulties were related to methods and techniques of instruction, class control and guidance, and behavioral and personal characteristics.

4. The first 30 difficulties of the 175 total according to their reported frequency as seen in Table 48 accounted

for 50 per cent of the total frequency.

The second of the three questions mentioned above pertains to interviews with principals concerning the performance of certain unsatisfactory teachers. The question is:

> As determined from interview responses with current administrators of the unsuccessful teachers who remained in the Detroit school system, how effectively are these teachers performing when compared with their characteristics of performance as unsuccessful probationary teachers for the years 1959-1964?

The following data and findings were revealed in relation to the interviews:

1. Of the 43 probationary teachers rated unsatisfactory during the years 1959-1964, 34 accepted a second teaching assignment. At the time of the interviews only 21 were still teaching in Detroit which provided the sample for the interviews with school principals.

2. There were 93 specific unsatisfactory performance characteristics reported for the 21 teachers. The number of times these difficulties were reported resulted in a total frequency of 243. The range of difficulties was from 5-20, and the mean number of difficulties per teacher was 11.6.

3. A majority of the 21 teachers' difficulties were overcome in their new assignment with only 40 difficulties in nine categories persisting as "weak" or "poor". A total frequency count of 60 was recorded from the interviews with 15 counts considered "poor" and 45 "weak". Thus, 24.7 per cent of the total frequency of difficulties persisted and

75.3 per cent were corrected..

4. The categories established from the "weak" and "poor" characteristics determined by interviews and shown in Table 49 are quite consistent with the original classification in Table 37. The first five categories of persistent difficulties are among the first six categories of the original classification. The one variation noted pertains to the category of professional growth which dropped two positions. This was probably due to the experience gained by the 21 teachers in their second assignment.

Confirming the persistent difficulties with the original difficulties in the total sample should provide convincing evidence for the areas of concentration in attempts to strengthen teacher performance..

In order to gain an opinion regarding the quality of teachers, the following question was asked of the nineteen principals interviewed. "In comparing the quality of teachers assigned to the Detroit Public Schools ten years ago as compared to teachers assigned today, would you say the quality is: substantially better, better, the same, lower, or substantially lower?" Eight responded "the same", eight said "lower", two "substantially lower", and one preferred not to answer. The response indicates more displeasure than pleasure with the quality of teachers now being assigned.

The final question to be considered in this study is:

> Does there appear to be a relevance of unsatisfactoriness of the probationary teacher and the college or university granting the degree:

There are 25 colleges and universities represented in Table 58 of Appendix A as granting degrees to 59 elementary probationary teachers in Detroit who were rated unsatisfactory during the years 1953-1964..

Among the first ten colleges and universities in the table, seven are located in Michigan, one in a neighboring state, and two are located in the South..

Two-thirds, or 66.2 per cent of the 59 unsatisfactory probationary teachers were graduates from Michigan colleges and universities.. Of the 39 Michigan graduates, 64.1 per cent were from Wayne State University; 10.3 per cent from the University of Michigan; and 5.1 per cent respectively from Albion College, Central Michigan University, Eastern Michigan University, Michigan State University, and the University of Detroit.

While it cannot be concluded from these figures that there is a higher rate of unsatisfactory teachers from one institution or another, it is suggested that possible reasons for the variations mentioned may be investigated.

Thus the questions raised at the onset of this investigation have been answered, and the findings and conclusions have been summarized and described. The following and final section of this study will offer some suggestions and recommendations for future study in this area.

Recommendations for Future Study

In the attempt to analyze the characteristics of

unsatisfactory teachers and draw comparisons with satisfactory teachers in Detroit, a penetration has been made into some areas of concern which gave inspiration to the study.

The rate of unsatisfactoriness in Detroit has definitely accelerated in recent years. Other urban school systems in the nation may be experiencing this same trend. This raises the question, are teaching problems and difficulties increasing generally? If so, a study to assemble factual evidence would be a valuable contribution in establishing a factual base to launch counter measures to a very disturbing problem.

This concern leads to a critical issue for both educators and parents, namely, the quality of teachers and the teaching process which are probably the most important factors in educating children. Physical facilities and curricula are extremely important to the accomplishment of educational objectives, however, in the final analysis, it is the teaching personnel who determine how effectively the educational job is done. A most fruitful venture would be a study centered in the classrooms of successful teachers to determine what makes them successful.

Another problem related to upgrading the teaching process in urban communities is attracting teachers to these areas. The challenge of teaching the underprivileged and overcoming other problems connected with urban teaching does not appear to be attracting the best teachers even with increased pay scales. Actually, the situation seems to be

intensifying because many college graduates prefer to not even consider teaching in large urban communities like Detroit. Research to determine precisely why young competent teachers are not attracted to large urban communities, and what changes are necessary in the urban school setting to improve the teaching environment and attract such teachers is essential.

It is apparent that a higher rate of unsatisfactoriness occurs among homeroom teachers in the primary grades than among teachers in the upper elementary grades. Also, the professional qualifications of homeroom teachers are not as good as teachers of special subjects. Strength and success of students in upper grade areas are dependent on the foundations built in the early years of schooling. Therefore, research to seek answers to these problems and improve this situation is essential.

Educators who are vigilant and sensitive to the educational process must be aware of the "twilight zone" of unsatisfactoriness, namely, borderline teachers. These are the teachers who are slow, complacent, and never seem to keep up with the profession, as well as the problem teachers who appear to be going in a different direction but are never far enough off course to be considered unsatisfactory. The writer is unaware of any research in this area and believes the educational ground would be fertile.

My personal observations of teachers seem to indicate that the most successful teachers have personality patterns which appear to favorably affect the learning process of

children.. Research in personality patterns of teachers may possibly provide greater insight into the question of why certain teachers are successful and others are not..

APPENDIXES

APPENDIX A

TABLES OF RELATED DATA

TABLE 50

DETROIT PUBLIC SCHOOL ENROLLMENT AND THE NUMBER OF REGULAR TEACHERS IN SERVICE FOR THE YEARS 1947-1964[a]

Year	Total Enrollment	Regular Teachers in Service	Pupils Per Teacher[b]
1947	223,916	6294	35.6
1948	226,445	6250	36.2
1949	228,688	6915	33.1
1950	232,230	7205	32.2
1951	238,839	7484	32.5
1952	250,355	7777	32.2
1953	262,099	7987	32.8
1954	265,173	8227	32.2
1955	272,528	8492	32.1
1956	277,347	8783	31.6
1957	281,451	8985	31.3
1958	283,850	9271	30.6
1959	283,399	9450	30.0
1960	285,304	9617	29.6
1961	288,146	9803	29.4
1962	292,119	9922	29.4
1963	294,527	9465	31.1
1964	294,727	9936	29.7

[a]Administrative and Statistical Reporting Department, Detroit Board of Education.

[b]Computed.

TABLE 51

A COMPARISON OF THE RATE OF UNSATISFACTORINESS BETWEEN ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOL TEACHERS FOR EACH OF THREE SIX-YEAR PERIODS

1947-1952			1953-1958			1959-1964		
Elementary	Junior High	Senior High	Elementary	Junior High	Senior High	Elementary	Junior High	Senior High
5.13	5.13	5.13	10.77	10.77	10.77	30.44	30.44	30.44
4.61	9.84	0.93	4.35	21.25	6.72	13.17	66.11	12.05
$x^2 = 4.37$			$x^2 = 7.06$*			$x^2 = 27.88$*		

*Significant at the .05 level.

TABLE 52

A COMPARISON OF THE RATE OF UNSATISFACTORINESS BETWEEN ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOL TEACHERS FOR ALL OF THE SIX-YEAR PERIODS 1947-1964

	1947-1964		
	Elementary	Junior High	Senior High
1947-1952	4.61	9.84	0.93
1953-1958	4.35	21.25	6.72
1959-1964	13.17	66.11	12.05
	$x^2 = 28.85$**	$x^2 = 23.72$**	$x^2 = 10.79$**

*Significant at the .01 level. **Significant at the .05 level.

TABLE 53

DESCRIPTIVE EQUIVALENTS FOR GENERAL INTELLIGENCE MEAN SCORES AND MEAN DECILE RATINGS.

General Intelligence Equivalents			Mean Decile Equivalents	
1	Letter Rating	D	1	Undesirable
2	Letter Rating	C-	2	
3	Letter Rating	C	3	Doubtful
4	Letter Rating	C+	4	
5	Letter Rating	B-	5	Average
6	Letter Rating	B	6	
7	Letter Rating	B+	7	Good
8	Letter Rating	A-	8	
9	Letter Rating	A	9	Superior
			10	

TABLE 54

PREVIOUS EMPLOYMENT OF 59 PROBATIONARY TEACHERS RATED UNSATISFACTORY DURING THE YEARS 1953-1964, AND THEIR MATCHING SAMPLE OF SATISFACTORY TEACHERS

Previous Employment	Probationary Teachers			
	Unsatisfactory		Satisfactory	
	f	Pct.	f	Pct.
Teacher, full time	21	35.6	14	23.7
Teacher, substitute	10	17.0	09	15.3
Clerical work	02	3.4	05	8.4
Industrial work	01	1.7	00	0.0
Sales work	01	1.7	04	6.8
Social work	02	3.4	00	0.0
Youth work	03	5.1	03	5.1
Other work	05	8.4	05	8.4
Not employed	14	23.7	19	32.3
Total	59	100	59	100

TABLE 55

ACTION TAKEN FOLLOWING AN UNSATISFACTORY RATING OF 59 PROBATIONARY TEACHERS IN DETROIT DURING THE YEARS 1953-1964

Alternatives	Action of Teacher or Board of Education f	Pct.
Accepted new assignment	46	78.0
Resigned immediately	6	10.0
Resigned to accept teaching or other position	4	7.0
Returned to new assignment following leave of absence	2	3.4
Terminated by Board of Education	1	1.6
Total	59	100

TABLE 56

STATUS OF 48 PROBATIONARY TEACHERS WHO WHO ACCEPTED REASSIGNMENT FOLLOWING AN UNSATISFACTORY RATING DURING THE YEARS 1953-1964

Status	Reassigned Teachers f	Pct.
Attained satisfactory rating in new assignment	32	66.6
Rated unsatisfactory in new assignment - automatic termination	14	29.2
Rated unsatisfactory in third assignment - automatic termination	2	4.2
Total	48	100

TABLE [redacted]

COMPARING THE LOCATION OF STUDENT TEACHING [redacted] FOR UNSATISFACTORY AND SATISFACTORY PROBATIONARY TEACHERS IN DETROIT FOR THE YEARS 1953-[redacted]

School System	Probationary Teachers			
	Unsatisfactory		[redacted]tory	
	f	Pct.	f	Pct.
Detroit public schools	30	50.8	31	52.5
Detroit non-public schools	02	3.4	00	0.0
Detroit Metro public schools	00	0.0	00	0.0
Detroit Metro non-public schools	00	0.0	00	0.0
Michigan public schools	12	20.3	09	15.3
Michigan non-public schools	00	0.0	00	0.0
Other public schools	07	12.2	09	15.3
College lab schools	06	10.1	10	17.0
Missing information	02	3.4	00	0.0
Total	59	100	59	100.1

TABLE 58

COLLEGE OR UNIVERSITY GRANTING THE BACHELOR'S [illegible]
TO 59 PROBATIONARY TEACHERS IN DETROIT WHO [illegible]
RATED UNSATISFACTORY DURING THE YEARS 1953-1964

College or University	Unsatisfactory Probationary Teachers f	Pct.
Wayne State University	25	42.3
University of Michigan	4	6.9
Albion College	2	3.4
Central Michigan University	2	3.4
Eastern Michigan University	2	3.4
Langston University	2	3.4
Michigan State University	2	3.4
Ohio State University	2	3.4
University of Detroit	2	3.4
Alabama State College	1	1.7
Arkansas State College	1	1.7
Bennett College	1	1.7
Hampton Institute	1	1.7
Hillsdale College	1	1.7
Jackson State College	1	1.7
Marygrove College	1	1.7
Morehouse College	1	1.7
New York University	1	1.7
Oberlin College	1	1.7

TABLE 58 (Continued)

COLLEGE OR UNIVERSITY GRANTING THE BACHELOR'S DEGREE TO 59 PROBATIONARY TEACHERS IN DETROIT WHO WERE RATED UNSATISFACTORY DURING THE YEARS 1953-1964

College or University	Unsatisfactory Probationary Teachers f	Pct.
Southern Illinois State University	1	1.7
Tennessee A & I	1	1.7
Texas Southern University	1	1.7
University of Illinois	1	1.7
University of Toledo	1	1.7
University of Wisconsin	1	1.7
Total	59	100.2

APPENDIX B

FORMS EMPLOYED TO GATHER THE DATA

UNSATISFACTORY TEACHER DATA FORM

Code Number_____ Sex: M F Birth Date_____

Marital Status: M S D W _____

Family or Dependents _____

_____

Biographical Data _____

_____

_____

Health _____

_____

Previous Teaching or Employment

What_____

When_____Where_____

What_____

When_____Where_____

Teacher Selection Upper Half_____Good_____Weak_____

Reports_____ Superior_____Avg._____Doubtful____
(date)

Grade Pt. Average
A=3.0

	Below Average	Average 1.0	Good 2.0	Superior 3.0
1. Total Sem. ___Hrs				
2. Teach Field ___Hrs				
Major_____ Minor_____				
3. Professional___Hrs				
4. Dir.Teaching___Hrs.				

_____

Professional Prep:

High School_____Graduated_____

College_____From_____To_____Degree_____

College_____From_____To_____Degree_____

Student Teaching:

1. Where_____When_____Gr/Subj_____

2. Where_____When_____Gr/Subj_____

3. Where_____When_____Gr/Subj_____

Graduate Work:_____

_____

Academic Comments_____

_____

Date Appointed
to Detroit _____School_____Gr/Subj_____

Date of Unsatisfactory Report_____School_____

Transferred: Date_____School_____Gr/Subj_____

Subsequent Status:

Attained Satisfactory Rating, Yes____ No____ Date_____

Resigned_____Reason_____

Terminated_____Reason_____

Leave of Absence during period of this report_____

Absence during period of this report_____

Evaluative Comments Supporting this rating:

_____

_____

_____

_____

Use a separate sheet and attach

SPECIAL REPORT
OF SERVICES OF A CERTIFIED EMPLOYEE
DETROIT PUBLIC SCHOOLS

Name of Employee	Title	File No.

Subj. and/or Grade	School	Division	Date Assigned

Length of Admin. or Supervisory relationship to employee_____
Number of times you have observed the work of employee_____
Number of times employee has voluntarily conferred with you____
Number of times you have discussed employees work with him_____

Underline the characteristics on which your evaluation is based. Detailed remarks should be written on the back of this form.

	Sat	Unsat	Remarks
PERFORMANCE ON THE JOB Effectiveness of Planning, methods and techniques; care and organization of working area; equipment & materials; interest; resourcefulness; initiative; self reliance; thoroughness; promptness and accuracy of reports; foresight.			
PERSONAL ATTRIBUTES Stability; cooperation; integrity; professional interest; dependability; care in personal appearance; relations with others (pupils, parents, community, staff, supervisors, administrators).			

GENERAL EVALUATION. Service of employee is Satisfactory Unsatisfactory

This evaluation has been discussed with me	Signature	Date

Signature of Principal or Supervisor	School	Date

Signature of Dist. Admin.	Date	Signature Div. Head	Date

Form 4045

SPECIAL REPORT OF TEACHER SERVICES

last name first name initial file number

Recommendation for:		Un-sat	Poor	Avg.	Good	Ex-cell
Transfer	1. Adaptability*					
Prob.Status	2. Control of Meth					
Dismissal	3. Exec.Ability					
from_____	4. Prof.Leadership					
_____	5. Soc.Intelligence					
to_____	6. Ex.Curr.Act.					
_____	7. Vitality					
	8. Compatability*					
	9. Cooperation*					

I have seen this rating and understand that my signature implicates me in no way.

_____ _____
signature of teacher date

_____ _____ _____ _____
person making rating position school date

_____ _____ _____
approved position date

* When requesting a teacher transfer for reasons of incompatibility, insubordination, etc., the principal will indicate ratings upon items 1, 8, and 9.

Give complete data justifying your recommendations.

Test & Psy. Information

(1st decile low and 10th high)

Name or File No.	I	II	III	IV	V	VI	VII	VIII	IX	X
I Intelligence_____										
Form_____										
II Gen. Culture Total										
Form_____										
a. Hist. & Soc. St.										
b. Literature										
c. Science										
d. Fine Arts										
e. Mathematics										
III Adjustment Inventory										
	Undesirable		Doubtful		Avg.		Good		Superior	

COMMENTS:

Interview Form for a Former Unsatisfactory Teacher by their Current Principal

Purpose:

To compare teaching performance in a new assignment with performance characteristics that resulted in an unsatisfactory rating in a previous assignment.

Teacher Identification Code_____

Previous School_____Gr/Subj_____

Present School_____Gr/Subj_____

Administrator Interviewed_____

Date of Interview_____

Questions:

1. In comparison with other members of your staff, would you consider this teacher to be:
   a. Above average ____
   b. Average ____
   c. Below average ____
2. Do you consider the teacher's present performance:
   a. Satisfactory ____
   b. Borderline ____
3. Considering all factors confronting school principals with the administration of schools in Detroit, would you prefer:
   a. To retain this teacher on your staff ____
   b. Not to have this teacher on your staff ____
   c. Undecided at this time ____

4. In comparing the quality of teachers assigned to the Detroit Public Schools ten years ago as compared to teachers assigned today, would you say the quality is:

   a. Substantially better ____
   b. Better ____
   c. About the same ____
   d. Lower ____
   e. Substantially lower ____
   f. Prefer not to comment ____

Unsatisfactory Characteristics	Present Evaluation				
	Poor	Weak	Avg.	Good	Excell.

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