

1989

The Master of Science in Education Degree in the Field of Elementary Education at Eastern Illinois University: A Status Study

Susan E. Horath

Eastern Illinois University

This research is a product of the graduate program in [Elementary and Junior High School Education](#) at Eastern Illinois University. [Find out more](#) about the program.

Recommended Citation

Horath, Susan E., "The Master of Science in Education Degree in the Field of Elementary Education at Eastern Illinois University: A Status Study" (1989). *Masters Theses*. 2347.
<https://thekeep.eiu.edu/theses/2347>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

THESIS REPRODUCTION CERTIFICATE

TO: Graduate Degree Candidates who have written formal theses.

SUBJECT: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

5-5-89

Date

Author

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because _____

Date

Author

The Master of Science in Education Degree in
the Field of Elementary Education at Eastern

Illinois University: A Status Study

(TITLE)

BY

Susan E. Horath

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1989

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

5 May 89
DATE

J O
ADVISER

5/5/89
DATE

J
DEPARTMENT HEAD

ABSTRACT

THE MASTER OF SCIENCE IN EDUCATION DEGREE IN THE FIELD
OF ELEMENTARY EDUCATION AT EASTERN ILLINOIS UNIVERSITY:

A STATUS STUDY

By

Susan Wilcox Horath, M.S., Education

Eastern Illinois University, 1989

Dr. Marilyn Lisowski, Advisor

This study was designed to obtain a descriptive profile of teachers who were recipients of a Master of Science in Education degree in the field of Elementary Education at Eastern Illinois University. Specific background and attitudinal information was gathered from questionnaire responses.

The Master's Program Evaluation Instrument (MPE) was developed as the means of obtaining information on teachers': perceptions of specific aspects of their master's program; plans for professional development; and satisfaction with the teaching profession. Questions written on the MPE instrument were carefully selected through a review of related literature and were validated through jury review. The instrument was revised four times as a result of jury recommendations. Changes were made in format, wording, and in the number of items.

The MPE was mailed to all recipients of a Master of Science degree in the field of Elementary Education, from

Eastern Illinois University. The time period targeted for the investigation was 1983 through 1988. A one time mailing (N=202) produced fifty percent (N=101) return rate.

Overall, the aspects surveyed from the Master of Science in Education Program at Eastern Illinois University in the field of Elementary Education were considered satisfactory by the respondents. A descriptive study of program participants produced a profile of graduates who were white females between 26 and 40 years of age, who earned a bachelor's degree in four years and, who earned a master's degree within three years. Nearly half of the graduates surveyed indicated that they viewed the master's degree as a terminal degree. Respondents plans for professional development included developing curriculum, attending conferences and workshops, and continuing graduate coursework. Many of the graduates were satisfied with their professional growth and with teaching as a career. Over half of the teachers responding planned to teach for 15 years or more. Levels of statistical significance were not found for satisfaction with: the master's degree program; teaching as a career; and professional development.

THE MASTER OF SCIENCE IN EDUCATION DEGREE IN THE FIELD OF
ELEMENTARY EDUCATION AT EASTERN ILLINOIS UNIVERSITY:
A STATUS STUDY

THESIS

By

Susan Wilcox Horath, B.S.

Submitted in Partial Fulfillment of the Requirements
for
the Degree Master of Science in Education

DEPARTMENT OF ELEMENTARY AND JUNIOR HIGH EDUCATION
COLLEGE OF EDUCATION, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1989

DEDICATION

To my husband Gary,
my greatest mentor, and best friend

ACKNOWLEDGEMENTS

I extend my greatest respect and admiration to my advisor, Dr. Marilyn Lisowski, for her expertise, for her encouragement, for her patience, and for her refinements of this paper. Without her unselfish and excellent guidance I could not have completed this endeavor, possibly the most rewarding endeavor I have undertaken in my education. The research experience she has provided will remain an outstanding model for me throughout my career as an educator. I also wish to thank my committee members, Dr. Grace Nunn and Dr. Fred MacLaren for their superb guidance and for their generous gift of time in suggesting the revisions for this paper.

My deepest love, admiration, and thanks are extended to my husband, Gary, who made possible my higher education. He is an extraordinary man and without his constant support, understanding, and praise I would not have been able to grow personally and professionally.

I extend my sincere gratitude to my many colleagues in education, those whom I have been privileged to learn from. I wish to also thank the responding teachers who took the time to fill out and return the Master's Program Evaluation Instrument.

I wish to thank Margaret Engelbart for the

priceless contribution she made nurturing and loving my daughters, Rachel and Andrea. Thanks are also extended to my mother and my sister Mary, for the greatly appreciated contributions they made in caring for my children during my education. I also want to thank Rachel and Andrea for their cherub smiles, which were a constant source of motivation and inspiration to me while I was striving for this achievement.

I extend special appreciation to Dr. Louis Grado, Department Chair, College of Education, whose 34 years of quality leadership were crucial to the establishment of this exemplary College of Education where I have been privileged to be a Graduate Assistant and to earn both my bachelor and master degrees.

I thank and love my parents for my values and my autonomous nature, both have aided me in achieving my goals.

I acknowledge and thank Michelle Toerpe and Kelly Cochran for their diligent help during the survey mailing. I also wish to thank Dr. Janet Lambert for allowing the Reading Center at Eastern Illinois University to also function as a research center and for her greatly appreciated help and encouragement. Final thanks are extended to Becca DeSanto and Mrs. Ruth Hawkins for reading this paper in its final hours for refinement of grammar and spelling.

LIST OF TABLES

TABLE

1.	AGE LEVEL OF TEACHERS.....	31
2.	SEX OF THE TEACHERS.....	32
3.	RACIAL DISTRIBUTION OF TEACHERS.....	32
4.	TIME TO COMPLETE BACHELOR'S DEGREE.....	33
5.	TIME TO COMPLETE MASTER'S DEGREE.....	33
6.	TIME TO COMPLETE 6 YEAR SPECIALIST DEGREE....	34
7.	GRADUATION YEAR FOR BACHELOR'S DEGREE.....	34
8.	GRADUATION YEAR FOR MASTER'S DEGREE.....	35
9.	ADVANCED DEGREE PLANS.....	36
10.	CURRICULUM DEVELOPMENT/PLANS OR INVOLVEMENT..	36
11.	WORKSHOPS-CONFERENCES/PARTICIPATION PLANS....	37
12.	CONTINUED COURSEWORK/PARTICIPATION PLANS....	37
13.	PUBLICATION PLANS.....	38
14.	SATISFACTION WITH PROFESSIONAL GROWTH.....	38
15.	SATISFACTION WITH TEACHING AS A CAREER.....	39
16.	TIME (YEARS) PLANNED TO TEACH.....	39
17.	SATISFACTION WITH FACULTY SUBJECT KNOWLEDGE..	40
18.	SATISFACTION WITH COURSE CONTENT.....	40
19.	SATISFACTION WITH PROGRAM PROGRESSION.....	41
20.	COURSEWORK PRIMARILY TO INCREASE SALARY.....	41
21.	COURSEWORK UNRELATED TO SALARY INCREASES....	42
22.	PROFESSIONAL DEVELOPMENT/PROGRAM SATISFACTION..	44
23.	PROFESSIONAL DEVELOPMENT/CAREER SATISFACTION..	46
24.	SALARY AND PROFESSIONAL DEVELOPMENT.....	48

TABLE OF CONTENTS

DEDICATION.....	i
ACKNOWLEDGEMENTS.....	ii
LIST OF TABLES.....	iv
CHAPTERS	
I. INTRODUCTION.....	1
IMPORTANCE OF THE STUDY.....	1
STATEMENT OF THE PROBLEM.....	3
HYPOTHESES.....	4
DEFINITION OF TERMS.....	5
ASSUMPTIONS.....	6
DELIMITATIONS.....	7
LIMITATIONS.....	8
OVERVIEW.....	9
II. REVIEW OF THE LITERATURE.....	10
MASTER'S PROGRAM FOLLOW-UP STUDIES.....	10
TEACHER CAREER SATISFACTION.....	17
IN-SERVICE PROFESSIONAL DEVELOPMENT.....	19
III. RESEARCH DESIGN AND PROCEDURES.....	24
OVERALL DESIGN.....	24
POPULATION.....	25
INSTRUMENTATION.....	26
DATA COLLECTION PROCEDURES.....	28
IV. RESULTS.....	30
DESCRIPTIVE STATISTICS.....	30
CORRELATIONS.....	42
HYPOTHESES.....	48
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS..	51
SUMMARY.....	51
MAJOR CONCLUSIONS.....	52
RECOMMENDATIONS FOR FURTHER RESEARCH..	52
RECOMMENDATIONS FOR PRATICE.....	54
BIBLIOGRAPHY.....	55
APPENDICIES.....	60
A. MASTER'S PROGRAM EVALUATION (MPE) INSTRUMENT....	61
B. BACKGROUND AND ATTITUDE VARIABLE LABELS.....	65
C. MASTER'S PROGRAM EVALUATION - COVER LETTER.....	67

CHAPTER I

INTRODUCTION

IMPORTANCE OF THE STUDY

Increased innovations in education, changes in public attitudes regarding schools and teachers, and modifications in requirements for certification are important challenges facing teachers and universities today. Education can be defined as the cultivation and expansion of the mind. This definition suggests an ongoing process directed to continue throughout a lifetime. Idealistically, teachers will be able to increase their ability to meet the existing educational challenges by participation in a master degree program designed to expand and cultivate their minds.

Nationally, demands for quality control, accountability, and improved standards regarding the status of the master's degree are escalating (Glazer, 1986). Trends indicate that colleges' and universities' survival could be influenced by their master's degree programs (Glazer, 1986). A master's degree program which is subjected to continual study could insure that it can meet the increasing standards of accountability.

Many of the same demands placed collectively on master programs such as increased standards and accountability are also faced individually by members

of the teaching profession. Teachers could benefit from a master's degree program that is designed to meet national standards and is still sensitive to teacher attitudes. Program review can aid in determining how the master's degree program influences participating teachers faced with the rising demands of the profession.

The assumptions that now underlie the structure, purpose, and content of the master's degree have changed and continue to change (Glazer, 1986). Literature which was reviewed indicated that in some universities the master's degree program was described by graduates to need revision. Did those universities use a solid research base for the design of their master's program? More importantly, did those universities use the data from their follow-up studies to create a framework for the revisions based on research? Research can provide valuable data for universities to create frameworks for the necessary changes in master's programs.

The goals of Eastern Illinois University's graduate program are consonant with universities' goals nationwide. These include: the advancement of learning through scholarly research and instruction; intellectual development of the students; and the preservation and transmission of knowledge (Eastern Illinois University Graduate Catalog, 1988).

However, are these expressed goals actually being achieved? Descriptive research could reveal graduates' perceptions on selected aspects of their master's degree program and their plans for continuing advanced formal education. Graduates' plans for professional development and their satisfaction with teaching as a career could provide baseline data to examine possible relationships between graduate programs and the teaching career.

It is the purpose of this study to examine the perceptions of the graduates of the Master of Science in Education Program in the field of Elementary Education at Eastern Illinois University in order to obtain a profile of their: satisfaction with the master's program; satisfaction with teaching as a career; and motivation for continued formal education and professional development.

STATEMENT OF THE PROBLEM

1. Is teacher satisfaction with course content related to their plans for continued coursework?
2. Is teacher satisfaction with professional development related to their satisfaction with the teaching career?
3. Are teachers' plans for professional development motivated by salary increases?

HYPOTHESIS

Appropriate statistics were used to test for the acceptance or rejection of the following hypotheses:

1. Satisfaction with course content is positively related to teachers plans for continued coursework beyond the master's degree.
2. Teachers' plans for professional development are positively related to their satisfaction with the teaching career.
3. Teachers' concerns for salary increases are positively related to their plans for professional development.

DEFINITION OF TERMS

Attitude

an individual's set of categories for evaluating a certain stimulus domain with varying degrees of positive or negative affect.

Extrinsic Satisfaction

aspects of the teaching career not related to working with students.

Follow-up study

a procedure used to gather data about former students' perceptions of selected program areas by questionnaire analyses.

Graduate Service Assistants

graduate assistants in the Master's of Education Program.

Intrinsic Satisfaction

aspects of the teaching career which relate to working with students.

Program evaluation

the process of delineating, obtaining, and providing data for assessment and examination.

Professional development

in-service workshops, conferences, and formal graduate education programs defined for teachers.

ASSUMPTIONS

6

The following assumptions underlie this study:

1. The follow-up survey which was specifically designed to gather information describing the graduate population of Eastern Illinois University was a valid and reliable means for assessment.
2. Respondents completed the instrument conscientiously.
3. The areas of the graduate program targeted for investigation were fundamental for descriptive research.
4. The selected areas of the program examined were representative of master's degree programs in the field of Elementary Education.
5. Teachers participating in formal graduate coursework provided an accurate account of their attitudes toward the targeted areas of assessment.

The delimitations of this study were as follows:

1. The sampled university population was limited to Master of Science in Education degree recipients in the field of Elementary Education from 1983 through 1988 at Eastern Illinois University.
2. The questionnaire developed for this study was limited to the examination of selected aspects of the Master's Education program, teachers' plans for professional development, and teachers' satisfaction with teaching as a career.
3. Data were collected solely from responses to the questionnaire developed for this study.

LIMITATIONS

The limitations of this study include:

1. The use of a specific university graduate elementary education program, thereby preventing generalizability of the results to other master's degree programs in education.
2. Restrictions with the sampling population because of the limited number of graduate students.
3. A concentration on selected aspects of the master's program and areas of the teaching career which comprised only a few areas of the program or career.
4. A focus on one type of assessment for obtaining the data used in the statistical analysis, thus limiting the generalizability of the results to other means of measurement.

Overview

This research paper includes five chapters. Chapter I contains the importance of the study, the problem statement, the hypotheses, the definitions, the assumptions, the delimitations, and the limitations. Chapter II contains a review of the literature. Chapter III contains details of the research design. Chapter IV contains the data analysis. Chapter V contains the summary and recommendations for further research and practice.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter contains literature focusing on: follow-up studies of graduate teacher education programs; teachers' perceptions of career satisfaction; teachers' perceptions of professional development; and teacher characteristics.

MASTER'S PROGRAM FOLLOW-UP STUDIES

Comprehensive graduate teacher education program evaluation is often the result of many modalities of assessment. One component often examined is the graduates' perceptions regarding the effectiveness of the program in general. Follow-up studies of graduate teacher education and Master's of Arts in Teaching programs which were viewed by graduates to be satisfactory, unsatisfactory, and a combination of both will comprise this section.

Graduate Education Programs With Satisfaction

This section of the literature review contains follow-up studies where graduates were satisfied with their master's programs.

Golden (1976) examined graduates (N=160) receiving Master's degrees in Education from Frostburg State College, Maryland, for their levels of satisfaction with faculty, instructional methods, and the overall program. Analysis of the questionnaires indicated that

the graduates were highly satisfied with the areas of the program investigated. 11

In a comparable study, a stratified random sample of West Texas State University graduates (N=97) were analyzed by Bates (1973). The program's effectiveness was considered satisfactory by eighty-six percent of the graduates.

Trotter et al. (1979) conducted a study of faculty members and graduate science students from Temple University, Pennsylvania. Questionnaires were administered to both groups to determine the level of agreement or disagreement with the graduate program's ability to meet certain aims. Specified aims which were selected for examination were the program's ability to help provide teachers with: useful classroom techniques; practice in preparing cognitive and psychomotor goals for their own science classrooms; practice in developing the inquiry approach to teaching science; and a desire to teach quality science classes. High levels of agreement existed between faculty members and graduate students concerning the stated aims of the Graduate Program in Science Education at Temple University.

Graduate Education Programs With Dissatisfaction

This section of the literature review is comprised of follow-up studies which indicated that graduates were not completely satisfied with their programs.

While follow-up studies exist which report positive attitudes and evaluations, not all program aspects are viewed as satisfactory. Duvall et al. (1985) surveyed Indiana University graduates and found that a majority of the graduates saw a need for improvement in several aspects of the graduate program. The areas targeted for revisions were: instruction on problem solving strategies; field experiences; variety in instructional techniques and materials; operational instruction for audiovisual equipment; job placement assistance; and computer literacy.

In similar research by Denton (1978) at Texas A&M University, graduates stated that revisions were needed in a number of the program components. University graduates reported that revision was needed in the areas of: advisement; the adequacy of coursework; instruction in publishing for professional journals; and program sequence. However, the research component of the program received high praise.

A follow-up study of graduate service assistants (N=143) who received a Master's degree in industrial education from Ball State University was conducted by Bardella (1976). He found that respondents to a questionnaire (N=97 percent) felt that the program generally met their needs and contributed to their career development. While the graduates were generally

satisfied, they did feel that course-work should reflect a broader study of industry and technology.

Gans (1976) at Cleveland State University, Ohio conducted a follow-up study based on information from College and University records. Eight years of graduate student records were reviewed. The data indicated that the College admitted a large diverse group of students to graduate study while only a small portion of those students graduated. The reason for the high student attrition rate was unknown. University records did not provide the attitudinal description necessary to discover why there was such a high attrition rate. Obvious combinations of satisfaction and dissatisfaction were undefined by a lack of research. This study was included in the review of literature because it substantiates the need for descriptive research.

Master of Arts in Teaching Program Satisfaction

This section of the literature review is comprised of a major component of graduate teacher education, The Master of Arts in Teaching model (MAT). Follow-up studies of these programs exist which report the program's effectiveness as viewed by graduates. Combinations of program effectiveness also exist with the MAT model. The Master of Arts in Teaching degree came into existence in 1959 by grants appropriated from the Ford Foundation. In excess of nine million

dollars were granted to the improvement of teacher training in the United States. The MAT program was designed for graduates holding a bachelor degree yet not formerly trained in education courses. Teaching credentials and graduate degrees could be obtained concurrently. The program last for a one year period where the graduate students are instructed in pedagogical methods, other coursework and student teaching. The majority of the graduates from these programs enter the secondary education field.

Butler (1986) collected and analyzed data from a questionnaire developed to assess the Master of Arts in Teacher Education Program (MAT) at Memphis State, Tennessee. Graduate students' attitudes were compared with their mentors' attitudes while the graduates were participating in the mentors' classrooms as a field experience component of the MAT program. The majority of the graduates indicated satisfaction with the program and their mentors.

Master of Arts in Teaching Program Dissatisfaction

This section of the literature related to MAT programs contains indications of dissatisfaction with the program by graduates.

The quantitative research conducted by Butler (1986) indicated that the majority of the graduates were satisfied with the MAT program at Memphis State, Tennessee. Qualitative research by Etheridge (1986),

which examined the same program reported the results differently. Program graduates were studied (N=12) to gain qualitative perspectives of the MAT program. Questionnaires and recorded interviews provided data describing coursework as: unrealistic and utopian; weak in methods content; lacking in depth; and unrelated to teaching needs. Analyses indicated only half of the respondents would recommend the MAT program to others.

Comparable research provided by O'Connor (1987) at the University of Minnesota analyzed graduates' (N=61) attitudes by questionnaires. The graduates were satisfied in many ways with the MAT model. However, the following aspects were targeted for improvement: increased time for academic advising and career counseling; increased faculty-student interactions; more specificity in program development and curriculum; increased use of technology; and coursework with increased applicability for teachers.

Meta-analysis on Master of Arts in Teaching (MAT) programs conducted by Coley (1985) also indicated that satisfaction and dissatisfaction with Master's Programs existed. Ford Foundation Archives and follow-up survey data describing program effectiveness by MAT graduates were examined. Programs subjected to composite analyses were: Converse College; Duke; Harvard; Johns Hopkins; Notre Dame; Stanford; University of Chicago; University of Massachusetts; and Vanderbilt. The MAT

program was given a high grade by the majority of the graduates. Highest grades were given by those MAT graduates who went into the teaching profession upon program completion. Most graduates reported that they entered the MAT program because of the ability to obtain a graduate degree and teaching credentials at the same time. The most significant program dissatisfaction reported was the lack of instruction for how to individualize instruction. The majority of those program graduates who entered the teaching field were secondary educators.

TEACHER CAREER SATISFACTION

Research has been instrumental in providing a description of teachers' attitudes toward their profession. This section of the literature review comprises studies that described teachers' attitudes toward their career. Similar to graduate program follow-up studies, combined reports of satisfaction and dissatisfaction existed with teaching as a career.

Satisfaction With Intrinsic Aspects of Teaching

This section of the literature review contains several studies in chronological order which provide a pattern of satisfaction among teachers with their career. Teachers in many instances indicated that they were satisfied with the intrinsic aspects of their career, particularly working with students.

Fitzgerald (1972) studied elementary teachers' (N=178) level of satisfaction with their current positions. Satisfaction with teaching was described as those duties related to working with students. Teachers indicated that they were less than satisfied with their careers on a number of extrinsic aspects. Significant levels of dissatisfaction were found with: advancement; compensation for services; technical supervision; opportunities for creative teaching; and dedication of their colleagues to children's needs.

A study by Holdaway (1978) was designed to reveal

aspects of the teaching career that were considered to be satisfying. Both satisfaction and dissatisfaction with the teaching career were expressed. Teachers (N=801) from Alberta, Canada, school systems (N=21) were surveyed for their degree of satisfaction with teaching. Teachers indicated that the factors contributing most to overall career satisfaction were those factors that were related to working with students. The factors contributing most to dissatisfaction were related to: societal and parental attitudes toward teachers; administration and policies; and physical working conditions.

Fitzgerald (1978) conducted similar research using the Minnesota Importance Questionnaire. Respondents were graduate students (N=178) who were also teaching while attending the University of Minnesota. Results are comparable to those found in Holdaway's study where teachers reported that the intrinsic rewards of teaching were the most satisfying.

Comparative analysis by Lowther et al. (1982) was used to examine the perceived quality of teachers' work lives and job satisfaction. Results were similar to Fitzgerald's and Holdaway's studies although the design differed. Teachers (N=184) and other college educated workers (N=602) responses to The 1969 Survey of Working Conditions and The 1973 and 1977 Quality

of Employment Surveys were compared. Interpretations were based on patterns of results of the surveys. Teachers' career rewards were intrinsically oriented relating to working with students. Compared to other respondents, teachers were more dissatisfied with extrinsic demands relating to physical working conditions, parental demands, and administrative requirements.

While several studies indicated that teachers were satisfied with the intrinsic aspects of their career, research provided data which indicated that stress was a reason for the dissatisfaction with teaching. Career related stress and career satisfaction was measured by Pelsma et al. (1987). Teachers' (N=251) response to The Quality of Teacher Work Life Survey indicated that a strong negative correlation existed between career stress and career satisfaction.

IN-SERVICE PROFESSIONAL DEVELOPMENT

Teachers continued professional growth could influence their perceptions of satisfaction with their career. Literature was examined which provided examples of in-service activities for teachers. Teachers expressed both satisfaction and dissatisfaction with their professional development activities. The professional development literature which was reviewed is reported in chronological order.

Research substantiates that career development takes place in stages and commitment to career development is significantly related to career involvement. Wilson (1977) surveyed teachers to determine if a relationship existed between career development and professional commitment. A random sample of teachers (N=200) in Massachusetts was examined for their: membership in a professional organization; participation in formal professional growth activities (i.e. graduate course-work); participation in informal professional growth activities; and knowledge as well as implementation of curriculum practices. All of the professional involvement variables related significantly ($p < .01$) to the professional commitment scores. Teachers also indicated that positive changes in instructional practices occurred as a result of their involvement in professional development activities.

Dissatisfaction with in-service activities was evident in the research conducted by Tierney, and Krakower (1986). Their research was designed to identify effective and efficient ways to deliver professional inservice training in Colorado. Secondary, post-secondary, and vocational teachers, administrators, and program participants were surveyed. Dissatisfaction was voiced about the general conditions of professional development activities. New teachers

expressed the need for improved access to and increased assistance from teacher trainers. Overall evaluation procedures for in-service programs were recommended for revision.

Long term professional development was positively related to professional growth in a qualitative study by Burden (1981). He interviewed elementary teachers (N=15) for their perceptions of their professional development. Teachers reported that career development took place in stages. With each year of experience, teachers indicated that they believed their knowledge and competence increased. They indicated that their change in attitude was followed by subsequent changes in job performance.

Karst (1987) investigated in-service program improvements at North East Louisiana University. Interviews and questionnaires were administered to teachers (N=107) identified as "highly competent" by their principals and administrators. The purpose was to identify positive improvement sources from teachers who were considered outstanding professionals by the district. Surveys and interviews were conducted and comparatively analyzed. Teachers reported that their professional growth and development were affected and fostered by the attitudes and actions of their college professors. Findings also indicated that teachers believed that in-service and professional development

program success depended upon how much the teachers believed they had control over their improvement. Teachers indicated that the quality of communication involved in the mechanisms of professional development activities affected success. Respondents also felt that the school policy for allowing the teachers to construct their own yearly professional development plans was related to the success of professional development.

Results from the literature review and meta-analysis indicated that graduates expressed satisfaction and dissatisfaction with the quality of their master's degree programs. Research validated that some areas of the master's education programs as well as in-service activities for teachers were viewed by participants to need revision. In the literature, descriptive research served as one means of assessment which provided universities with a framework for the necessary revisions. Universities that are sensitive to teachers' needs can develop graduate programs designed to provide teachers with the appropriate knowledge and skills for professional expertise. It is plausible to assume master's degree programs, in-service professional development, and career satisfaction are areas which may positively influence teachers. The research proposed in this study is advocated as one means to provide universities with

additional information to assist in the improvement of
graduate education.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

Procedures involved in the study are reviewed in this chapter. The five sections are organized as follows: overall design; population; instrumentation; data collection procedures; and statistical analyses.

OVERALL DESIGN

This study consisted of two phases. The first stage focused on instrument development. The second consisted of data analysis.

The Master's Program Evaluation (MPE) instrument (Appendix A) was developed as the means for obtaining information on teachers' perceptions of selected aspects of the Master's program, plans for professional development, and satisfaction with teaching as a career. The teachers selected for study were all the Master degree recipients from Eastern Illinois University, College of Education in the field of Elementary Education from 1983 through 1988.

Current research which evaluated aspects of the master's degree program was reviewed to serve as a model for writing questions which appeared on the survey.

The variables investigated were described under two categories: background information and attitudinal responses (Appendix B). The background variables targeted for investigation and analysis were the

teachers' age; sex; ethnicity; time for completion of attained degrees; and graduation year for bachelor and master degrees. Specific attitudinal variables examined were teacher's reported levels of satisfaction with: their master's program; their professional development; and teaching as a career. Program aspects included items on: faculty subject knowledge; coursework relevance; and the program's progression. Professional development items focused on respondents': plans for publication; developing curriculum, and continued coursework. Teachers' attitudes toward career longevity were measured by the number of years they planned to teach. Motivation for taking additional graduate coursework beyond the master's degree was measured with the respondents reason for participation in the program.

Responses from the returned MPE instruments were coded to undergo analyses of the targeted variables with the Statistical Package for the Social Sciences (SPSSX).

POPULATION

The population under investigation in this study consisted of teachers who were recipients of a Master of Science in Education Degree at Eastern Illinois University in the field of Elementary Education. Assistance in identifying the specific participants was provided from the Eastern Illinois University Alumni

Association. The six years of graduates selected for study were the program graduates from 1983 through 1988. The total population targeted for investigation (N=202) produced a fifty percent return (N=101) from a one time mailing of the MPE instrument.

INSTRUMENTATION

The Master's Program Evaluation Instrument (MPE) was designed to serve two functions. The first criterion for writing evaluative questions was to focus on the background and attitudinal information for the program review for The National Council For Accreditation of Teacher Education (NCATE). The second focus of the MPE was obtaining a profile of teacher satisfaction with their master's program, professionalism and career. Teachers' plans for professional development were also under investigation.

Background characteristics under investigation were teachers': age groups; sex; ethnicity; and time for program completion with graduation year for earned degrees. Teachers' plans for continued formal education, plans for professional development, and the number of years they planned to teach, were characteristics examined. Additional attitudinal information on teachers' satisfaction with their career, professionalism and their masters' program were also included for investigation. Monetary motivation for graduate coursework was also examined.

Literature from 1970 through 1988 formed the basis for initial questions. Prior to initial formulation of questions for the first jury review, an extensive search of existing literature pertaining to follow-up studies and program evaluations was conducted. Literature was reviewed which focused on teacher career satisfaction and those areas relating to the professional growth of teachers.

Jury review served as the means for establishing validity and targeting changes needed in format, wording, and the number of items for the Master's Program Evaluation (MPE) instrument. The first draft was reviewed by faculty members from Eastern Illinois University's Department of Elementary and Junior High Education. The ideas and suggestions expressed by these individuals were incorporated in the second version of the instrument.

Additional jury revision was then conducted by other education professionals currently associated with The College of Education from Eastern Illinois University. Suggestions for further modifications in wording, format, and number of items were incorporated in the MPE instrument as determined by all reviewers. The instrument was further reviewed by the original faculty members. The suggestions from these reviewers were considered in the final revision of the MPE instrument.

DATA COLLECTION PROCEDURES

Data collection procedures are discussed in two general categories: distribution of the Master's Program Evaluation Instrument and compilation of returned surveys for frequencies and correlational analyses.

Upon final jury review, the Master's Program Evaluation Instrument (MPE) and a formal cover letter (Appendix C) were mailed to Master's degree recipients (N=202) of Eastern Illinois University. The years targeted for investigation were from 1983 through 1988. The one time mailing of the MPE instrument had a return rate of fifty percent (N=101). This return was considered to be an adequate sample of the population under investigation and no further follow-up letters were mailed.

Returned questionnaires were compiled and were coded for computer analysis with the Statistical Package for the Social Sciences (SPSSX). Background and attitudinal variables were selected on the basis of the design of the Master's Program Evaluation Instrument. The variables under investigation were processed with the SPSSX program for frequency analysis and correlational analyses.

STATISTICAL ANALYSIS

Statistical analysis procedures were conducted at the computing facilities of the Eastern Illinois

University and entailed use of the Statistical Package for the Social Sciences (SPSSX). These included frequency distributions and correlational analysis.

Initially, responses from the Master's Program Evaluation Instrument (MPE) were coded to obtain frequencies and percentages. Variables were then subjected to correlational analysis. Further study was conducted to examine the levels of significance. Variables were grouped into the following subcategories for reporting relationships regarding: program satisfaction with professional development; professional development with career satisfaction; and salary concerns with professional development.

CHAPTER IV

RESULTS

There are three sections in this chapter. The first section presents descriptive statistics. The second section reviews correlational analyses. The third section includes a review related to the tests of the stated hypothesis.

DESCRIPTIVE STATISTICS

The Master's Program Evaluation Instrument was designed to obtain information on selected characteristics of the graduates of the Master of Science in Education Degree in the field of Elementary Education at Eastern Illinois University. Means and/or percentages related to background characteristics are provided in Tables 1 through 8 and attitudinal variables are reported in Tables 9 through 21.

Background Characteristics

Teachers' age groups, sex, ethnicity, time for completion of earned degrees, and year of graduation for bachelor's and master's degrees were investigated with questions from the Master's Program Evaluation Instrument (MPE). Questionnaire analyses revealed that the largest concentration of teachers served were: between thirty-one and forty years; white; and female. Many teachers had earned bachelor degrees from 1976 through 1986 and master degrees in 1986. A large number of these teachers were able to complete bachelor

degrees in four years and master degrees in one to three years. Characteristics for all teachers can be found in Tables 1 through 8.

Table 1 indicates that teachers who participated in the Master's Program in Education at Eastern Illinois University were mostly between the ages of 26 and 40. This finding suggests that the master's program for many typically does not follow immediately after the bachelor's program.

Table 1

AGE LEVEL OF TEACHERS

<u>Age</u>	<u>N</u>	<u>Percent</u>
18-25	8	7.9%
26-30	26	25.7%
31-40	42	41.6%
41-50	21	20.8%
Over 50	4	4.0%
TOTAL	101	100.0%

A majority of teachers served by the Master's Program at Eastern were female. This corresponds with national elementary classroom gender ratios. Table 2 contains all gender results.

Table 2
SEX OF THE TEACHERS

<u>Sex</u>	<u>N</u>	<u>Percent</u>
Male	12	11.9%
Female	85	84.2%
No Response	4	4.0%
<hr/>		
TOTAL	101	100.0%

Table 3 describes a primarily white racial population enrolled in the Master's Degree Program at Eastern. This is also characteristic of the surrounding small towns of East Central Illinois.

Table 3
RACIAL DISTRIBUTION OF TEACHERS

<u>Race</u>	<u>N</u>	<u>Percent</u>
Black	2	2.0%
White	98	98.0%
Hispanic	0	0.0%
Oriental	0	0.0%
Other	0	0.0%
No Response	1	1.0%
<hr/>		
TOTAL	101	100.0%

The completion time for bachelor's degrees for most teachers was within six years. The concentration of programs completed within four years indicates that Eastern served mostly full-time students in the bachelor's program. Table 4 contains these results.

Table 4

TIME TO COMPLETE BACHELOR'S DEGREE

<u>Years</u>	<u>N</u>	<u>Percent</u>
3-4	85	84.1%
5-6	10	9.9%
7-9	1	1.0%
10 or more	5	5.0%
<hr/>		
TOTAL	101	100.0%

Table 5 reports that many teachers completed their master's program within five years. The large number of teachers who completed their master's degree within three years indicates that many teachers participated in graduate coursework each semester without interruption until graduation.

Table 5

TIME TO COMPLETE MASTER'S DEGREE

<u>Years</u>	<u>N</u>	<u>Percent</u>
1-3	77	76.2%
4-5	18	17.8%
6-10	6	5.9%
<hr/>		
TOTAL	101	100.0%

A small population of teachers (N=5) reported that they completed their 6th Year Specialist Degree. Table 6 contains these findings.

Table 6

TIME TO COMPLETE 6th YEAR SPECIALIST DEGREE

<u>Years</u>	<u>N</u>	<u>Percent</u>
1-3	2	2.0%
4-5	2	2.0%
6-10	1	1.0%
Not Earned	96	95.0%
<hr/>		
TOTAL	101	100.0%

A larger number of teachers earned bachelor degrees from 1970 to 1987. Data on completed degrees are found in Table 7.

Table 7

GRADUATION YEAR FOR BACHELOR'S DEGREE

<u>Year</u>	<u>N</u>	<u>Percent</u>
1952-57	1	1.0%
1958-63	6	5.9%
1964-69	7	6.9%
1970-75	23	22.8%
1976-81	38	37.6%
1982-87	25	24.8%
No Response	1	1.0%
<hr/>		
TOTAL	101	100.0%

Table 8 contains the graduation years of master's degree recipients. These findings, when compared to age groups, indicate that teachers waited a few years after they attained a bachelor's degree and then returned to formal coursework.

Table 8

YEAR OF GRADUATION WITH MASTER'S DEGREE

<u>Year</u>	<u>N</u>	<u>Percent</u>
1982	2	2.0%
1983	16	15.8%
1984	14	13.9%
1985	16	15.8%
1986	16	15.8%
1987	19	18.8%
1988	12	11.9%
No Response	6	5.9%
<hr/>		
TOTAL	101	100.0%

Attitudinal Characteristics

Teachers' plans for continued formal education, attitudes toward and plans for professional development, satisfaction with teaching, and the number of years planned to teach were the variables under investigation in this section. Questions from the Master's Program Evaluation Instrument were selected which provided an attitudinal profile of the population.

The findings in Table 9 indicate that half of the program participants considered the Master's Degree in Education at Eastern as a terminal degree.

Table 9

ADVANCED DEGREE PLANS

<u>Degree</u>	<u>N</u>	<u>Percent</u>
Master's	50	49.5%
6th Year	23	22.8%
Doctorate	22	21.8%
No Response	6	5.9%
<hr/>		
TOTAL	101	100.0%

Results indicate that a high percentage of teachers (77 percent) were involved in some form of curriculum development. Findings also revealed that many teachers in the program viewed participation in curriculum development efforts as one means of their professional growth. Table 10 contains these results.

Table 10

PROFESSIONAL DEVELOPMENT-CURRICULUM DEVELOPMENT

<u>Status</u>	<u>N</u>	<u>Percent</u>
Involved	77	76.2%
Not Involved	24	23.8%
<hr/>		
TOTAL	101	100.0%

Table 11 indicates that many teachers planned to participate in workshops or conferences related to their profession. Many teachers (70 percent) reported plans to attend conferences and/or workshops for professional development.

Table 11

WORKSHOPS/CONFERENCES-PARTICIPATION PLANS

<u>Status</u>	<u>N</u>	<u>Percent</u>
Plan Participation	70	69.3%
No Plan	31	30.7%
<hr/>		
TOTAL	101	100.0%

A high percentage of teachers planned to take additional coursework beyond the master's degree. Analysis of the questionnaire revealed that teachers planned to take additional coursework for professional development. Table 12 contains these findings.

Table 12

PROFESSIONAL DEVELOPMENT AS CONTINUED COURSEWORK

<u>Future Plans</u>	<u>N</u>	<u>Percent</u>
Yes	77	76.2%
No	24	23.8%
<hr/>		
Total	101	100.0%

Table 13 indicates that few respondents reported plans for professional publication. Program participants did not view publication as one means for professional development.

Table 13

PUBLICATION-PLANS

<u>Status</u>	<u>N</u>	<u>Percent</u>
Plan to Publish	19	18.8%
No Plan to Publish	82	81.2%
<hr/>		
TOTAL	101	100.0%

Most teachers reported satisfaction with their professional growth, while a small number of respondents (N=10) reported dissatisfaction with their professional growth. These results are contained in Table 14.

Table 14

SATISFACTION WITH PROFESSIONAL GROWTH

<u>Status</u>	<u>N</u>	<u>Percent</u>
Satisfied	90	89.1%
Not Satisfied	10	9.9%
No Response	1	1.0%
<hr/>		
TOTAL	101	100.0%

Table 15 contains data which reveals that teaching was considered as a personally satisfying career by many respondents. Findings correspond with results from Table 6 where few teachers indicated plans to earn 6 Year Specialist Degrees which implies a change from teaching.

SATISFACTION WITH TEACHING AS A CAREER

<u>Status</u>	<u>N</u>	<u>Percent</u>
Satisfied	92	91.1%
Not Satisfied	6	5.9%
No Response	3	3.0%
<hr/>		
TOTAL	101	100.0%

When questioned about the number of years they planned to teach, only five percent of the respondents planned to teach for a short time. Over 65 percent of the teachers reported plans to teach for more than 15 years. These results indicate that most teachers from Eastern's program were satisfied with teaching and planned to remain in their profession. Table 16 contains the results.

Table 16

TIME (YEARS) PLANNED TO TEACH

<u>Years</u>	<u>N</u>	<u>Percent</u>
1-5	5	5.0%
6-10	11	10.9%
11-15	8	7.9%
Over 15	67	66.3%
No Response	10	9.9%
<hr/>		
TOTAL	101	100.0%

Nearly all responding teachers were highly satisfied with all areas that were investigated. Tables 17 through 19 report the results.

Table 17 contains results indicating that nearly all respondents perceived the faculty at Eastern

Illinois University as knowledgeable of their subject matter.

Table 17

SATISFACTION WITH FACULTY SUBJECT KNOWLEDGE

<u>Status</u>	<u>N</u>	<u>Percent</u>
Satisfied	98	97.0%
Not Satisfied	3	3.0%
<hr/>		
TOTAL	101	100.0%

Respondents report that the course content in the Master's of Science in Education Program at Eastern Illinois University was satisfactory. Table 18 contains these findings.

Table 18

SATISFACTION WITH COURSE CONTENT

<u>Status</u>	<u>N</u>	<u>Percent</u>
Satisfied	90	89.1%
Not Satisfied	11	10.9%
<hr/>		
TOTAL	101	100.0%

Table 19 indicates that many teachers were satisfied that Program progression at Eastern was systematic. Consonant with the other aspects of the program under investigation, there were small numbers of dissatisfied teachers.

Table 19

SATISFACTION WITH PROGRAM PROGRESSION

<u>Status</u>	<u>N</u>	<u>Percent</u>
Satisfied	94	93.1%
Not Satisfied	7	6.9%
<hr/>		
TOTAL	101	100.0%

Table 20 contains results in which respondents indicated that they participated in graduate coursework primarily to increase their salary scale. Nearly half the respondents (47 percent) agreed that they undertook the master's program primarily to increase their salary.

Table 20

COURSEWORK PRIMARILY TO INCREASE SALARY

<u>Status</u>	<u>N</u>	<u>Percent</u>
Agree	47	46.5%
Disagree	50	49.5%
No Response	4	4.0%
<hr/>		
TOTAL	101	100.0%

Respondents were asked if they would participate in graduate courses even if salary increases were nonexistent. A large percentage of teachers reported they would participate even if their salary would be unaffected. Table 21 reports these results.

Table 21

COURSEWORK UNRELATED TO SALARY INCREASES

<u>Status</u>	<u>N</u>	<u>Percent</u>
Agree	71	70.3%
Disagree	25	24.8%
No Response	5	5.0%
<hr/>		
Total	101	100.0%

CORRELATIONAL FINDINGS

This section of the results is comprised of tables and summaries of the correlational analyses. Findings relating to the relationships of respondents': program satisfaction with plans for professional development; plans for professional development with career satisfaction; and salary concerns with plans for professional development are provided in Tables 22 through 24.

Program Satisfaction with Professional Development

The Master's Program Evaluation Instrument (MPE) was developed to obtain a profile of the teaching population served by Eastern Illinois University. Specific questions were designed to examine the respondents' level of program satisfaction and their plans for professional development. Program assessment variables consisted of participants' attitudes toward: faculty subject knowledge; course content; and program progression. Professional development variables were respondents' reported plans for: earning advanced degrees; continuing formal coursework; and attending

workshops and/or conferences. The variables targeted for investigation were selected because an integral relationship was found between them in the teaching profession as well as in the literature. Research by Karst (1987) indicated that teachers' professional growth was affected and fostered by the attitudes and actions of their college professors. Adequate faculty subject knowledge may have few implications for the general course content; however, transmission of that knowledge could effect coursework. Denton (1978) indicated that program graduates were dissatisfied with redundant coursework. Based on the premise that progression could be related to coursework redundancy, program progression was included for investigation.

A review of literature provided a description of professional development activities that teachers often selected. This description was used to identify the variables chosen for investigation. Attendance at workshops and/or attendance at conferences were considered because they are common in-service expectations for teachers. Teachers' plans for earning advanced degrees were selected as a variable based on the importance of this information to college and university programs. Teachers' plans for continued coursework as professional development was selected for as a variable based on current research findings (Wilson 1977; Karst 1987). It was found that a

significant amount of teachers included coursework in their plans for professional development. These variables were investigated because teacher satisfaction with graduate programs could have implications for designing aspects of professional development.

Table 22 contains findings related to the respondents satisfaction with the master's program and plans for professional development. No areas of program satisfaction were significantly related to plans for professional development.

Table 22

PROFESSIONAL DEVELOPMENT WITH PROGRAM SATISFACTION

Professional Development	Course Content	Faculty Subject Knowledge	Program Progression
Advanced Degree Plans	0.108	0.153	0.446
Plans For Additional Coursework	0.046	-0.039	0.123
Workshops/ Conferences	-0.043	-0.010	-0.013

* p < 0.05

** p < 0.01

*** p < 0.001

Professional Development with Career Satisfaction

The Master's Program Instrument (MPE) contained questions which examined teachers' plans for

professional development and levels of career satisfaction. Professional development variables were teachers' plans for: developing curriculum; participating workshop/conference; publication. Variables were selected from literature which focused on areas of professional development for teachers. Curriculum development and workshop and/or conference participation were selected as variables because they are common in-service expectations for teachers. Plans for publication were included based on the potential implications they have for professional growth. Career satisfaction with teaching and satisfaction with professional growth were selected based on research. Findings existed where program participants expressed concern related to both of these variables. Teachers dissatisfaction with their own professional growth could lead to dissatisfaction with teaching. Satisfaction with teaching as a career and teachers' satisfaction with their professional growth were identified as areas of concern by teachers. Professional development variables were compared to teachers' level of satisfaction with their career and professional growth. This comparison was selected based on similar research by Wilson (1977). She found that professional development variables were related significantly to professional commitment scores. The satisfaction variables targeted in this study were

selected to examine additional relationships with career satisfaction to professional development.

The only significant relationship that was found was the negative correlation of teachers' plans for publication with teachers' satisfaction with their professional growth. These findings indicated that many respondents did not view plans for publication as a part of their professional development. Table 23 contains these results.

Table 23

PROFESSIONAL DEVELOPMENT WITH CAREER SATISFACTION

<u>Professional Development Plans</u>	<u>Teaching Career</u>	<u>Professional Growth</u>
Curriculum Development	0.184	0.145
Workshops/ Conferences	0.068	0.108
Publication Plans	-0.135	-0.196*

- * p < 0.05
 ** p < 0.01
 *** p < 0.001

SALARY CONCERNS WITH PROFESSIONAL DEVELOPMENT

The Master's Program Evaluation Instrument (MPE) contained questions targeted to examine teachers' salary concerns related to coursework and their plans for professional development. Salary was selected as a variable based on the assumption that it is often a concern related to the teaching profession. Monetary increments are a result of graduate coursework taken as professional development by teachers and are often the

prime incentive to pursue graduate coursework. In the professional development literature that was reviewed, research on salary and its relationship to professional development was not found. The relationship of salary concerns with teachers plans for professional development was investigated based on concerns by teachers regarding their salaries.

Professional development variables were teachers' plans for: developing curriculum; attending workshops and/or attending conferences; and continued coursework. Professional development variables were selected from citations in the literature which identified these professional development activities as those that were most attended by teachers. Curriculum development and workshop and/or conference attendance were selected as variables because they are common in-service expectations for teachers. Continued coursework was selected as a variable based on research that indicated that graduate coursework was a professional development option reported commonly by teachers (Wilson 1977, Karst 1987). No significant correlations existed with salary concerns and teachers' plans for professional development. Table 24 contains results for professional development related to salary concerns.

Table 24

SALARY AND PROFESSIONAL DEVELOPMENT

Salary	Curriculum Development	Workshops/ Conferences	Plans for Future Courses
Prime Motivator	0.088	0.116	0.159
Not Essential	0.080	-0.069	-0.057

* p < 0.05
 ** p < 0.01
 *** p < 0.001

HYPOTHESES

Data resulting from the analyses of the study were employed in the acceptance or rejection of the hypotheses. Statements follow for each of the hypothesis.

Hypothesis One: Satisfaction with course content is positively related to teachers' plans for continued coursework.

The Master's Program Evaluation Instrument (MPE) was developed as the means for obtaining information on teachers' attitudes toward graduate coursework. The MPE contained questions written to examine teachers' satisfaction with course content and plans for continued coursework. No significant correlation existed with course content satisfaction and plans for continued coursework. Based on these results, hypothesis one was rejected.

Hypothesis Two: Teachers' plans for professional development are positively related to their satisfaction with the teaching career.

The Master's Program Evaluation Instrument (MPE) contained questions focusing on teachers' plans for professional development and satisfaction with teaching as a career. Areas examined included teachers': plans for professional development compared to satisfaction with the teaching career. Professional development variables included: developing curriculum; attendance at workshops/conferences; and plans for publication. Significant relationships were not found between satisfaction with the teaching career and teachers' plans for professional development. Based on the correlational findings, hypothesis two was rejected.

Hypothesis Three: Teachers' salary concerns are positively related to their plans for professional development.

The Master's Program Evaluation Instrument (MPE) contained questions intended to examine salary concerns related to graduate coursework. Responses were also elicited regarding teachers' plans for professional development. Monetary increments as the primary incentives for participation in graduate coursework were examined. Plans for additional coursework for professional development, if salary were unaffected

were also examined on the MPE. Professional development variables were teachers' plans for developing curriculum; workshops and/or conferences; and continuing coursework. Salary concerns and professional development variables were investigated in hypothesis three. No significant correlations existed with salary concerns and teachers' plans for professional development. Based on the finding of no significant correlations, hypothesis three was rejected.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter a summary of the study is provided, conclusions are drawn, and recommendations for practices and further research are made.

SUMMARY

This study was designed to obtain a descriptive profile of teachers who were recipients of a Master's of Science in Education degree at Eastern Illinois University. Specific background and attitudinal information was gathered from questionnaire responses.

The Master's Program Evaluation Instrument (MPE) was developed as the means of obtaining information on teachers': perceptions of specific aspects of their Master's Program; plans for professional development; and satisfaction with the teaching profession. Questions written on the MPE instrument were carefully selected through a review of related literature and were validated through jury review. The instrument was revised four times as a result of jury recommendations. Changes were made in format, wording, and in the number of items.

The Master's Program Evaluation was mailed to all Master's degree recipients of Eastern Illinois University, College of Education. The time period targeted for the investigation was 1983 through 1988. A one time mailing (N=202) produced a return of fifty

percent (N=101).

MAJOR CONCLUSIONS

The findings of this study allow the following conclusions to be drawn:

1. The Master's Program in Education in the field of Elementary Education at Eastern Illinois University was considered satisfactory by nearly all respondents.
2. The Master of Science in Education Degree was considered a terminal professional degree by many of the respondents.
3. Professional development activities of the respondents included participation in graduate coursework, curriculum development, and workshops.
4. Most teachers who earned degrees from Eastern Illinois University did not plan to publish in a professional journal as a means of professional development.
5. Nearly all respondents reported satisfaction with their professional growth.
6. Many teachers reported satisfaction with the teaching profession and planned to teach for over 15 years.

RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the results and knowledge derived from this study, it is hoped that evaluation of the

Master's Program in Education in the field of Elementary Education would include and/or extend to:

1. Investigations which examine the coursework requirements for the Master of Science in Education Degree and their applicability to actual teaching.
 2. Examination of why many teachers view the Master of Science in Education Degree as a terminal professional degree.
 3. Investigations of relationships between satisfaction with the teaching career and opportunities for teachers to participate in professional development activities.
 4. Investigations of relationships between increased salaries for teachers and their plans for professional development.
 5. Investigations of the effectiveness of master's programs in other disciplines such as business, applied sciences, and art.
 6. Replication studies involving other education programs especially, bachelor's programs in education.
 7. Comparisons with other variants of master's degree programs, specifically focusing on research components of the program and teacher's plans to develop scholarly educational research.
 8. Comparisons with master's degree program
-

follow-up studies from other colleges of education.

RECOMMENDATIONS FOR PRACTICE

Based on the results and knowledge derived from this study, it is hoped that practices in the Master's Program in Education in the field of Elementary Education would include:

1. School administrators and university professors working cooperatively in coordination of in-service programs for teachers.
 2. University professors working cooperatively with teachers and program graduates to implement ideas from in-service programs.
 3. Increased monetary rewards to teachers who participate in continued formal education.
 4. Teachers working cooperatively with university professors to target aspects of classroom teaching which would benefit from in-service development.
 5. Designing descriptive program evaluations as a permanent and integral part of the graduate college.
 6. Increased emphasis on the application of research findings.
 7. Designing programs that stress the concept of professionalism within the teaching profession.
 8. Master's degree programs with objectives which include the importance of professional publication as professional development for teachers.
-

BIBLIOGRAPHY

- Ayers, J. B. (1983). Study of the teacher preparation programs of Tennessee Technological University. (Eric Document Reproduction Service No. ED 232 974).
- Bakar, K. A. & others (1988). Jordanian and Malaysian science teachers' prominent perceived professional needs: A comparison. Journal of Research in Science Teaching, 25(7), 573-587.
- Balzer, A. L. & others (1973). A review of research on teacher behavior. Ohio, Columbus, The Ohio State University.
- Bardella, R. V. (1976). Graduate service assistants: A research report. (Eric Document Reproduction Service No. ED 129 204).
- Barrow, L. H. (1988). Professional preparation, course content, and responsibilities of New England's secondary science methods faculty. Science Teacher Education, 72(4), 585-595.
- Bates, E. B. (1973). A follow-up study of selected 1971 Master of Education Degree recipients of West Texas State University. Final Report. (Eric Document Reproduction Service No. ED 083 203).
- Blanchard, B. E. (1977). A four-year survey of master degree graduates. Improving college and university teaching, 25(2), 93-99.
- Burden, P. R. (1981). Teachers' perceptions of their personal and professional development. (Eric Document Reproduction Service No. ED 129 204).
- Butler, E. D. (1986). Mentor perceptions of mentoring and internships in MAT and Lyndhurst programs - cycle I. (Eric Document Reproduction Service No. ED 280 837).
- Carpenter, D. S. & Miller, T. K. (1981). An analysis of professional development in student affairs work. NASPA Journal, 19(1), 2-11.
- Carter, H. L. & others (1981). Teacher educators: A descriptive study. Final Report. (Eric Document Reproduction Service No. ED 223 563).
- Coley, R. J. & Thorpe, M. E. (1985). A look at the MAT model of teacher education and its graduates: Lessons for today. (Eric Document Reproduction Service No. ED 272 457).

- Dale, D. (1975). A follow-up study of the Master of Science and Education Specialist Degree programs in vocational education and a follow-up system. (Eric Document Reproduction Service No. ED 154 148).
- Denton, J. J. & Ash, M. J. (1978). Graduate program evaluation employing a status survey and matrix scores. (Eric Document Reproduction Service No. ED 227 057).
- Denton, J. J. & others (1978). 1978 Report of College of Education standing committee on follow-up evaluations (graduate programs). (Eric Document Reproduction Service No. ED 159 166).
- Doyle, R. J. (1979). The results of graduate external degree programs: Some emerging patterns. The Journal of Nontraditional Studies. 4(1), 48-60.
- Duvall, C. R. & others (1985). Follow-up study of Indiana University at South Bend graduates: Undergraduate and graduate degree programs, 1970-83, division of education. (Eric Document Reproduction Service No. ED 258 531).
- Etheridge, C. P. (1986). The students' perspectives: MAT program cycle 1. (Eric Document Reproduction Service No. ED 280 838).
- Fitzgerald, S. M. (1973). A career development study of elementary school teachers. (Eric Document Reproduction Service No. ED 087 754).
- Fitzgerald, S. M. (1978). Career needs and satisfactions of teachers: A replication study. (Eric Document Reproduction Service No. ED 167 497).
- Gans, T. G. (1976). Students' performance in Master's education programs at the Cleveland State University, 1968-1975. (Eric Document Reproduction Service No. ED 131 053).
- Glazer, J. S. (1986). The Master's degree. Tradition, diversity, innovation. ASHE-ERIC Higher Education Report No. 6, 1986. (Eric Document Reproduction Service No. ED 279 260).
- Golden, J. M. & Lyons, P. R. (1976). The evaluation and impact of the Master of Education degree program as reported by program graduates. (Eric Document Reproduction Service No. ED 120 190).
- Hatoff, B. (1980). Reading education specialists 1974-1979 graduates of Kean College: A follow-up

- study. (Eric Document Reproduction Service No. ED 185 520).
- Holdaway, E. A. (1978). Satisfaction of teachers in Alberta with their work and working conditions. Report of a study. (Eric Document Reproduction Service No. ED 151 948).
- Helms, D. M. (1971). A study of Ohio appalachian and non-appalachian public secondary school teachers' attitudes toward selected aspects of training and experience. Unpublished doctoral dissertation, Ohio University.
- Jackson, T. & Vitberg, A. (1987). Career development, Part 3: Challenges for the individual. Personnel, 64(4), 54-57.
- Kagan, D. M. & Sadler, E. J. (1986). Ratings of teacher training programs: Relationships with measures of occupational stress or social conformity. Clearing House, 60(4), 175-77.
- Karst, R. R. (1987). New policy implications for inservice and professional development programs for the public schools. (Eric Document Reproduction Service No. ED 289 237).
- Kleinfeld, J. & McDiarmid, G. W. (1986). The satisfaction of Alaska's isolated rural teachers with their work life. Research in Rural Education, 3(3), 117-120.
- Lowther, M. A. & others (1982). The mid-career malaise of teachers: An examination of job attitudes and the factors influencing job satisfaction in the middle years. Final Report. (Eric Document Reproduction Service No. ED 218 280).
- McMillen, L. (1987). Job-related tension and anxiety taking a toll among employees in academe's 'stress factories'. Chronicle of Higher Education, 33(21), 10-12.
- Mentkowski, M. & others (1983). Careering after college: Perspectives on lifelong learning and career development. Final Report. (Eric Document Reproduction Service No. ED 239 564).
- Mooser, E. L. & Golen, L. L. (1987). Quality of work life: A participative management process that works. Spectrum, 5(3), 3-7.
- O'Connor, J. (1987). A study of the graduates of the Master of Arts program in adult education at the

- University of Minnesota. (Eric Document Reproduction Service No. ED 282 000).
- Park, B. (1985). In-service reading offers teachers vehicle for professional growth. Highway One, 8(3), 39-42.
- Pigge, F. L. (1984). Follow-up evaluation studies and procedures, College of Education, Bowling Green State University, Bowling Green, Ohio. (Eric Document Reproduction Service No. ED 240 083).
- Pelsma A. & others. (1987) The quality of teacher work life survey: A preliminary report on a measurement of teacher stress and job dissatisfaction and the implications for school counselors. (Eric Document Reproduction Service No. ED 286 094).
- Schwab, R. L. & others (1986). Educator burnout: Sources and consequences. Educational Research Quarterly, 10(3), 14-30.
- Sparks, D. (1982). A personal reflection. Journal of Staff Development, 3(2), 16-21.
- Stewart, D. K. (1988). Materials on evaluation of teacher education programs in the ERIC database. Journal of Teacher Education, 39(4), 23-25.
- Thies-Sprinthall, L. & Spininthall, N. A. (1987). Experienced teachers: Agents for revitalization and renewal as mentors and teacher educators. Journal of Education, 169(1), 65-79.
- Stolworthy, R. L. (1984). Washburn University. Evaluation of Graduate Programs 1983-84. (Eric Document Reproduction Service No. ED 262 013).
- Tierney, W. G. & Krakower, J. (1986). Excellence in occupational education: A model for professional development training. (Eric Document Reproduction Service No. ED 280 946).
- Thacker, J. W. & Fields, M. W. (1987). Union involvement in quality-of-worklife efforts: A longitudinal investigation. Personal Psychology, 40(1), 97-111.
- Trotter, B. & others (1979). Internal formative evaluation of graduate level science education at Temple University. Research Report. (Eric Document Reproduction Service No. ED 179 383).
- Wilson, M. L. (1977). Variables related to the professional growth of teachers. (Eric Document Reproduction Service No. ED 137 302).

Ziegler, R. J. (1987). Getting to know you: The new principal and staff. Principal, 67(1) 48-49.

APPENDIX A

Master's Program Evaluation (MPE) Instrument

MASTER'S PROGRAM EVALUATION

For each item please check only those blanks applicable.

AGE: 18-25 26-30 31-40 41-50 over 50

SEX: Male Female

UNDERGRADUATE MAJOR: Elementary Ed. Junior High Ed.
 Special Ed. Secondary Ed.

INDICATE YOUR STATUS WHILE AN EIU STUDENT:

Part-time Full-time Combination of Full/Parttime

INDICATE YOUR ETHNIC BACKGROUND:

Black White Hispanic Oriental other

INDICATE BELOW YOUR SEMESTER HOURS BEYOND YOUR MASTER'S:

0-3 4-6 7-12 13-18 over 18

THE HIGHEST DEGREE YOU ULTIMATELY PLAN TO EARN IS?:

Master's degree (e.g., M.A., M.S.)

6th year Specialist in Education (e.g., Ed.S.)

Doctoral degree (e.g., Ph.D., Ed. D.)

HOW LONG DID IT TAKE TO COMPLETE YOUR DEGREES?:

Bachelor's: 3-4 5-6 7-9 10 or more

Master's: 1-3 4-5 6-10

6th Year Specialist: 1-3 4-5 6-10

Doctorate: 1-3 4-5 6-10

DID YOU FIND TEACHING EMPLOYMENT AFTER GRADUATION?:

Yes No N/A (I was already employed)

HOW RELATED IS YOUR POSITION TO YOUR COLLEGE MAJOR?:

Directly related Somewhat related Not related

INDICATE YOUR SPECIFIC OCCUPATION _____

WHEN DID YOU GRADUATE?: Bachelor's 19____ Master's 19____

INDICATE BELOW HOW LONG YOU PLAN TO TEACH:

1-5yrs 6-10 11-15 over 15 N/A

INDICATE YOUR PLANS FOR PROFESSIONAL DEVELOPMENT:

- I do not plan to take anymore graduate courses.
 I plan to take more graduate courses in the future.
 I am presently taking graduate courses.
 I plan only to take workshops.
 I plan to attend conferences.

ANSWER ITEMS BELOW AS THEY RELATE TO YOUR CAREER:

- | | | |
|---|-----|----|
| I have supervised student teachers in my room. | YES | NO |
| I have supervised other in-service teachers. | YES | NO |
| I have published in a professional journal. | YES | NO |
| I plan to publish in a professional journal | YES | NO |
| I have been involved in curriculum development. | YES | NO |
| I belong to a professional organization. | YES | NO |

Please circle the numeral which best describes the degree of your agreement or disagreement to each of the following:

SCALE:

- | | |
|----------------------------|-------------------------|
| 1 = Strongly disagree (SD) | 3 = Agree (A) |
| 2 = Disagree (D) | 4 = Strongly agree (SA) |

WHEN I CONSIDER MY MASTER'S PROGRAM AT EIU I BELIEVE THAT:

- | | SD | D | A | SA |
|---|----|---|---|----|
| 1. The faculty had adequate subject knowledge. | 1 | 2 | 3 | 4 |
| 2. The faculty demonstrated appropriate skills and attitudes for optimal instruction. | 1 | 2 | 3 | 4 |
| 3. Faculty members were willing to offer additional assistance when requested. | 1 | 2 | 3 | 4 |
| 4. The course content was relevant to the needs of a teacher. | 1 | 2 | 3 | 4 |

5. The courses were well balanced to provide the necessary breadth and depth.	1	2	3	4
6. The knowledge I gained was applicable to my career choice.	1	2	3	4
7. The program progression was systematic.	1	2	3	4
8. The program met my professional goals.	1	2	3	4
9. The program prepared me for teaching.	1	2	3	4
10. Advisement quality was adequate.	1	2	3	4
11. I demonstrated a commitment to learn.	1	2	3	4
 WHEN I CONSIDER THE TEACHING PROFESSION:	SD	D	A	SA
1. Teaching is the best career for me.	1	2	3	4
2. Teaching affords many opportunities.	1	2	3	4
3. I would recommend teaching as a career.	1	2	3	4
4. In-service education is necessary for professional growth and development.	1	2	3	4
5. In-service education must be an on-going part of the profession.	1	2	3	4
6. Teaching experience is more important than in-service education for attainment of effective teaching skills.	1	2	3	4
7. Teaching is a personally satisfying career.	1	2	3	4
8. Graduate courses assist me in discovering new ways to motivate students.	1	2	3	4
9. Graduate courses are primarily a means of increasing my salary scale.	1	2	3	4
10. I would participate in graduate coursework even if it had no effect on my salary.	1	2	3	4
11. Graduate coursework should have a greater impact on the salary scale.	1	2	3	4
12. I am satisfied with my professional growth.	1	2	3	4

APPENDIX B

BACKGROUND AND ATTITUDE VARIABLE LABELS

VARIABLES**BACKGROUND**

A age
S sex
E ethnicity
TCB time completion Bachelor's degree
TCM time completion Master's degree
TCS time completion Specialists degree
TCD time completion Doctoral degree
GYB graduation year Bachelor's degree
GYM graduation year Master's degree

ATTITUDINAL

EA plans to earn additional advanced degrees
FC plans to take future graduate coursework
PDC professional development; curriculum development
PDW professional development; workshops/conferences
PDS professional development; publication
PF program satisfaction; faculty subject knowledge
PC program satisfaction; coursework relevance
PG program satisfaction; contribution to goals
PM program satisfaction; program progression
TSG teacher satisfaction; professional growth
TST teacher satisfaction; teaching career
YT years planned to teach
SM coursework primarily to increase salary
PS coursework if salary were unaffected

APPENDIX C

Master's Program Evaluation (MPE) Instrument

COVER LETTER



October 4, 1988

Dear Graduate:

We are asking for your help. Periodically, educational programs within the University, College of Education, and the Department of Elementary and Junior High Education are reviewed in the form of an internal study. The purpose of this study is to examine the quality of the programs.

Completing and returning the enclosed survey will help us to achieve our goal.

Please read the program evaluation carefully, complete it, and return the instrument in the self-addressed, stamped envelope provided for you. If you wish, written comments may be included on the back of the survey.

We thank you very much for your time and effort.

Sincerely,

Louis M. Grado
Professor, Chairman

Susan Horath
Research Assistant

ds

Enc.

P. S. Welcome to Homecoming 1988
October 21 - 22, 1988