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PERCEIVED BY STUDENTS, GRADUATES AND  
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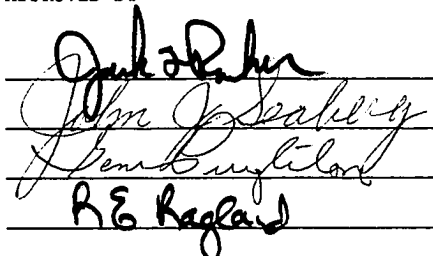
A DISSERTATION  
SUBMITTED TO THE GRADUATE FACULTY  
in partial fulfillment of the requirements for the  
degree of  
DOCTOR OF PHILOSOPHY

BY  
PIUS S. AKPAN  
Norman, Oklahoma

1977

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APPROVED BY

  
The image shows four handwritten signatures, each written over a horizontal line. The signatures are: 1. A cursive signature that appears to be 'John E. Baker'. 2. A cursive signature that appears to be 'John J. Seaberg'. 3. A cursive signature that appears to be 'Tommy B. Taylor'. 4. A cursive signature that appears to be 'R. E. Ragland'.

DISSERTATION COMMITTEE

I want to dedicate this work to Mr. John U. U. Essiet of Ikot Obioma, Abak, whose unprecedented sacrifices made it possible for me to toil, to seek, to find, and not to yield.

#### ACKNOWLEDGEMENTS

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QUALITY FACTORS IN THE TEACHER PREPARATION PROGRAMS  
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CHAPTER I

INTRODUCTION

Teacher education has moved into an era characterized by persistently changing needs and aspirations of the people along with negotiated compromises that evolve among competing demands. In order to cope with the rapidly changing needs of our schools and communities, the education of teachers must change as well.

Criticism of teacher education courses suggests the need for systematic evaluation of the training programs provided by colleges of education. Speaking on the subject of "Changing Dimension in Teacher Education," Donovan stressed: "On the threshold of an era of innovation, our greatest concern must be the relevance of the knowledge and methods of our faculties."<sup>1</sup> These and other like comments indicate there is need to test new programs by investigating the perceptions of their quality by those involved in them.

Background and Need for the Study

During the 1960's, little attention was given to improving the liberal or general education of teachers. However, in the 1970's

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<sup>1</sup>Charles F. Donovan, Changing Dimension in Teacher Education (Washington, D.C.: AACTE Yearbook, 1967), p. 22.

innovation and research have increased significantly. These trends further support the need for this investigation.

Lindley Stiles indicated that:

Since teacher education is more an art than a science, more political than professional, and more socially relevant than purely academic, everyone, (students, parents, politicians, academic scholars, as well as teachers and administrators themselves, and of course, specialists in teacher education) gets into debates for laying down a prescription for programs that will stand the test of time.<sup>1</sup>

Of the strategies recommended to bring about the improvement mentioned by Stiles, the most popular and widely used were suggested by Romine and include:

1. Evaluation and accountability
2. Research in teaching and learning
3. Feedback from the field of education service facilitated by follow-up studies<sup>2</sup>

The importance of follow-up studies of graduate teachers has been widely acknowledged. For example, it is suggested that colleges of education should extend their formal contract with beginning teachers through their initial years of teaching. This plan could reduce the "cultural shock" of the new teacher, blur the artificial distinction between preservice and continuing education, and provide for collaboration between school and college personnel. Presently, many new teachers function in a professional desert abandoned by the institutions where they receive their preservice education.<sup>3</sup>

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<sup>1</sup>Lindley J. Stiles, The Journal of Educational Research, Vol. 64, No. 9, 1971, p. 388.

<sup>2</sup>Stephen Romine, "Accountability is Here," Journal of Teacher Education, AACTE, Spring, 1974, Vol. 25, No. 1, p. 65.

<sup>3</sup>Robert B. Howsam, et al; Educating a Profession (Washington, D.C.: American Association of Colleges for Teacher Education, 1976), p. 101.

### Significance of the Study

The University of Oklahoma is sponsoring a major program specifically designed to prepare teachers not only for the State of Oklahoma and the nation but for countries abroad. The need for a follow-up study of beginning teachers is pressing. In addition to bridging the gap between the graduates and their training institution, such a study can contribute to the literature of teacher education.

### Statement of the Problem

The problem of this study was to examine the quality of the teacher preparation programs at the University of Oklahoma as perceived by the students, teachers, and professors who had participated in them. Questions to which answers were sought included:

1. Are the teacher preparation programs at The University of Oklahoma emphasizing relevant materials and skills that are useful to the program participants in discharging their teaching responsibilities in a public school system after they have completed the program?
2. Is there a difference in the way students, teacher graduates, and professors perceive the teacher training programs at The University of Oklahoma?
3. What are the differences among the perceptions of the three groups of the preparation programs?

### Population and Sample

The population for this study included: (1) Prospective or student teachers, (2) Teachers who had completed the preparation program at The University of Oklahoma, (3) Professors who had been involved in the teacher preparation programs in the College of Education at The University of Oklahoma.

The samples selected from the population were: (1) All prospective teachers involved in student teaching during the fall semester of 1976, (2) Teachers who had completed the training programs in 1974 and 1975, and, (3) The College of Education professors who had been involved in the teacher preparation programs during the Fall of 1976.

### Hypotheses to be Tested

In order to answer the questions posed in the Statement of the Problem, the following hypotheses were tested for statistical significance at the .05 level.

- Ho<sub>1</sub> There are no significant differences among the perceptions of student teachers, teachers, and professors of the quality of preparation student teachers receive at The University of Oklahoma.
- Ho<sub>2</sub> There are no significant differences among the perceptions of student teachers, teachers, and professors of the quality of advisement offered to prospective teachers in the teacher training program at The University of Oklahoma.
- Ho<sub>3</sub> There are no significant differences between the perceptions of student teachers and teachers who have graduated from the program of the quality of teacher training received by prospective teachers at The University of Oklahoma.
- Ho<sub>4</sub> There are no significant differences between the perceptions of student teachers and the perceptions of professors of the quality of teacher education received by student teachers at The University of Oklahoma.
- Ho<sub>5</sub> There are no significant differences between the perceptions of teachers who have graduated from the program and professors of the quality of teacher education received by prospective teachers at The University of Oklahoma.
- Ho<sub>6</sub> There are no significant differences between the perceptions of student teachers and teachers who have graduated from the program of the quality of advisement received by prospective teachers at The University of Oklahoma.
- Ho<sub>7</sub> There are no significant differences between the perceptions of student teachers and professors of the quality of advisement received by student teachers at The University of Oklahoma.

Hog There are no significant differences between the perceptions of teachers who have graduated from the program and professors of the quality of advisement received by prospective teachers at The University of Oklahoma. (See Figure 1).

### Theoretical Background

There is not an adequate theory linking perceptions to teacher education program evaluation. However, Bruce J. Biddle has presented a theory which is relevant to the role of public school teachers and assessment of reality.

The framework upon which this study was based was Biddle's interpretation of Kurt Lewin's "Life Space Theory." Biddle indicated that role theory of public school teachers may be studied by two distinctive approaches, prescriptive and descriptive.

The prescriptive approach deals not with the assessment of reality but rather with the stating of "oughts," or rights and wrongs for reality. A prescriptive statement about the behavior of a person or position is a norm.

The descriptive approach deals with the individual's assessment of reality, his picture of things as he presumes they are. A descriptive cognition applied to the behavior of a person or position is termed an expectation. One may use expectations for the behavior of another, for instance, as a basis for planning interactions with him.<sup>1</sup>

The approach used in this study was descriptive rather than prescriptive. Using the descriptive approach, three groups of respondents have presented a picture of the teacher preparation programs at The University of Oklahoma as they perceived or presumed the programs to be.

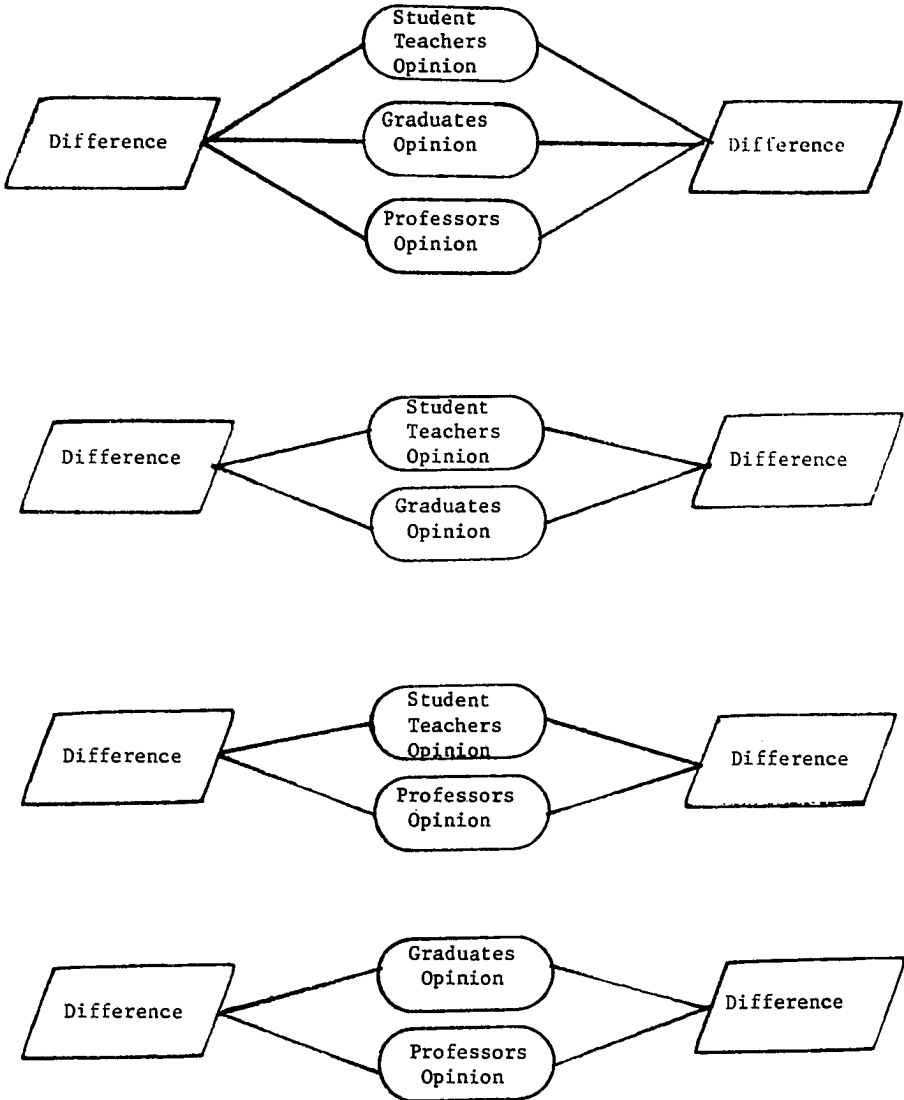
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<sup>1</sup>Bruce J. Biddle, J. Paschal Troyman, Earl R. Rankin, Jr., "The Role of the Teacher and Occupational Choice," Society and Education, by Robert J. Havighurst, et al., (Boston: Allyn and Bacon, Inc., 1967), p. 304.

FIGURE 1: ILLUSTRATION OF COMPARISONS MADE IN HYPOTHESES TESTING

FACTOR I: Quality of Preparation

FACTOR II: Quality of Advisement



### Assumptions

1. It was assumed that the samples of student teachers, teachers who had already graduated from the programs and professors were a true representation of the larger population.
2. It was assumed that the samples from each of the four groups were large enough to permit generalization of the results.
3. It was assumed that the three data collection instruments shown in Appendices A, B, and C were reliable. The evidence to support this assumption was the consistent responses received from its administration by the Education Professions Division over a period of several years.
4. It was assumed that the three data collection instruments were valid. This was verified by the use of a test of factor analysis which is reported in Chapter III.
5. It was assumed that the three data collection instruments were comprehensive and complete in that they accurately represented the major areas of training offered in the teacher training programs at The University of Oklahoma.
6. It was assumed that the data collected from the three participating groups were orderly arranged and coded; and that the statistical tests used were appropriate in making the necessary calculations.

### Limitations

The limitation of this study included:

1. The sample of prospective teachers was limited to 73 drawn from a total population of about 192.
2. The sample of teachers who had completed the programs was limited to 160 drawn from a total population of approximately 200.
3. The sample of professors was limited to 50 drawn from a population of about 69.
4. The overall teacher preparation programs were limited to 18 questionnaire items.
5. The teacher education programs under investigation were limited to those offered in the College of Education covering the period between 1974 through 1976.



### Definition of Terms

1. Student: A student teacher enrolled at The University of Oklahoma for the ultimate purpose of receiving professional training in preparation for the teaching profession.
2. Teacher: All individuals who had received and completed their professional training for teaching at The University of Oklahoma and were currently holding positions as instructors.
3. Professor: Any member of the faculty within the College of Education at The University of Oklahoma taking part in the preparation of prospective teachers.
4. Quality Preparation: Instructional and practical knowledge a student has received in the teacher preparation programs at The University of Oklahoma.
5. Quality of Advising: The level of guidance a student received from his/her professors or advisor toward the meeting of his practice teaching, graduation, and professional career requirements.
6. Teacher Education: An omnibus term including all the training a college conducts for the purpose of preparing personnel for the public schools at the undergraduate level.
7. Perception: An opinion, a judgment, or a conclusion made by an individual as a result of his/her experience or observation about a particular matter, not necessarily empirically tested.

### Organization of Report

Chapter I of this study includes the Introduction, Background and Need for the Study, Significance of the Study, Statement of the Problem, Population and Sample, Hypotheses to be Tested, Theoretical Framework of the Study, Assumptions, Limitations, Definition of Terms and Organization of Report.

Chapter II is concerned with a Review of Related Literature. Chapter III presents a detailed description of the method and procedure that were followed in the conduct of the study. Chapter IV deals with the data obtained in the study, their analysis and interpretation. Chapter V contains the summary, findings, conclusions and recommendations.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The literature of teacher education is extensive and varied. It includes numerous research studies, surveys, articles and brochures. A typical comment concerning the rapid proliferation of studies was Saadeh's who said, "No aspect of education has been more investigated than that of teaching effectiveness."<sup>1</sup>

Howey indicated that:

The topic of educational innovation and change is undeniably popular. The literature is extensive and most likely increases at a faster rate than actual change or innovation itself within the schools.<sup>2</sup>

In spite of the abundant literature of education, studies of the undergraduate teacher preparatory programs at The University of Oklahoma were extremely limited.

The literature reviewed in this chapter was organized under the following headings: A Preview, The State of Teacher Education Today, Teacher Education in The University of Oklahoma, and The Future of Teacher Education.

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<sup>1</sup>Ibrahim Q. Saadeh, Journal of Teacher Education, Vol. 21, 1970, p. 73.

<sup>2</sup>Kenneth R. Howey, Journal of Teacher Education, Vol. 26, 1975, p. 6.

### A Preview

Several questions have been raised concerning present educational practices, particularly the training of teachers. Assuming that the classroom teacher is the single most important factor in developing youth in the formative years, and assuming further that creating and maintaining a humane society is dependent upon providing high quality education for young people, it follows that it is important to ask what constitutes the ideal college program for the training of teachers.

If progress is to be made in the evaluation of teacher training programs, it is essential that each institution make a thorough study of its program. As pointed out by the National Council for Accreditation of Teacher Education:

The institution evaluates the teachers as it prepares not only to obtain assessments of their quality, but also to provide information to identify areas in the programs that need strengthening and to suggest new directions for program development. It is assumed that the results of the evaluations made by the institution are reflected in modifications in the preparation programs.<sup>1</sup>

Speaking on the subject of reform in teacher education, Joyce asserted:

...a teacher education rooted in a commitment to educational change must bring teacher candidates and inservice teachers together in educational experimentation. Within the schools devoted to scholarship and innovation, experienced teachers and teacher candidates can work together in joint inquiry.<sup>2</sup>

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<sup>1</sup>National Council for Accreditation of Teacher Education, Standards for the Accreditation of Teacher Education (Washington, D.C.: NCATE, 1970), p. 12.

<sup>2</sup>Bruce Joyce, Perspective for Reform in Teacher Education (Englewood Cliffs, N.J.: Prentice Hall, 1972), p. 7.

The teacher training institution must be conceived with its output. According to Mathis and Jackson writing in Personnel, "training must demonstrate an 'impact' on the performance of the employees trained."<sup>1</sup>

Relating this idea to teacher education, Dick posed a question:

What is the possible 'impact' of teacher training? The key term in the question is 'impact' by which we mean the measurable phenomena--of positive or negative value--which follows after completion of training. In the language of experimental design, the training program is the independent (treatment) variable, the impact--operationalized into an array of variables--is the dependent variables.<sup>2</sup>

In a recent investigation of factors affecting instructional climate in a teacher training institution, Romine reached the following conclusions: "Both student and faculty perceptions of the teaching-learning process is very worthwhile."<sup>3</sup>

#### The State of Teacher Education Today

Near the end of the 1950's, (especially since the Sputnik incident in 1957) public and professional concern centered on the problems of providing quality education. Educators began to develop new programs of teacher education designed to increase teacher competence, and they experimented with new instructional patterns. Advances were made in the application of technology to education. Foundations such as the Fund for the Advancement

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<sup>1</sup>Robert L. Mathis and John H. Jackson, Personnel: Contemporary Perspectives and Applications (New York: West Publishing Co., 1976), p. 263.

<sup>2</sup>Walter Dick, Evaluating Programmatic Impact in Education (Washington, D.C.: Teacher Corps Research Framework, 1976), p. 7.

<sup>3</sup>Stephen Romine, "Student and Faculty Perceptions of an Effective Instructional Climate," Journal of Educational Research, Vol. 68, 1975, p. 139.

of Education and the Carnegie Corporation encouraged research, analysis, and experimentation in teacher education.<sup>1</sup>

The Foundation's Report cited the following as major features of good teacher education:

1. A liberally educated teacher.
2. A scholarly knowledge of the subject to be taught.
3. Development of insights into child psychology, learning processes, and the purposes of education which were best cultivated through seminars related to the problems of the inexperienced teacher.
4. Apprentice teaching through internship.<sup>2</sup>

The innovation trend that began two and a half decades ago in teacher education has evolved into the dominant influence in our present public school programs. Not only has the new trend contributed to broadening the context of teacher education, it has led to the development of instructional objectives designed to develop learning processes as well as specific teaching strategies designed to maximize the opportunity for a learner to meet the objectives.<sup>3</sup>

In the wave of curricular and instructional revolution that pervades the public schools today, the following appears to be predominant:

1. Team Teaching: An organizational pattern in which a team of teachers, each somewhat of a specialist in his own right, works together to develop the group and special talents of the group members.
2. Differential Staffing: This is an added dimension to the organizational pattern of team teaching to enhance a hierarchical form of teaching. Each particular instructional and research staff assignment carries with it specific prerequisites for training and special instructional changes.

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<sup>1</sup>Gerald Gutek, An Historical Introduction to American Education (New York: Thomas Y. Crowell Co., 1970), p. 148.

<sup>2</sup>Ibid., p. 149.

<sup>3</sup>James A. Johnson, et. al., Introduction to the Foundations of American Education (Boston: Allyn and Bacon, Incorporated, 1973), p. 445.

3. Flexible Scheduling: A scheduling arrangement that allows the traditional pattern of organization for instruction to be altered to meet changing needs and concepts of learning as the student passes through the school.
4. Nongraded Schools: A plan of school organization which allows each child to progress through the school system at his own rate of development.
5. Modular--Mini Courses: An organizational pattern offering an expanded degree of flexibility to the curriculum offering. Instead of course offerings being built around one-semester or two-semester time modules, they are built into a variety of shorter time modules which award varying proportions of credits. The advantages are that a child:
  - (a) completes a course in a period of three or six or nine weeks.
  - (b) completes a greater number of courses than he would in a regular semester arrangement.
  - (c) comes in contact with a greater number of teachers.
  - (d) is not forced to repeat the short experience in case of failure, but to participate in another course to meet his required credit.<sup>1</sup>

The above described instructional revolution has significant impact on teacher education. In order to train the prospective teachers to meet the new challenges, new programs were designed. These included the use of educational television, programmed learning, individualized learning, and the "new mathematics."

New programs and changes in instructional methods are the products of research. Teacher education is characterized by increasing emphasis on research. Some of the statements concerning research made by the "Commission on Education for the Profession of Teaching" included the following:

1. Teacher Education is the preparation and research arm of the teaching profession.
2. Teacher preparation program is most effective when it is located on the campus of a significant College or University where it can have the advantage of the scholarly environment which fosters research and creative activities.

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<sup>1</sup>Ibid., p. 444.

3. Professional schools of education have as their reason for existence the adding to the "professional culture" through research and development activities.<sup>1</sup>

Typical areas of research include "teaching act," "the student," and "teaching materials."

#### Research on the Teaching Act

The concern for research dealing with the teaching act may be one of the most important developments in the history of education. It has led to the development of a number of systems for analyzing the teaching act. Some of these systems focus on the affective domain of classroom interaction, the teaching of attitudes and values, the cognitive aspects of the teaching act, verbal and non-verbal classroom interaction, and many others.<sup>2</sup>

Adams and Biddle, for instance, made the following observations on the use of video taping as an aid to the teaching act:

Human observers cannot see everything. They tend to be beguiled into seeing only the more obvious aspects of the situation. Like any spectator at a football match, they can see the main play, but the intricacy of supporting moves is usually lost to them. Furthermore, behavior is transitory. Consequently, after the observer has succeeded in noting as much detail as he can, he must try to recall it, and then finally he must record it. The greater the detail, the less precise he is likely to be.<sup>3</sup>

Referring to the individualization of instruction, Shallock stated: "The instructional experiences that lead to both the development and personalization of competencies should be individualized with respect to

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<sup>1</sup>Robert B. Howsam, et. al., Educating a Profession (Washington, D.C.: AACTE, 1976), pp. 41-42.

<sup>2</sup>Johnson, Introduction to the Foundations of American Education, p. 538.

<sup>3</sup>Raymond S. Adams and Bruce J. Biddle, Realities of Teacher Exploration with Video Tape (New York: Holt, Rinehart and Winston, Inc., 1970), pp. 21-23.

point of entry into the curriculum, pacing, sequencing, information processing preferences."<sup>1</sup>

Moved by the necessity for research on the "teaching act" Clarke declared:

The nature of a teacher training program should be dictated to some degree, by the nature of the task the teacher will be performing. Many schools who are initiating the newer concepts of non-graded schools, differentiated staffing, and utilization of para-professionals, etc., are desiring a differently trained person today than when the self-contained classroom was the main organizational structure.<sup>2</sup>

Research reports on the teaching act are pervasive and cover nearly all known areas of teaching methods. Peterson, for example, was investigating the effectiveness of microteaching in promoting specific teacher behavior in small group settings. He concluded that:

The research indicates that microteaching has the potential of increasing the use of specific skills in a small group situation. It also calls for a further research to determine how microteaching can be effectively integrated into a total field experience program in order that teacher behavior in the actual classroom setting be modified.<sup>3</sup>

Geeslin and Shavelson in their exploratory analysis of the representation of a mathematical structure in students' cognitive structures reported as follows:

1. This study indicated that the analysis of content structure using digraph theory could be applied to a mathematics curriculum.

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<sup>1</sup>H.D. Shalock, Competency Based Field Centered, Systems Approach to Elementary Teacher Education (Washington, D.C.: U.S. Government Printing Office, 1968), p. 6.

<sup>2</sup>S.C.T. Clarke, "Designs for Programs of Teacher Education," Research in Teacher Education, B. Othanel Smith (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971), p. 119.

<sup>3</sup>Terrance L. Peterson, "Microteaching in the Preservice Education of Teachers," Journal of Educational Research, Vol. 67, No. 1, Sept., 1973), p. 36.



2. The results of the analysis--a map of content structure--agreed with our understanding of the structure of the subject matter in probability.
3. If powerful techniques for communicating a subject matter structure can be found and if links between cognitive structure and problem solving can be found, some important steps will have been taken in effectively and efficiently communicating a mathematical structure and problem solving skills to pupils.<sup>1</sup>

#### Research on the Student

This research seeks to answer questions such as:

1. How and at what rate do children grow and develop both physically and mentally?
2. How does the brain function?
3. What are the elements of human motivation?
4. What environment is most conducive to human learning?
5. What types of learning are best retained and least likely to be forgotten?
6. What is the nature of human intelligence?
7. How do children differ from one another at various stages of development, both physically and mentally?
8. What is the relationship, if any, between general health, nutrition and intelligence?
9. Can intelligence be improved; and if so, how, and under what conditions?
10. What factors and conditions inhibit learning?<sup>2</sup>

The importance of studying and understanding pupils and their characteristics is irrefutable as far as teaching-learning practice is

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<sup>1</sup>William E. Geeslin and Richard J. Shavelson, "An Exploratory Analysis of the Representation of a Mathematical Structure in Students' Cognitive Structures," American Educational Research Journal, Vol. 12, No. 1, 1975, pp. 21-38.

<sup>2</sup>Johnson, Introduction to the Foundations of American Education, p. 539.

concerned. In one study, Mickelson and Galloway sought to determine the differences in verbal concept development between Indian and non-Indian five and six-year old children entering kindergarten and first grade in a Canadian school. They found that Indian children begin school with a specific disadvantage in the development of verbal concepts when compared with their non-Indian peers.<sup>1</sup>

Studying the effects of schools' racial composition on the self-concept of black and white students, Bush, Ford and Schulman concluded:

...the effect that the type of school a student attends (integrated parochial school or segregated parochial school) has on the student's self esteem and his ability to compare himself with his classmates in academic and social areas is, however, of more importance in that it differs from previous findings.<sup>2</sup>

This conclusion conflicted that reached by Ausubel which stated that blacks who attend integrated schools compete more and develop more self-esteem.<sup>3</sup>

Investigating the effects of social class status on creative behavior, Ogletree and Ujlaki obtained a positive correlation between social class status and creativity. The total upper class sample scored significantly higher than their lower middle and lower class peers on all creativity variables.<sup>4</sup>

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<sup>1</sup>N.I. Mickelson and C.G. Galloway, "Verbal Concept of Indian and Non-Indian School Beginners," Journal of Educational Research, Vol. 67, 1973, pp. 55-56.

<sup>2</sup>Patricia L. Busk and Jerome L. Schulman, Journal of Educational Research, Vol. 67, No. 2, 1973, pp. 57-62.

<sup>3</sup>D.P. Ausubel, "Ego Development Among Segregated Negro Children," H.A. Passow (ed.), Education in Depressed Areas (New York: Bureau of Publications, Teacher College, Columbia University, 1963), p. 15.

<sup>4</sup>Earl J. Ogletree and Wilma Ujlaki, "Effects of Social Class Status on Creativity," The Journal of Educational Research, Vol. 67, No. 4, 1973, pp. 149-151.

### Research on Teaching Materials

A variety of teaching materials has become available for the teacher to use. These materials range from hardware such as different types of teaching machines, television equipment, projectors of all types, self-instructional devices and tape recorders, to software such as programmed workbooks, self-instructional booklets, ready-made worksheet dittos, instructional kits, movies, loop films, transparencies, maps, globes, charts and an almost infinite number of different kinds of books. Not all these teaching materials are equally effective--and some are extremely expensive. Therefore, when an educator decides which of the many teaching materials he should use in each given teaching situation he must take into account the cost and effectiveness of the various materials available. To determine the effectiveness of the various materials available, research is essential. Such research seeks to clarify such questions as the following:

1. Which teaching materials are most effective in a given learning situation?
2. What are the advantages and disadvantages of teaching machines?
3. Which teaching materials can be used effectively by individual students?
4. Do students tend to learn better and remember longer that which they hear or that which they see?
5. At what point in a teaching situation can media best be used?
6. What is the potential value of video taping equipment as an instructional tool?<sup>1</sup>

Answers to most of these questions could be found in the actual research exercises that use these materials.

In a field research to test the efficacy of television programming strategies based on task analysis and social learning theory for

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<sup>1</sup>Johnson, Introduction to the Foundations of American Education, p. 541.

teaching a complex conceptual behavior to Papago Indian children, Henderson, Swanson and Zimmerman found that carefully devised instructional strategies can markedly influence the development of a rule-governed cognitive skill, seriation, when presented via television.<sup>1</sup>

According to Wetstone and Friedlander, there are increasing indications in the research that primary level children just don't listen to continuous discourse such as encountered in a story telling situation. Their study strongly suggested: "...that auditory and audio-visual teaching devices should be used in order to mobilize children's listening in the classroom more effectively."<sup>2</sup>

While research has helped in the discovery and adoption of materials that enhance teaching-learning practice, it also has helped in the exposition and elimination of those materials whose promise to promote learning is deceptive. Halpin and Halpin conducted a study on the justification of the use of special paper for beginning writing:

Results indicated that the width of the writing space (one inch or 1/2 inch) had no differential effect on the quality of beginning writing. The study gave no justification for requiring beginners in handwriting to use paper which is different from the kind they will use as adults.<sup>3</sup>

One of the most popular approaches to the training of teachers is called Competency-Based Teacher Education. In a report based on a collection of research information on the effectiveness of CBTE programs, Roth concluded:

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<sup>1</sup>Ronald W. Henderson, Rosemary Swanson, Barry J. Zimmerman, "Training Seriation Responses in Young Children through Television," American Educational Research Journal, Vol. 12, No. 4, 1975, pp. 479-489.

<sup>2</sup>Harriet S. Wetstone, Bernard Z. Friedlander, The Journal of Educational Research, Vol. 68, No. 1, 1974, pp. 32-35.

<sup>3</sup>Glennelle Halpin, Gerald Halpin, "Special Paper for Beginning Handwriting," Journal of Educational Research, Vol. 68, No. 6, 1976, p. 267.

"CBTE type programs that are carefully planned, thoroughly developed, revised based on feedback and have faculty support, have a high degree of success."<sup>1</sup>

Comments concerning Competency-Based Teacher Education include the following:

The competency-based teacher education did not just happen. It's a concept that evolved with the aid of the federal government and a concept which reflected increased demands for accountability, relevance, and cost-effective schooling within teacher education programs.

Two of the most important factors in the development of the competency-based teacher education movement were the technological readiness of the education community and the willingness of the federal government to invest federal funds in research and development of this educational concept.<sup>2</sup>

The cooperation between educationists and the federal government was shared by private industries. A Rockefeller Brothers Fund Grant to Educational Testing Service provided financial support to the establishment of the National Commission on Performance-Based Education. Following much effort, the NCPE identified a pressing need in the competency-based movement to be a research and development effort to describe and measure teaching competence.<sup>3</sup>

Rosner agrees with the Commission on the need to develop instruments to define performance criteria. He considered the development of such instruments to be crucial to the success of competency-based teacher education. He planned a theoretical competency-based teacher education program that called for long range program planning, extensive retraining

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<sup>1</sup>Bob R. Mooneyham (Dissert.) An Evaluation of the Teacher Education Program (Norman, Okla.: The University of Oklahoma, 1975), pp. 23-4.

<sup>2</sup>Benjamin Rosner and Patricia M. Kay, "Will the Promise of C/BTE Be Fulfilled," Phi Delta Kappan, Vol. IV, No. 5, Jan., 1974, p. 290.

<sup>3</sup>Frederick J. McDonald, "The National Commission on Performance Based Education," Phi Delta Kappan, Vol. IV, No. 5, Jan., 1974, pp. 296-8.

of educational personnel, and the development of instructional materials to facilitate competency-based teacher education programs.<sup>1</sup>

In a recent article on competency-based teacher education, four sets of goals were identified for the program:

Long Range: To improve quality of instruction in the nation's schools as a consequence of improved teacher education.

Intermediate Range: To prepare knowledgeable and skillful teachers in a curriculum whose elements have been tested for validity against criteria of school effectiveness.

Short Range: To identify tentative teacher competencies to prepare instructional materials and evaluation procedures, and to establish conditions to validate the teacher education curricula and promote teacher behavior research.

Immediate:

1. Stronger relationship between teacher educators, public schools, and the organized teacher profession.
2. Greater student satisfaction with skill-oriented teacher education programs.
3. Increase accountability of teacher education programs.<sup>2</sup>

Rosner specified three levels of competencies to be measured in teacher education to determine the actual potentials of a prospective teacher:

1. Academic proficiency
2. Ability to perform skills and behaviors deemed essential to teaching
3. Ability to produce changes in pupil behavior.<sup>3</sup>

Apparently, most institutions are doing and have been doing a rather effective job in determining the academic competence of students. The

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<sup>1</sup>Benjamin Rosner, The Power of Competency-Based Teacher Education: A Report (Boston: Allyn and Bacon, Inc., 1972), pp. 23-34.

<sup>2</sup>Rosner and Kay, op. cit., pp. 290-294.

<sup>3</sup>Benjamin Rosner, et.al., "The Power of Competency-Based Teacher Education," cited by B. Othanel Smith in Certification of Educational Personnel (Florida: University of S. Florida), pp. 4-5. (Mimeographed)

second and third levels are more difficult to measure. Nevertheless, some measures must be developed if the proficiency concept of training teachers is to work. It is likely that professors or groups of professional educators may have to make subjective judgments about the candidates at the second and third levels than at the first level.<sup>1</sup>

Criteria related to the second and third levels include the following:

It prescribes a skill that a teacher must be able to perform; and it specifies that a teacher exhibit appropriate effective behavior. For example: Can the teacher reinforce and shape pupils behavior? Can the teacher probe pupil thinking or give clear explanations? Can the teacher define terms clearly or demonstrate procedures? Can the teacher sense the anxieties of a parent and talk in ways that help the parent to understand? Can the teacher analyze in depth an educational question with his colleagues? Can the teacher face difficult encounters with pupils, parents and colleagues objectively and rationally?

The third level criterion, the ability to produce changes in pupil behavior, is perhaps the most rigorous. It requires that the candidate's behavior produce an acceptable level of pupil learning under specific conditions, and over a specified length of time. The growth of the pupil must be reflected not only in cognitive achievement, but also in affective development.

Many institutions have been striving to develop criteria for training teachers in the various competencies that have been identified as relevant to teaching. After the training program is designed, some means of measurement must be incorporated that are different from those which have been traditionally used. This will entail complex technical problems of both context and time sampling. It will also require sampling of candidate's teaching behavior over a long period of time, perhaps two or three years, to neutralize the random variation of both pupil and teacher behavior.<sup>2</sup>

Rosner and Kay have anticipated problem areas in competency-based teacher education. The problems of "tooling-up" for the movement generate many questions. These include the identification of tentative competencies,

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<sup>1</sup>Ibid., p. 2.

<sup>2</sup>Ibid., pp. 3-6.

development of assessment systems, the development of instructional materials, the development of management systems, and research funding. Solving these problems will lead to recognition that competency-based teacher education is not an end in itself, but a process of moving from an ambiguous state of teacher education to a more clearly articulated program of professional education.<sup>1</sup>

Teacher Education Programs at The University of Oklahoma

The College of Education at The University of Oklahoma has a mandate to prepare teachers for the public schools. Evidence demonstrating the commitment of the College to that responsibility is contained in the following statement:

The College of Education seeks to provide the best possible preparation programs for a range of responsibilities in the educational profession. Our goal is to provide opportunities for students to achieve levels of excellence whatever their areas of speciality. The College is, therefore, dedicated to the humanization of learning.<sup>2</sup>

The mission of the College of Education derives from the mission and purposes of The University as well as from the needs of professional education. The primary goal of The University of Oklahoma is the development of excellence in programs of education and research. The College of Education is a professional school whose goal is the production of personnel and programs, in collaboration with schools and appropriate educational agencies, which can be utilized by all levels of the educational enterprise. Specifically, the purposes of the College of Education are these:

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<sup>1</sup>Rosner and Kay, op.cit., pp. 294-295.

<sup>2</sup>Richard Wisniewski (Dean) College of Education Bulletin, 1976-77, (Norman, Okla.: The University of Oklahoma, Sept., 1976), p. ED 1.



1. To educate teachers for elementary and secondary schools, as well as for colleges and universities.
2. To educate administrators for educational institutions of all levels.
3. To design, develop, evaluate and publicize instructional programs to be used to educate teachers and other educational personnel.
4. To design, develop, evaluate, and maintain instructional programs which educate support personnel, such as guidance counselors, for educational institutions and agencies.
5. To provide training and experience for leaders in adult and continuing education.
6. To provide services to collegiate schools which enable them to achieve appropriate purposes.
7. To provide non-degree educational programs and services to agencies outside the formal educational enterprise.
8. To design, develop, evaluate and publicize curricula to educate students in collegiate schools.
9. To provide leadership for the University community regarding the preparation of educational personnel and for the study of education.
10. To engage in research and the production of publications necessary to achieve the foregoing purposes.<sup>1</sup>

Within The University of Oklahoma, the three colleges involved in the task of teacher preparation are: The College of Education, the College of Arts and Sciences, and the College of Fine Arts.

With the three Colleges of the University involved in the process of training teachers, much coordination and cooperation is required. In order for this to be accomplished more efficiently, an organization known as the Education Professions Division has been established to perform this coordination, and to administer all programs of teacher education.<sup>2</sup>

Organization and Administration of the  
Education Professions Division

The Teaching Certificate Program Committees

The basic curriculum design unit of the Teacher Education Program is the Teacher Certificate Program Committee in the fields of specialization. Each program or closely related

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<sup>1</sup>Ibid., p. ED 2.

<sup>2</sup>Education Professions Division, Handbook for Student Advisement (Norman, Okla.: The University of Oklahoma, EPD, 1976), p. 2.

group of programs leading to qualification for a teaching certificate or for advanced training in the field is governed by a carefully designed faculty-student committee. Each of these committees is composed of representatives from the teaching department or departments responsible for instruction in the field of specialization, representatives of the faculty of the College of Education and student representatives elected by each Teacher Certificate Program Committee. In some cases, committee members are elected by their departments, in others, the members are appointed by the department chairman. Each committee member is named to a three-year term by the department which he represents. In addition to these departmental representatives, the Dean of the College of Education names one representative from the collegiate faculty of the College. Each program has an official faculty counselor; the official counselors for each certificate program serve on the certificate program committee as ex-officio members, and they may also serve as elected representatives of a department.

In addition to participation in the curriculum design responsibilities of his committee, each departmental representative is charged with keeping his department informed concerning the work of the certificate program committee, including recommended changes in curriculum and course content.

Each teacher certificate program committee frequently evaluates the programs for which it is responsible and recommends to the Education Professions Council such changes as it believes will improve the programs. In making its evaluations, the committee makes follow-up studies of recent graduates; arranges meetings with public school administrators, supervisors, and teachers; observes student teaching; makes comparisons with programs of teacher education in other institutions; and designates areas in which research and experimentation in connection with teacher education may be useful.

Whenever there is a recommendation for a change in a teacher education program, the procedure is as follows:

1. The chairman of the program committee submits the recommended change to the Director of the Education Professions Division.
2. The Director of the Education Professions Division refers the proposed change to the Executive Committee for review and recommendation to the Education Professions Division Council. Action should be taken on the proposed change within two months from the time the Director of the Education Professions Division receives the proposal for change.
3. The Director reports the action (approval or disapproval) to the Colleges affected by the change.

4. If approved, the Colleges publish the change in bulletins and flyers.<sup>1</sup>

The Education Professions Division is best described by an organizational chart which identifies the Director as the executive officer of the teacher education program. The EPD organizational structure is depicted in Figure 2.

#### The Education Professions Division Council

The Education Professions Division Council includes as ex-officio members the Director of the Education Professions Division, the Assistant Director of the Education Professions Division, the Dean of the College of Education, the Coordinator of Student Teaching and Certification, and the teacher certificate program counselors for each certificate program. One representative to the Council is elected by each Teacher Program Committee from its membership unless the committee is represented on the Council by three or more ex-officio members in which case the committee may decline to elect an additional member.

The Education Professions Division Council is a quasi-legislative body. It receives and considers such reports, suggestions, and recommendations concerning the operation of the program as may come to it from the various teacher certification program committees, the various departments concerned, the Director and Assistant Director of the Education Professions Division or any other responsible source. It discusses changes and improvements in the program policy as it may see fit to the administrative officer and committees concerned with teacher education.

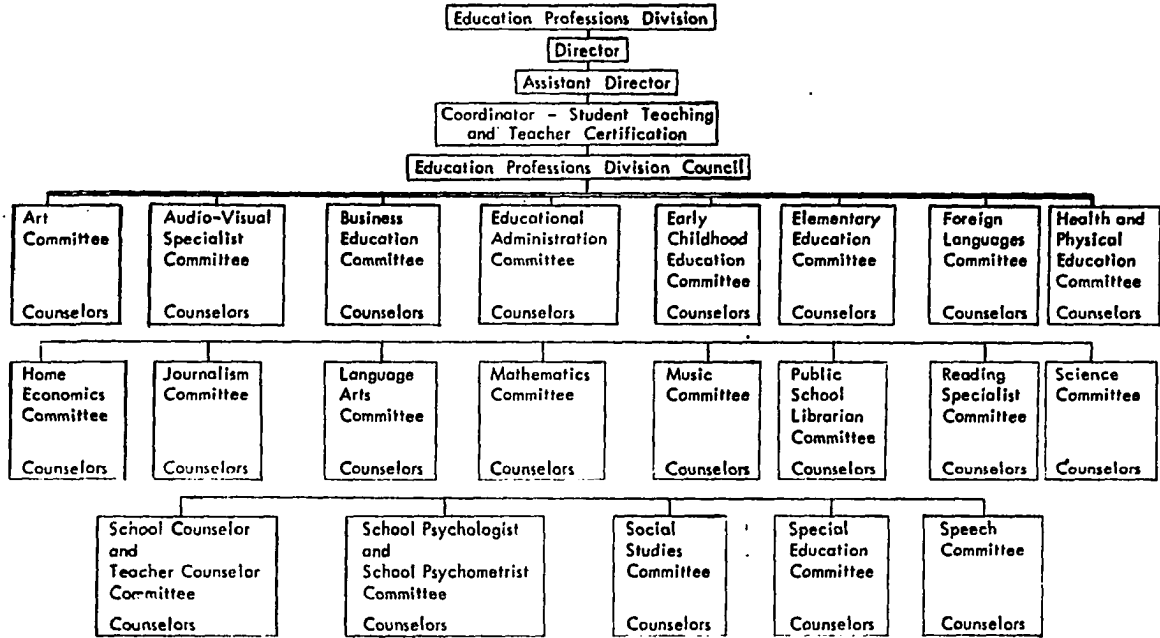
#### The Director of the Education Professions Division

The executive officer of the teacher education program at The University of Oklahoma is the Director of the Education Professions Division. This officer is appointed by the President of the University. The Director is also the Dean of the College of Education. The Director of the Education Professions Division is responsible for administering and providing professional leadership for the university-wide teacher education program. He is the university official who recommends for certification to various State Boards of Education those persons who have completed the teacher education programs in which they were enrolled.

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<sup>1</sup>Ibid., p. 3.

**FIGURE 2**  
**ORGANIZATIONAL CHART - EDUCATION PROFESSIONS DIVISION**



He also maintains liaison with the deans of those colleges of the campus which participate in the preparation of teachers; provides coordination for the work of program committees and encourages the improvements of such programs through cautious study and evaluation; works directly with counselors in the individual teaching certificate programs for the improvement of student advisement.<sup>1</sup>

The three Colleges offer a comprehensive teacher training program comprising twenty major areas of specialization. The major areas of specialization are not offered simultaneously by all of the Colleges. Data contained in Table 1 show the subject areas offered by the respective Colleges.

Table 2 contains data indicating enrollment of student teachers by major areas on an annual basis for 1974 and 1975. Data in Table 3 present enrollments of student teachers by major areas on a semester basis for Fall, 1974, and Spring, 1975.

#### College of Education

Degrees and Requirements: The College of Education offers courses leading to two degrees, Bachelor of Science in Education and Bachelor of Business Education. The requirements for both of these degrees also satisfy teacher certification requirements. Courses must be completed in three areas:

- A. General Education: Candidates for a degree from the College of Education must meet the general requirements with the completion of a total of 52 hours.
  1. Language Arts -- 9 hrs. or 3 courses
  2. Social Sciences -- 15 hrs. or 5 courses  
Am. Hist., Am. Govt.,  
Soc., Psych., and  
elective
  3. Science and Mathematics -- 8 hrs.
  4. Language, Literature and  
Philosophy
  5. Applied and Fine Arts -- 6 hrs. or 2 courses
- B. Professional Education: A minimum of twenty-five semester hours of education is required which includes professional

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<sup>1</sup>Ibid., pp. 3-6.

TABLE 1

TEACHING SPECIALIZATIONS OFFERED  
IN EACH COLLEGE  
(Undergraduate)

Teaching Specializations	Arts & Sciences	Education	Fine Arts
Art		X	X
Business Educ.		X	
Early Child. Educ.	X	X	
Elementary Educ.		X	
Foreign Languages	X	X	
Health & Phys. Educ.	X	X	
Home Economics	X	X	
Journalism	X	X	
Language Arts	X	X	
Mathematics	X	X	
Music		X	X
Sciences	X	X	
Social Studies	X	X	
Special Educ.		X	
Speech	X	X	
Speech/Drama		X	X

TABLE 2

STUDENT TEACHERS BY MAJOR  
ON ANNUAL BASIS  
1974--1975

MAJOR	1974	1975
Art	26	33
Business Education	46	22
Early Childhood Education	19	12
Elementary Education	140	103
Home Economics	19	25
Journalism	11	9
Language Arts	55	45
Mathematics	30	20
Modern Language	24	20
Music, Vocal	6	6
Instrumental	13	9
Physical Education, Men	11	12
Women	16	5
Science, Biological	7	8
Physical	6	3
Earth	3	3
Social Studies	54	30
Special Education	121	92
Speech/Drama	21	18
Library Science	<u>1</u>	<u>2</u>
	621	477

TABLE 3

STUDENT TEACHERS BY MAJOR  
ON SEMESTER BASIS

MAJOR	FALL '74	SPRING '75	TOTAL
Art	11	22	33
Business Education	5	17	22
Early Childhood Education	6	6	12
Elementary Education	43	60	103
Home Economics	13	12	25
Journalism	3	6	9
Language Arts	16	29	45
Mathematics	6	14	20
Modern Language	8	13	20
Music, Instrumental	2	4	6
Vocal	4	5	9
Physical Education, Men	6	6	12
Women	--	5	5
Science, Biological	4	4	8
Physical	3	--	3
Earth	3	--	3
Social Studies	16	14	30
Special Education	32	60	92
Speech/Drama	2	16	18
Library Science	1	1	2



sequence of 23 hours plus Educ. 3432, Instructional Technology.

- C. **Teaching Specialization:** One or more of the approved University of Oklahoma curricula in teacher education must be completed with the completion of the degree. These approved curricula are Art, Bookkeeping and Clerical Practice, Business Education, Early Childhood Education, Elementary Education, Foreign Languages, Health and Physical Education (men or women), Home Economics, Journalism, Language Arts (English), Mathematics, Music (vocal, instrumental and combined), Science (Biological, Physical and Earth), Social Studies, Special Education, and Speech-Speech/Drama.<sup>1</sup>

#### College of Arts and Sciences

**Degrees and Requirements:** The College of Arts and Sciences offers work leading toward two degrees--the Bachelor of Arts and the Bachelor of Science. Teacher certification requirements may or may not be included in the degree plan. Those students who wish to complete a degree program in the College of Arts and Sciences with teacher certification requirements included must complete course work in three areas:

- A. **General Education:** The College of Arts and Sciences specifies that coursework be completed in certain prescribed groups.
- |                             |  |
|-----------------------------|--|
| 1. English Composition      | -- 6 hrs.  |
| 2. United States Government | -- 3 hrs   |
| 3. United States History    | -- 3 hrs.  |
| 4. Foreign Languages        | -- Two intermediate or advanced courses in one foreign lang.   |
| 5. Science and Mathematics  | -- At least 3 courses (12 or more hours) one course from each of the following: Bio. Sci., Earth Sci., and a Phys. Sci. or Math. |
| 6. Social Science           | -- Two courses from 2 of the following: Anth., Econ.; Pol. Sci., Psych., Soc.  |
| 7. Humanities               | -- At least 3 courses (8 or more hrs.)   |
- B. **Professional Education:** The professional sequence of 23 hours is required. In accordance with the State Department

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<sup>1</sup>Ibid., pp. 11-12.

of Education requirements, proficiency in Audio-Visual Methods and Materials is required.

- C. Teaching Specialization: The student must complete one or more of the approved University of Oklahoma teacher education curricula. Teaching specialization offered through the College of Arts and Sciences are Foreign Languages, Home Economics (including Early Childhood Education), Health and Physical Education, Language Arts, Journalism, Mathematics, Science (Biological, Physical and Earth), Social Studies, and Speech--Speech/Drama.
- D. An additional requirement is that at least 94 hours of the 124 hours required for a degree must be from the College of Arts and Sciences.<sup>1</sup>

#### College of Fine Arts

Degrees and Requirements: For a degree from the College of Fine Arts which includes teacher certification a student must complete work in three specific areas:

- A. General Education: The student must complete 50 hours of general education courses with work in at least six of the following:
1. English and Literature
  2. Social Studies (American History and Government are required)
  3. Science
  4. Mathematics
  5. Psychology
  6. Foreign Language
  7. Fine Arts
  8. Practical Arts
  9. Humanities
  10. Physical Education or Military Science
- B. Professional Education: The student is required to complete the professional sequence of 23 hours. To meet the requirements of the State Department of Education, Audio-Visual proficiency is required.
- C. Teaching Specialization: The student is required to complete at least one of the approved University of Oklahoma curricula in teacher education. Teaching Specializations offered by the College of Fine Arts are Art, Speech/Drama,

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<sup>1</sup>Ibid., pp. 9-10.

Vocal Music Education, Instrumental Music Education, and Combined Music Education.<sup>1</sup>

### Student Teaching

A number of requirements must be completed before a student may enroll in Student Teaching (Education 4450 or 4720). The following are some of the requirements:

1. Grade Point Average: A student must have an overall grade point average of 2.50 or above. He must also have a 2.50 grade point average on all work completed at The University of Oklahoma.
2. Professional Sequence: A student must have completed the following courses before he may enroll in Education 4450 or 4720 (Student Teaching):
  - a. Educ. 3403 Introduction to Education
  - b. Educ. 3413 School in American Culture
  - c. Educ. 3423 Educational Psychology
  - d. Educ. 3412 Education of Exceptional Children
  3. Educ. 4404 Curriculum Instruction Elementary School  
or  
Educ. 4414 Curriculum Instruction Secondary School
3. Communication Skill: The ability to communicate in oral and written English is necessary.
4. Educational Media Proficiency: State Department of Education regulations require all students to acquire proficiency in Educational Media (audio-visual education). To receive a degree through the College of Education, the media proficiency requirement is met by taking Education 3432, Instructional Technology. For a degree through the College of Arts and Sciences and the College of Fine Arts, the media proficiency requirement is met by completing the automated audio-visual course (non-credit). These are the conditions for enrollment in Student Teaching.<sup>2</sup>

Student Teaching Assignment: The teacher education counselor assists a student in selecting a school in which to request his student teaching assignment. Since this is an important part of the teacher education program, great care is taken in placing students in schools.

The process of assigning students to student teaching involves a series of activities starting from student teaching orientation

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<sup>1</sup>Ibid., p. 13.

<sup>2</sup>Ibid., pp. 26-7.

meeting and moving through final evaluation of performance. Chart II illustrates the process.

Upon successful completion of the student teaching experience and the completion of the degree/teacher certification program, it is the responsibility of the advisor to submit to the Education Professions Division Office the advisor's recommendation for the certificate.<sup>1</sup>

It is generally believed that the student teaching experience is a very vital part of the teacher education program. The University of Oklahoma is giving major attention to the continuing effort to improve the quality of the student teaching experience.

The procedure for assigning students for practice teaching is illustrated by the charts in Figure 3. Briefly, the steps are as follows:

1. The process begins with an orientation meeting in which the students are given all forms required to obtain an assignment.
2. After the records to determine the requirements have been met, the advisor approves and signs the student's Request and Assignment Form.
3. The student files an application with the EPD Office.
4. The EPD Office sends the list of applicants to the respective colleges where records for the pre-requisites are checked.
5. Lists of students and teaching specializations and requested times are sent to the allotted school systems.
6. All assignments are entered on the Office Work Cards and assignment notifications are sent to the student and the advisor.
7. At a second orientation meeting the students are supplied with packets containing necessary information for themselves and their cooperating teachers.
8. In the process of the teaching experience, the student is evaluated by himself, the cooperating teacher, and the faculty supervisor.

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<sup>1</sup>Ibid., p. 29.

9. Copies of all evaluation forms are sent to the advisor, the Placement Service file, and the Education Professions Division Office.

### The Future of Teacher Education

Predictions about future directions of teacher education are complicated by the many forces that are now impinging on it. Teacher education can be expected to change in response to these forces.<sup>1</sup>

Current movements are likely to produce their own orthodoxies which in turn will be challenged by new demands for reform. The emerging priorities in teacher education in the immediate years ahead appear to include the following:

Research: There will be an increased emphasis on research, financed most likely by the federal government, but hopefully also by the philanthropic foundations and state governments, as well as by schools and colleges. The priority will be for developmental research that aims immediately to establish new models for teacher education that will produce teachers with particular talents and commitments.

While research knowledge is accumulating, it must be assumed that teaching will continue to be a personal endeavor, with each practitioner giving expression to his or her unique perceptions and talents. In this connection a trend can be anticipated toward more student involvement in the process of instruction to the point that traditional procedures for preplanned lessons will give way to more spontaneous and creative teacher-student cooperation.

Instruction: Teaching will continue to move toward being viewed as a specialized function with individuals being prepared to instruct particular kinds of students such as representative of given ethnic or racial cultures, as well as given skills or subject fields. Performance of specialized functions in instructional teams will be a related emphasis.

Teacher Preparation: The process of learning how to prepare teachers for particular kinds of students will be intertwined into efforts to discover how to promote learning for such students. Thus, teacher education will be more school than campus

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<sup>1</sup>Lindley J. Stiles, "State of the Art of Teacher Education," The Journal of Educational Research, Vol. 64, No. 9, 1971, p. 392.

FIGURE 3-A

# STUDENT TEACHING

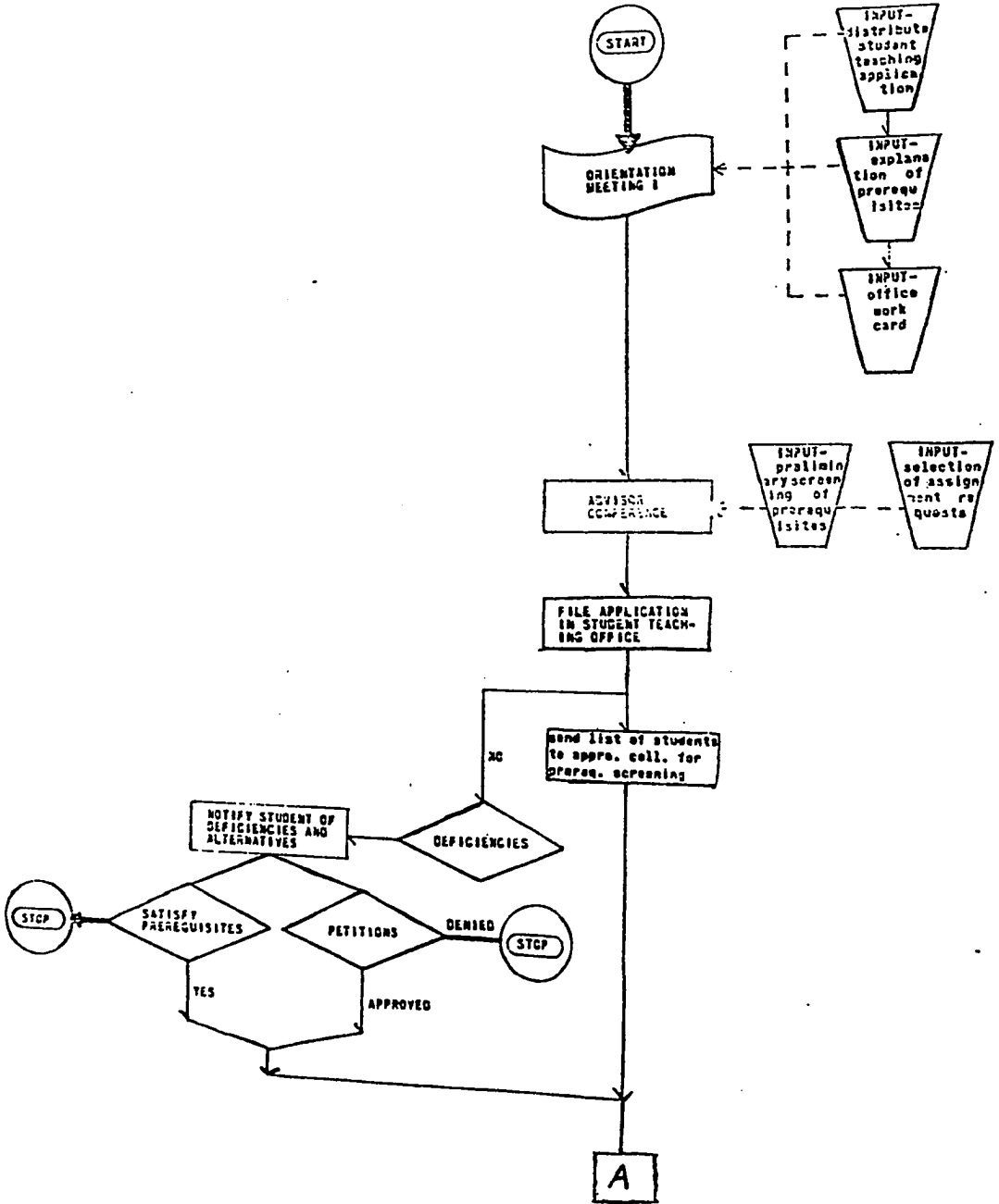
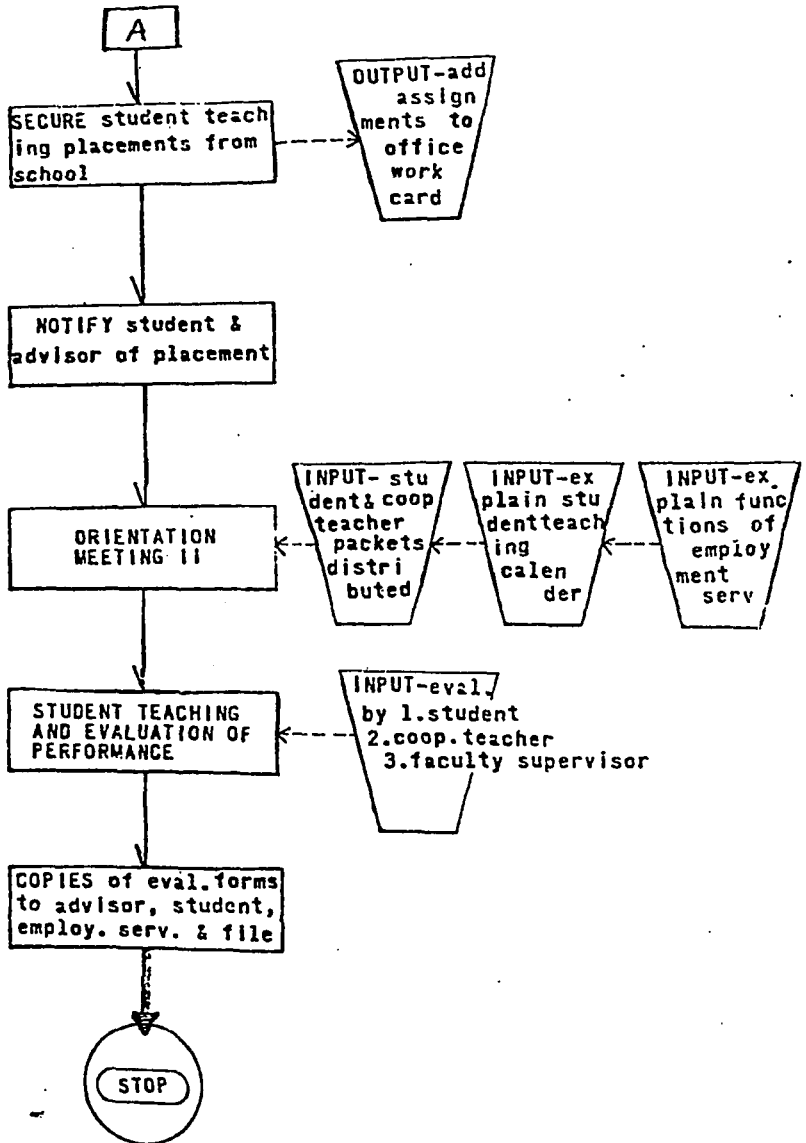


FIGURE 3-B

STUDENT TEACHING



centered. As knowledge is refined in operational situations it will become imbedded in formal teacher education programs.

There will be a renewal of concern for the affective influence of the teacher that will bear on how teachers are prepared.

The Use of Technology: Current efforts growing out of the use of the new instructional technology to make learning "teacher proof" will give way to a broader view that human beings have unique contributions to make to instruction that are beyond the scope of automated technology. Research will aim to differentiate the types of higher emotional and intellectual contributions that teachers can make as contrasted to the more routine procedures that programmed instruction can monitor. Eventually, a workable compromise between human and technological resources will be established.

Human Relations: More attention will be given to the human relations skills and sociological understandings of the teacher.

Interdisciplinary and school and college partnerships will be expanded with responsibility being divided in accordance with resources and capabilities. Academic professors in colleges and universities will take more interest in teacher education as a means of improving their own instruction as well as helping to develop teachers for elementary and secondary schools.

Administration: Members of the teaching professions will take greater interest in teacher education, seeking to influence policies as well as to control the licensing of personnel, in addition to supervising the clinical practice of prospective teachers.

If the oversupply of teachers continues, pressure can be anticipated to extend the period of preparation for initial teaching to a minimum of five years. A related influence will be to curtail the use of instructional aids and Teacher Corps trainees.

Differentiated staffing will help to make teaching a career profession, with commensurate rewards and prestige, which will increase the demand for in-service programs that contribute to the development of high level instructional competence.<sup>1</sup>

#### Summary

In this chapter most of the characteristic features of teacher education were identified. The principles and practice related to the

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<sup>1</sup>Ibid., pp. 292-3.



teacher preparation programs at The University of Oklahoma were described. The chapter concluded with predictions of future trends in teacher education.

## CHAPTER III

### METHODOLOGY

As indicated previously, this study was designed to investigate the opinions of student teachers, teachers and professors of the quality of training and the quality of advisement students have received in the College of Education at The University of Oklahoma. This chapter is an explanation of the methods and procedures used in conducting the study.

Seventy-three (N=73) student teachers who were engaged in practice teaching in the Fall semester of 1976, one-hundred and sixty (N=160) teachers who had completed teacher education programs in 1974 and in 1975 from The University of Oklahoma, and fifty (N=50) professors from the College of Education who have been involved in the teacher education programs were participants in the study.

An instrument was developed which contained eighteen items. The items were designed to measure the quality of preparation program and the quality of advisement. Table 4 contains data relating to the two concepts as determined by Computer Factor Loading.

The three groups of participants rated each of the eighteen items. The ratings were used to test the eight null hypotheses.

#### Pre-Experimental Procedures

The pre-experimental procedures involved several activities among which were: choice of research design; choice of populations and samples; choice of areas surveyed; development of questionnaires; choice of

TABLE 4

FACTOR SCORES SHOWING QUESTIONNAIRE  
ITEMS CLUSTERING

## ROTATED FACTOR MATRIX

VARIABLE	FACTOR	
	1	2
1	0.55290	0.26942
2	0.62388	0.35669
3	0.55451	0.34157
4	0.64856	0.17082
5	0.73390	0.19651
6	0.81727	0.14138
7	0.74014	0.12256
8	0.59861	0.21128
9	0.70077	0.36009
10	0.59954	0.25510
11	0.62806	0.27584
12	0.68320	0.13770
13	0.08511	0.56196
14	0.07643	0.61180
15	0.29522	0.59866
16	0.34381	0.59619
17	0.28907	0.44115
18	0.17443	0.55630

statistical design; and securing the cooperation and consent of the dissertation committee to conduct the study.

#### Choice of Research Design

An early decision involved choosing the method by which data would be collected. The method chosen was the "survey research method."

Nachmias and Nachmias commented on survey research as follows:

Observational methods of data collection are suitable for investigating phenomena that can be observed directly by the researcher. However, not all phenomena are accessible to the investigator's direct observation; occasionally, therefore, the researcher must collect data by asking people who have experienced certain phenomena to reconstruct these phenomena for him or her. The researcher approaches a sample of individuals presumed to have undergone certain experiences and interviews them concerning these experiences. The obtained responses constitute the data upon which the research hypothesis are evaluated. Three major methods are used to elicit information from respondents: the face-to-face interview, the mail questionnaire, and the telephone survey. These methods can be subsumed under the concept 'survey research.'<sup>1</sup>

Figure 4 is an illustration of the research design.

#### Choice of Populations and Samples

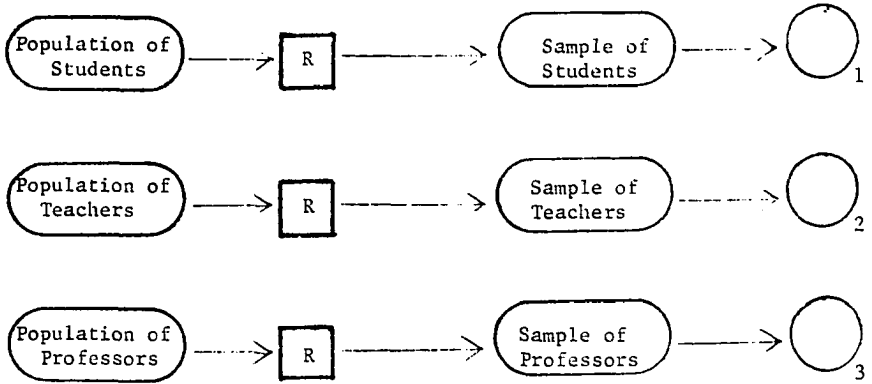
The three populations involved in this study were: prospective teachers enrolled at The University of Oklahoma; teachers who received their training from The University of Oklahoma; and the professors associated with the training of teachers at The University of Oklahoma.

The large number of student teachers required the selection of a sample. The sample selected was the studnets who were qualified for and doing their practice teaching in the fall of 1976.

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<sup>1</sup>David Nachmias and Chava Nachmias, Research Methods in the Social Sciences (New York: St. Martin's Press, 1976), p. 100.

FIGURE 4: ILLUSTRATION OF RESEARCH DESIGN



Explanation of Symbols:



= Random Sample Taken



= Questionnaire Completed by Students



= Questionnaire Completed by Teachers



= Questionnaire Completed by Professors

The large teacher population also required the selection of a sample. The teachers who had completed the training programs in 1974 and 1975 were selected.

All of the professors involved in the training of teachers in the University were included in the sample. Table 5 contains data showing the actual numbers in each of the sample groups.

#### Choice of Program Areas Surveyed

The eighteen questionnaire items dealt with all areas of the teacher training programs. The major factors explored were:

1. Knowledge of Subject Matter and Methodology
2. Guidance and Counseling

#### Development of Questionnaires

Three instruments were developed by the Education Professions Division of the University. Their purpose was to provide periodic evaluation of student teaching. For the purposes of this study, the EPD instruments were revised to suit the three populations and more adequately investigate the entire teacher education program.

The items under each factor and the points about which participants' opinions were sought were as follows:

#### A. Factor I: Knowledge of Subject Matter and Methodology

1. Knowledge of subject matter in field of certification
2. Knowledge of instructional methodologies pertaining to academic areas
3. Teaching experience received prior to student teaching
4. Skills in classroom control
5. Ability to modify student behavior

TABLE 5  
POPULATIONS AND SAMPLES OF PARTICIPATING GROUPS

Group	Total Questionnaires Distributed	No. Questionnaires Returned	% of Questionnaires Returned
Student Teachers	180	73	41
Teachers who had Completed the Program	200	160	80
Teacher Education Professors	60	50	83.3
TOTAL	440	283	

6. Understanding how children learn
  7. Understanding child and adolescent growth and development
  8. Understanding social forces that affect public school
  9. Knowledge of large and small group instructional patterns
  10. Ability to teach in a modular or flexible schedule school
  11. Application of the inquiry method of teaching
  12. Understanding of human rights and human relations
- B. Factor II: Advisement and Guidance
1. Counseling from advisor in meeting graduation and certification requirements
  2. Being informed of employment opportunities
  3. Grading on behavioral competencies instead of grade averages alone
  4. Orientation prior to student teaching
  5. Obtaining satisfactory assignment for student teaching
  6. Quality of help received from college supervisor during student teaching

Items in Factor I were rated on a five point scale as follows:

1. Well prepared
2. Prepared but needed some additional experience
3. Able to perform but not at an optimal level
4. Basically unprepared to function in a practical setting
5. Unable to perform

Each of the items in Factor II was also rated on a five point scale as follows:

1. Very helpful
2. Helpful



3. Some help
4. Very little help
5. No help at all

The three instruments are included in Appendices A, B, and C.

### Statistical Design

The factors considered as the statistical tests to be used were chosen included the following:

1. The number of participant groups
2. The number of variables to be tested
3. The types and amount of information needed from testing the variables
4. The certainty as to whether the information obtained did result from chance

The statistical tests that were chosen and the rationale supporting each choice are:

1. Factor Analysis: Data collection instruments often test a multiple of concepts and thus test beyond the extent to which the investigator had intended. In general, this is due to the number, the wording, and the ambiguous nature of the questions involved.

Factor analysis is the technique used to determine the groupings or clusters of concepts an instrument conveys. This technique not only identifies the concept or factor clusters, but it also helps to determine the validity of an instrument. Kerlinger indicated that:

Factor analysis is a method for determining the number and nature of the underlying variables among larger number of measures. It may also be called a method for extracting common factor variances from sets of measures.

Factor analysis serves the cause of scientific parsimony. It reduces the multiplicity of tests and measures to greater simplicity. It tells us in effect, what tests or measures

belong together--which ones virtually measure the same thing, in other words, and how much they do so. It reduces the number of variables with which the scientist must cope. It also (hopefully) helps the scientist to locate and identify unities or fundamental properties underlying tests and measures.<sup>1</sup>

Table 4 contains data that show clusters of concepts measured in this study.

2. One Way Analysis of Variance (One Way ANOVA): Even though they may look alike, there are usually some differences between two elements or groups of elements. As far as groups are concerned, the differences can be examined at three different levels--the overall differences (total variance); the differences between the groups, i.e., between one group and another (between-group-variance); and the differences within each group (within-group-variance). In statistics a word for "difference" is "variance." The statistical means to determine the existence of variance between and within groups is Analysis of Variance (ANOVA). Kerlinger stated that:

ANOVA describes the extent to which groups (scores) differ from each other. It is used to obtain answers to research questions and to test research hypotheses.<sup>2</sup>

3. "F" Test: It is important for a researcher to know whether the "difference" indicated by ANOVA is significant or is caused by chance. For the verification of significance, an "F" test is used. An "F" ratio is obtained by dividing the "between-groups-variance" ( $V_b$ ) into the "within-groups-variance" ( $V_w$ ); thus F ratio =  $(V_b/V_w)$ .<sup>3</sup>

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<sup>1</sup>Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1973), p. 659.

<sup>2</sup>Ibid., p. 73.

<sup>3</sup>Ibid., p. 222.

If the F ratio thus obtained is as great or greater than the F Value shown on an appropriate F Table, the differences reflected between the groups are statistically significant. In such a case the null hypothesis of no significant difference between the means is rejected at whatever level of significance is established for the study.<sup>1</sup>

4. Scheffé Test: The ANOVA indicates that there is a difference between and within groups. The researcher needs to know where and within which groups the differences occur and this information is not provided by the ANOVA. A statistical test that can provide this information is the "Scheffé Test." As indicated by Kerlinger:

Scheffé Test is a general method that can be applied to all comparisons of means after an analysis of variance. If and only if the F Test is significant, one can test all the differences between means; one can test the combined mean of two or more groups against the mean of one other group; or one can select any combination of means against any other combination.<sup>2</sup>

Table 6 contains a list of the statistical tests used in this study.

#### Approval and Cooperation to Conduct the Study

A prospectus of the study was presented to the dissertation committee and the committee gave its approval for the researcher to proceed. Cooperation and assistance was sought from the Education Professions Division for the revision of the instruments, their distribution, and getting returns. All of the instruments were sent through the Education Professions Division and the responses were returned to that office.

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<sup>1</sup>Ibid., p. 73.

<sup>2</sup>Ibid., p. 235.

TABLE 6

## STATISTICAL TESTS USED IN TESTING THE HYPOTHESES

Hypotheses	Statistical Tests Used	Significance of Difference Between Groups Perceptions
Ho <sub>1</sub>	One Way ANOVA for variance between 3 sample means	Students, Teachers, and Professors
Ho <sub>2</sub>	One Way ANOVA for variance between 3 sample means	Students, Teachers, and Professors
Ho <sub>3</sub> (Factor I)	Scheffé Test for Pair-wise comparisons of multiple mean values	Students, Teachers
Ho <sub>4</sub>	Scheffé Test for Pair-wise comparisons of multiple mean values	Students, Professors
Ho <sub>5</sub>	Scheffé Test for Pair-wise comparisons of multiple mean values	Teachers, Professors
Ho <sub>6</sub> (Factor II)	Scheffé Test for Pair-wise comparisons of multiple mean values	Students, Teachers
Ho <sub>7</sub>	Scheffé Test for Pair-wise comparisons of multiple mean values	Students, Professors
Ho <sub>8</sub>	Scheffé Test for Pair-wise comparisons of multiple mean values	Teachers, Professors

### Data Collection Procedures

The EPD Director agreed to include the questionnaire as a part of the student teaching package that was distributed to each student teacher. The total package contained the information, evaluation records, and other documents pertinent to the student teaching assignment. Since the questionnaire was part of the package, each student involved in practice teaching in the Fall of 1976 received a copy.

Students were asked to return the completed questionnaires to the EPD office at their convenience. Although the percentage returned was high, it was not one-hundred percent.

Addresses of the 1974 and 1975 graduates were obtained from the EPD office. Questionnaires were mailed to each person along with a stamped, self-addressed envelope for return. Some returns indicated that the teachers had moved and left no forwarding address. However, the percentage of returns was large enough to make the study meaningful.

With the permission of the authorities concerned, the instruments were delivered to professors through the College Intercommunication System. They were returned through the same channel. The response percentage was high, but some indicated that they did not feel well enough informed to properly respond to the items. Table 5 contains data indicating the percentage response for each group.

### Data Analysis Procedures

As the questionnaires were returned, they were arranged serially. The entire set of returned questionnaires ranged from one through two hundred eighty-three.

The data were sequentially punched into data cards. The following format was used.

FIGURE 5

ILLUSTRATION OF CARD FORMAT FOR ENTERING DATA


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<u>Information:</u>	<u>Card Columns:</u>
1. Card Serial Number	1-3
2. The 18-item Data	4-21
3. Blank	22-80

---

(See Appendix D for Raw Data Format)

Computer programs were written for the statistical calculations. This was done by a faculty member of the College of Education.

#### Statistical Calculations

The programming cards, technically arranged with the punched data cards, were entered into the computer for computation. The services and equipment available in the Nuclear Engineering Laboratory at The University of Oklahoma were used.

The computer print-outs of the statistical calculations were obtained and found accurate. The accuracy of a computer print-out can be determined by a no-error judgment passed by the computer, and what may be termed "face validity" of the data supplied by the computer.

The statistical calculations obtained from the computer were used in testing the hypotheses. Tables containing the relevant statistical calculations were included in Chapter IV.

The major statistical calculations made for the analysis of the data included One Way ANOVA; F-Test for groups comparison of difference; followed by such descriptive statistics as the mean ( $\bar{X}$ ), standard

deviation (sd), variance ( $S^2$ ) and degree of freedom (df). Finally, the Scheffé Test for tests of significance of differences between paired groups were used. The analysis and results of the calculations are presented in the body of the dissertation.

#### Summary of Methods and Procedures

The questionnaire method was used to collect data from student teachers, teachers and professors concerning their opinions of the quality of preparation and the quality of guidance offered in the teacher education programs at The University of Oklahoma. Each group's response reflected by the corresponding scores was used to test the eight hypotheses concerning the quality of the programs. The results of the analysis of the statistical calculations formed the basis for the conclusions made and the inferences drawn.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF DATA

Opinions expressed by two-hundred and eighty-three (N = 283) student teachers, public school teachers, and College of Education faculty members were compared to determine the differences among the three groups' assessments of the quality of teacher preparation and the quality of advisory assistance offered to prospective teachers in the College of Education at The University of Oklahoma.

The major questions this investigation attempted to answer were as follows:

1. Are the teacher training programs at The University of Oklahoma offering the kinds of training and skills which are useful to the program participants in discharging their teaching responsibilities in a public school system?

2. Are there differences in the perceptions of student teachers, teachers who have been graduated from the program, and faculty members of the College of Education of the teacher training programs at The University of Oklahoma?

3. If there are differences among the perceptions of the three groups, are they significant and, if so, to what degree?

The characteristics of the three participating groups were as follows:

1. The student teachers were those enrolled at The University of Oklahoma who had completed requirements for student teaching and had been



assigned by the Education Professions Division to practice teaching in the Fall of 1976.

2. The teacher sample included those ex-students of the College of Education who had completed the teacher training programs at The University of Oklahoma in 1974 and in 1975. They were teaching or engaged in teaching related jobs in various public schools.

3. The professors were those members of the College of Education faculty who had participated as instructors and/or advisors in the teacher education program.

The items on the questionnaires sent to the three groups were identical in content, but wording changes were made to fit the circumstances of each group. The questionnaires are included in Appendices A, B, and C.

This chapter presents the results of the statistical analysis. The format used in presenting the results of testing each hypothesis was as follows:

1. A restatement of the hypothesis tested.
2. The descriptive statistics pertinent to the hypothesis being tested.
3. The inferential statistics used to test the hypothesis.
4. The results of testing the hypothesis.
5. The results of any post hoc tests if they were conducted.

"Post Hoc" Test: "A test of differences between pairs of means to tell which are significant."<sup>1</sup>

### Results of Hypotheses Testing

#### Results of Testing Ho<sub>1</sub>

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<sup>1</sup>Fred N. Kerlinger, Foundations of Behavioral Research, (New York: Holt, Rinehart and Winston, Inc., 1973), p. 235.

The hypothesis was stated as follows:

$H_{01}$  There is no significant difference between student teachers, teachers, and professors in the way they perceive the quality of preparation student teachers receive at The University of Oklahoma.

This hypothesis was tested by computing means and standard deviations for the three sample groups. These are shown in Table 7.

TABLE 7

MEAN AND STANDARD DEVIATION FOR THE THREE SAMPLE GROUPS  
FACTOR BY FACTOR

	FACTOR I (PREPARATION)		FACTOR II (ADVISEMENT)	
	Mean	Std. Dev.	Mean	Std. Dev.
Student Teachers	1.8961	0.552	2.2169	0.673
Teachers	2.2958	0.698	2.4833	0.800
Faculty	2.8233	0.827	2.8167	0.738

The three sample means ( $\bar{X}_1=1.8961$ ;  $\bar{X}_2=2.2958$ ;  $\bar{X}_3=2.823$ ), and the accompanying standard deviation ( $sd_1=0.552$ ;  $sd_2=0.698$ ;  $sd_3=0.827$ ), indicated that there were differences in the perceptions of the three groups.

The ANOVA test was applied to these data and the results are shown in Table 8. The data from applying the ANOVA are the degrees of freedom (df) 2/280; and the F ratio ( $F=26.9$ ) in the case of Factor I. The comparison of this observed F ratio with the value shown on the F Table of Statistics Textbooks indicated there were significant differences among the three groups. This is shown by the information in Table 9.

Arkin and Colton explain F Ratio as follows:

Reference to a Table of "F" provides the largest value of F that might arise due to sampling fluctuations at a given

TABLE 8

ANALYSIS OF VARIANCE  
FACTOR BY FACTOR

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FACTOR I (PREPARATION)

---

	Df	Sum of SQ	Mean SQ	F Ratio	Sig. Level
Between Groups	2	25.5500	12.7750	26.9	0.05
Within Groups	280	132.8300	0.4744		
TOTAL	282	158.3831			

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FACTOR II (ADVISEMENT)

---

	Df	Sum of SQ	Mean SQ	F Ratio	Sig. Level
Between Groups	2	10.7112	5.3556	9.3	0.05
Within Groups	280	161.0793	0.5753		
TOTAL	282	171.7905			

---

significant or probability level (in most tables 0.05 or 0.01). If the observed F ratio exceeds the tabular value for the selected significance level and appropriate degrees of freedom it may be said that the group means differ significantly.<sup>1</sup>

TABLE 9

FACTOR I  
COMPARISON OF F RATIOS TO  
DETERMINE SIGNIFICANCE

	Degree of Freedom	F Ratio	Significance Level
Observed	2/280	26.9	0.05
Tabular	2/280	3.03	0.05

Since the ANOVA test revealed statistically significant differences among the three groups, the null hypothesis was rejected.

Results of Testing Ho<sub>2</sub>

The hypothesis was stated as follows:

Ho<sub>2</sub> There is no significant difference between student teachers, teachers, and professors in the way they perceive the quality of advisement offered to student teachers in the teacher preparation programs at The University of Oklahoma.

Hypothesis two was tested by comparing the mean ( $\bar{X}$ ) and the standard deviation (sd) computed for the student teachers, teachers and professors.

The three group means and their standard deviation were ( $\bar{X}_1=2.2169$ ;  $\bar{X}_2=2.4833$ ;  $\bar{X}_3=2.8167$ ), and ( $sd_1=0.673$ ;  $sd_2=0.800$ ;  $sd_3=0.738$ )

<sup>1</sup>Herbert Arkin and Raymond R. Colton, Statistical Methods, (New York: Barnes and Noble, 1970), p. 165.

These data reflected a difference indicating that the three subject groups--student teachers, teachers, and professors perceived the advisement aspects of the teacher education programs differently.

The degree of freedom ( $df=2/280$ ) and the F ratio ( $F = 9.3$ ) relative to this hypothesis are shown in Table 10. The comparison of ANOVA (observed) F ratio with the corresponding value shown on the F Table indicated that there were significant differences among student teachers, teachers, and professors in their perception of the quality of advisement received by prospective teachers in the College of Education at The University of Oklahoma.

TABLE 10

FACTOR II  
COMPARISON OF F RATIOS TO  
DETERMINE SIGNIFICANCE

	Degree of Freedom	F Ratio	Significance Level
Observed	2/280	9.3	0.05
Tabular	2/280	3.03	0.05

On the basis of these comparisons, the null hypothesis was rejected.

Results of Testing  $H_{03}$

The hypothesis was stated as follows:

$H_{03}$  There is no significant difference between the perceptions of student teachers and teachers who had been graduated from the program of the quality of teacher training received by prospective teachers at The University of Oklahoma.

This hypothesis was a part of hypothesis number one whose test had indicated a significant difference among the perceptions of the three participant groups. A post hoc test was performed to test the sample pair indicated in  $H_3$  for significance of the difference. The test applied was the "Scheffé."

The means, standard deviation, and the Scheffé values are contained in Table 11.

TABLE 11

PAIR-WISE COMPARISON OF STUDENT TEACHERS--SCHOOL TEACHERS  
PAIR WITH SCHEFFÉ TEST OF FACTOR I

	Mean	Standard Deviation	Scheffé Test Values	Sig. Level
Student Teachers	1.8961	0.552	.262 < .290	0.05
School Teachers	2.2958	0.698		

The comparison value for the Scheffé Test was .290. A value greater than .290 reflects significance. The data contained in Table 11 show that the differences in perceptions of student teachers and teachers were not significant. This indicated that student teachers and teachers perceived the quality of training received by prospective teachers at The University of Oklahoma similarly. The results of the test were the basis for not rejecting  $H_3$ .

Results of Testing  $H_4$

The hypothesis was stated as follows:

$H_4$  There is no significant difference between the perceptions of student teachers and professors of the

quality of preparation received by prospective teachers in the teacher preparation program at The University of Oklahoma.

The Scheffé test was again used to test this hypothesis. The means, standard deviation and the Scheffé test values are contained in Table 12.

TABLE 12

PAIR-WISE COMPARISON OF STUDENT TEACHERS--FACULTY  
PAIR WITH SCHEFFÉ TEST ON FACTOR I

	Mean	Standard Deviation	Scheffé Test Values	Sig. Level
Student Teachers	1.8961	0.552	0.336 > .290	0.05
Faculty	2.8233	0.827		

The comparison value for Scheffé Test was .290 while the observed value was 0.336. Therefore, the differences in the perceptions of student teachers and faculty were statistically significant.

This meant that  $H_{04}$  could be rejected. Student teachers and faculty members perceived the teacher preparation program differently.

#### Results of Testing $H_{05}$

The hypothesis was stated as follows:

$H_{05}$  There is no significant difference between the perceptions of teachers and faculty members of the quality of preparation received by prospective teachers at The University of Oklahoma.

As in the two preceding hypotheses, the Scheffé test was applied. Means, standard deviation, Scheffé test values, and level of significance are presented in Table 13.

TABLE 13

PAIR-WISE COMPARISON OF SCHOOL TEACHERS--FACULTY  
PAIR WITH SCHEFFÉ TEST ON FACTOR I

	Mean	Standard Deviation	Scheffé Test Values	Sig. Level
School Teachers	2.2958	0.698	.3819 > .290	0.05
Faculty	2.8233	0.827		

The comparison of Scheffé test values (.3819 > .290) indicated that the differences between the two groups were statistically significant. Therefore,  $H_{05}$  was rejected. The perceptions of teachers and faculty members of the quality of the preparation programs were different.

Results of Testing  $H_{06}$

The hypothesis was stated as follows:

$H_{06}$  There is no significant difference between the perceptions of student teachers and teachers who had been graduated from the program of the quality of advisement offered to prospective teachers in the teacher education programs at The University of Oklahoma.

This hypothesis was a part of  $H_{02}$  which involved three sample groups--student teachers, teachers, and faculty. Significant differences among the three sample groups were found. In order to locate the differences, all possible pairs were tested using the Scheffé test.

The means, standard deviations, the Scheffé test values, and the significance level are shown in Table 14.



TABLE 14

PAIR-WISE COMPARISON OF STUDENT TEACHERS--SCHOOL TEACHERS  
PAIR WITH SCHEFFÉ TEST ON FACTOR II

	Mean	Standard Deviation	Scheffé Test Values	Sig. Level
Student Teachers	2.2169	0.673	.347 > .3012	0.05
School Teachers	2.4833	0.800		

For Factor II (Quality of Advisement) the comparison value for Scheffé test was .3012. This value (.347 > .3012) indicated a statistically significant difference. Therefore,  $H_{06}$  was rejected. The differences in the perceptions of the student teachers and teachers in the quality of advisement received were significant.

#### Results of Testing $H_{07}$

The hypothesis was stated as follows:

$H_{07}$  There is no significant difference between the perceptions of student teachers and faculty of the quality of advisement received by student teachers in the teacher preparation programs at The University of Oklahoma.

The Scheffé test was applied. The means, standard deviations, Scheffé test values, and significance level are contained in Table 15.

TABLE 15

PAIR-WISE COMPARISON OF STUDENT TEACHERS--FACULTY  
PAIR WITH SCHEFFÉ TEST ON FACTOR II

	Mean	Standard Deviation	Scheffé Test Values	Sig. Level
Student Teachers	2.2169	0.673	.3112 > .3012	0.05
Faculty	2.8167	0.738		

A comparison of the Scheffé test values (.3112 > .3012) indicated that the differences were significant. Therefore,  $H_{07}$  was rejected. The differences in the perceptions of student teachers and faculty members of the quality of advisement received by student teachers in the teacher education programs at The University of Oklahoma were significant.

Results of Testing  $H_{08}$

The hypothesis was stated as follows:

$H_{08}$  There is no significant difference between the perceptions of teachers who had been graduated from the program and the faculty of the quality of advisement received by prospective teachers in the teacher preparation programs at The University of Oklahoma.

The Scheffé test was applied. The means, standard deviations, Scheffé test values, and significance level are contained in Table 16.

TABLE 16

PAIR-WISE COMPARISON OF SCHOOL TEACHERS--FACULTY  
PAIR WITH SCHEFFÉ TEST ON FACTOR II

	Mean	Standard Deviation	Scheffé Test Values	Sig. Level
School Teachers	2.4833	0.800	.6944 > .3012	0.05
Faculty	2.8167	0.738		

The comparison of the Scheffé test values (.6944 > .3012) indicated that the differences between the two groups were statistically significant. Therefore,  $H_0$  was rejected. The differences in the perceptions of teachers and faculty members of the quality of advisement received by student teachers at The University of Oklahoma were significant.

Summary of Hypotheses Testing

Null hypotheses one, two, four, five, six, seven, and eight were rejected. Hypothesis three was not rejected. The conclusions drawn from these test results were discussed in the final chapter of this report.

Ancillary Findings

In the Quality of Preparation, student teachers gave higher ratings than the teachers who had been graduated from the program. Teachers rated preparation quality higher than faculty members. The means and standard deviations of these groups are contained in Table 17.

TABLE 17

## A COMPARISON OF VARIOUS GROUPS STATISTICS

FACTOR I ANOVA STATISTICS				
Source	Df	Sum of SQ	Mean SQ	F Ratio
Between Groups	2	25.5500	12.7750	26.929
Within Groups	280	132.8330	0.4744	
TOTAL	282	158.3830		

FACTOR II ANOVA STATISTICS				
Source	Df	Sum of SQ	Mean SQ	F Ratio
Between Groups	2	10.7112	5.3556	9.309
Within Groups	280	161.0793	0.5753	
TOTAL	282	171.7905		

TABLE 17 continued

FACTOR I DESCRIPTIVE STATISTICS		
	Mean	Std. Dev.
Student Teachers	1.8961	0.552
School Teachers	2.2958	0.698
Faculty	2.8233	0.827

FACTOR II DESCRIPTIVE STATISTICS		
	Mean	Std. Dev.
Student Teachers	2.2169	0.673
School Teachers	2.4833	0.800
Faculty	2.8167	0.738

In Factor II (Quality of Advisement) the standard deviation of the teachers was a greater distance above the mean than that of faculty members. Otherwise, the results are similar to those obtained in the testing of Factor I.

The result pattern seems to suggest that the more experienced a respondent was the lower the rating of the quality of the preparation program. The faculty, with more experience than either the teachers or the prospective teachers, gave the lowest ratings to the program.

The overall perception recorded in Factor I indicated a higher rating than the overall perception recorded for Factor II. Apparently, a better job is being done on the preparation aspects of the teacher education programs than on the advisement aspects. The only variation in this pattern of response was the faculty members who perceived both the preparation and the advisement aspects at the same level.

Application of the ANOVA statistics as shown by the data in Table 17 indicates more significant differences among the perceptions of the three groups in relation to Factor I than were found in relation to Factor II.

From the overall responses of the population samples, it could be inferred that the teacher education programs which are being offered at The University of Oklahoma were concluded as above average. Although the opinions of the participant groups differed, none of the data indicated a below average assessment by any of the groups.

## CHAPTER V

### SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

The purpose of this study was to examine the perceptions of student teachers, teachers who had graduated from the program, and professors who had participated in the program of the quality of the teacher education program at the University of Oklahoma. More specifically, the purpose was to determine whether:

1. The teacher preparation programs were emphasizing relevant materials and skills that were useful to the program participants in discharging their teaching responsibilities after completing the program.
2. There was a difference in the way that student teachers, graduates, and professors perceived the teacher training programs.

Three data collection instruments were used to collect data from the three population samples. The eighteen items on the instrument were categorized into the two major areas of the teacher education program, subject matter and methodology and advisement. The two areas were designated Factor I and Factor II.

The student teacher sample included students who were engaged in practice teaching in the Fall of 1976. The teacher sample was composed of teachers who had completed the program at the University of Oklahoma and were filling positions as classroom teachers. The professor group included members of the College of Education faculty who had shared in the responsibility of training prospective teachers at the undergraduate level.

The questionnaires were sent out to a total of 440 subjects. Out of the 440 questionnaires, 180 were given to the student teachers with a 40.5 percent return; 160 were mailed to the teachers with an 80 percent return; and 60 were distributed to the professors with an 83.3 percent return.

Responses by the three respondent groups on Factor I were compared to determine differences between the groups. Responses by the three groups on Factor II were also compared to identify differences. The statistical test used for the two sets of comparisons was One Way Analysis of Variance (ANOVA). The Scheffé test was then applied to determine the location of the differences.

### Findings

Hypotheses one and two were tested by the use of One Way ANOVA. Hypotheses three through eight were tested with the Scheffé test to determine the significance of difference between the various group pairs. The .05 level of significance was used as the basis for rejecting the null hypotheses.

The results of the statistical testing were as follows:

$H_{01}$  -- There is no significant difference between student teachers, teachers, and professors in the way they perceive the quality of preparation student teachers receive at The University of Oklahoma.

The hypothesis was rejected.

$H_{02}$  -- There is no significant difference between student teachers, teachers, and professors in the way they perceive the quality of advisement offered to student teachers in the teacher preparation programs at The University of Oklahoma.

The hypothesis was rejected.



Ho<sub>3</sub> -- There is no significant difference between the perceptions of student teachers and teachers who had been graduated from the program of the quality of teacher training received by prospective teachers at The University of Oklahoma.

The hypothesis was not rejected.

Ho<sub>4</sub> -- There is no significant difference between the perceptions of student teachers and professors of the quality of preparation received by prospective teachers in the teacher preparation program at The University of Oklahoma.

The hypothesis was rejected.

Ho<sub>5</sub> -- There is no significant difference between the perceptions of teachers and faculty members of the quality of preparation received by prospective teachers at The University of Oklahoma.

The hypothesis was rejected.

Ho<sub>6</sub> -- There is no significant difference between the perceptions of student teachers and teachers who had been graduated from the program of the quality of advisement offered to prospective teachers in the teacher programs at The University of Oklahoma.

The hypothesis was rejected.

Ho<sub>7</sub> -- There is no significant difference between the perceptions of student teachers and faculty of the quality of advisement received by student teachers in the teacher preparation programs at The University of Oklahoma.

The hypothesis was rejected.

Ho<sub>8</sub> -- There is no significant difference between the perceptions of teachers who had been graduated from the program and the faculty of the

quality of advisement received by prospective teachers in the teacher preparation programs at The University of Oklahoma.

The hypothesis was rejected.

#### Conclusions

Based on the results of testing the eight hypotheses, the following conclusions seem justified:

1. Student teachers, graduates of the program, and faculty evaluate the teacher training programs of the University of Oklahoma differently.

2. The opinions expressed by the faculty indicate that they view the quality of the program to be lower than do the students and graduates of the program.

3. Although students and teachers differ in their opinion of the training programs, they believe the quality of the program is above average.

4. The respondents believe that greater emphasis has been placed on the instructional aspects of the program than on advisement.

5. The disagreement among the three groups of the quality of the teacher preparation programs suggests the need for further research.

6. It appeared that the perceptions of the preparation programs were influenced by the extent of the professional experience of the respondents.

#### Recommendations

In view of the findings and conclusions derived from this study, the following recommendations seem appropriate:

A follow-up study should be conducted that would correlate the faculty sample with population samples different from those already used

in order to investigate more fully the opposing views indicated in this study.

An evaluation component should be developed and incorporated in the teacher education program which would draw on the expertise of the faculty.

Further research that focuses on more detailed study of the programs should be conducted. Studies in which the programs are split into specific areas - (elementary education, secondary education, mathematics, social studies, science education, etc.) - would facilitate the identification of areas of strength and weakness.

Research should be designed that would seek to compare the three teacher preparation colleges - (Arts and Sciences, Education, and Fine Arts) - to determine their effectiveness and relevance.

Research designed to evaluate the preparation programs for school service personnel - (Administrators, School Counselors, School Psychologists, School Psychometrists, etc.) - should be carried out.

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APPENDIX A

INSTRUCTIONAL EVALUATION

QUESTIONNAIRE FOR STUDENT TEACHERS

## APPENDIX A

INSTRUCTIONAL EVALUATION  
Questionnaire for Student Teachers

An effort is being made to determine the quality of preparation you received from the University of Oklahoma in the following instructional areas.

The following code will be utilized in responding:

1. Well prepared to enter the classroom.
2. Basically prepared but needed some additional experience prior to entering the classroom.
3. Able to perform but not at an optimal level.
4. Basically unprepared to function in a practical setting.
5. Unable to perform.

Please circle the number value that reflects the degree to which you felt you were able to perform upon initial entry into teaching.

Preparation Survey

1. Knowledge of subject-matter in your field.	1	2	3	4	5
2. Instructional methodologies as they pertain to your academic area.	1	2	3	4	5
3. Practical experience prior to student teaching, i.e., (Video-taping, tutoring, class presentations, teacher aiding, etc.)	1	2	3	4	5
4. Controlling student misconduct.	1	2	3	4	5
5. Ability to modify student behavior.	1	2	3	4	5
6. Understanding how students learn.	1	2	3	4	5
7. Understanding child and adolescent growth and development.	1	2	3	4	5
8. Understanding of social forces that affect the public school, instructional as well as administrative.	1	2	3	4	5
9. Large and small group instructional patterns.	1	2	3	4	5
10. Teaching in a modular or flexible scheduled school.	1	2	3	4	5



11. Inquiry method of teaching.	1	2	3	4	5
12. Understanding of human rights and human relations	1	2	3	4	5

In the following areas, how would you rate the total staff at the University of Oklahoma in assisting you during your undergraduate program.

The following code will be utilized in responding:						
1. Very helpful						
2. Helpful						
3. Some help						
4. Very little help						
5. No help at all						
Staff Assistance Survey	1. Counseling from advisor in meeting graduation and certification requirements.	1	2	3	4	5
	2. Being informed of employment opportunities.	1	2	3	4	5
	3. Grading on behavioral competency (demonstrates proficiency) instead of grade averages only.	1	2	3	4	5
	4. Orientation prior to student teaching.	1	2	3	4	5
	5. Obtaining a satisfactory assignment for student teaching.	1	2	3	4	5
	6. How would you rate the quality of help you received from your college supervisor during the student teacher visits.	1	2	3	4	5

What is your certificate area?

The back may be used for comments.

APPENDIX B

INSTRUCTIONAL EVALUATION  
QUESTIONNAIRE FOR TEACHERS

## APPENDIX B

INSTRUCTIONAL EVALUATION  
Questionnaire for Teachers

An effort is being made to determine the quality of preparation you received from the University of Oklahoma in the following instructional areas.

The following code will be utilized in responding:

1. Well prepared to enter classroom.
2. Basically prepared but needed some additional experience prior to entering the classroom.
3. Able to perform but not to optimal level.
4. Basically unprepared to function in an optimal level.
5. Unable to perform.

Please check the number value that reflects the degree to which you felt you were able to perform upon initial entry into teaching.

Preparation Survey

1. Knowledge of subject-matter in your field.	1	2	3	4	5
2. Instructional methodologies as they pertain to your academic area.	1	2	3	4	5
3. Practical experience prior to student teaching, i.e., (Video-taping, tutoring, class presentations, teacher aides, etc.)	1	2	3	4	5
4. Controlling student misconduct.	1	2	3	4	5
5. Ability to modify student behavior.	1	2	3	4	5
6. Understanding how students learn.	1	2	3	4	5
7. Understanding child and adolescent growth and development.	1	2	3	4	5
8. Understanding of social forces that affect the public school, instructional as well as administrative.	1	2	3	4	5
9. Large and small group instructional patterns.	1	2	3	4	5
10. Teaching in a modular or flexible scheduled school.	1	2	3	4	5

11. Inquiry method of teaching.	1	2	3	4	5
12. Understanding of human rights and human relations.	1	2	3	4	5

In the following areas, how would you rate the total staff at the University of Oklahoma in assisting you during your undergraduate program.

The following code will be utilized in responding:

1. Very helpful
2. Helpful
3. Some help
4. Very little help
5. No help at all

Staff Assistance Survey

1. Counseling from advisor in meeting graduation and certification requirements.	1	2	3	4	5
2. Being informed of employment opportunities.	1	2	3	4	5
3. Grading on behavioral competency (demonstrates proficiency) instead of grade averages alone.	1	2	3	4	5
4. Orientation prior to student teaching.	1	2	3	4	5
5. Obtaining a satisfactory assignment for student teaching.	1	2	3	4	5
6. How would you rate the quality of help you received from your supervisor during the student teacher visits.	1	2	3	4	5

Certificate Area

Comments (If more room is needed use reverse side.)

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**APPENDIX C**

**INSTRUCTIONAL EVALUATION  
QUESTIONNAIRE FOR PROFESSORS**

## APPENDIX C

INSTRUCTIONAL EVALUATION  
Questionnaire for Professors

Based on the following five point scale, please circle the number value that reflects the quality of preparation you feel graduates from the College of Education at the University of Oklahoma receive.

Preparation Survey	The following code will be utilized in responding:						
	1. Well prepared to enter classroom.						
	2. Basically prepared but needed some additional experience prior to entering the classroom.						
	3. Able to perform but not to optimal level.						
	4. Basically unprepared to function in an optimal level.						
	5. Unable to perform.						
	1.	Knowledge of subject-matter in their field of certification.	1	2	3	4	5
	2.	Knowledge of instructional methodologies as they pertain to their academic areas.	1	2	3	4	5
	3.	Teaching practice received prior to student teaching (video-taping, tutoring, class presentation, teacher aiding, etc.)	1	2	3	4	5
	4.	Skills in classroom control.	1	2	3	4	5
	5.	Ability to modify pupils' behavior.	1	2	3	4	5
6.	Understanding of child and adolescent growth and development.	1	2	3	4	5	
7.	Understanding of child and adolescent growth and development.	1	2	3	4	5	
8.	Understanding of social forces that affect the public school.	1	2	3	4	5	
9.	Knowledge of large and small group instructional patterns.	1	2	3	4	5	
10.	Ability to teach in a modular or flexible schedule school.	1	2	3	4	5	

11. Application of the inquiry method of teaching.	1	2	3	4	5
12. Understanding of human rights and human relations	1	2	3	4	5

In the following areas, how would you rate the extent to which the total staff has been of assistance to the students in the undergraduate program.

The following code will be utilized in responding:

1. Very helpful
2. Helpful
3. Some help
4. Very little help
5. No help at all

Staff Assistance Survey

1. Counseling students towards meeting graduation requirements.	1	2	3	4	5
2. Informing them of employment opportunities.	1	2	3	4	5
3. The staff's ability to judge behavioral competence of students rather than using grade averages alone.	1	2	3	4	5
4. The quality of orientation the students receive prior to student teaching.	1	2	3	4	5
5. The degree to which students receive satisfactory assignments for student teaching.	1	2	3	4	5
6. The quality of supervision provided to student teachers during their student teaching experience.	1	2	3	4	5

APPENDIX D

RAW DATA SCORES



## APPENDIX D

## RAW DATA SCORES

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2773434555544 55234200  
2782434422233 42343323  
2792333455235 43225322  
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## APPENDIX E

Dear OU Teacher Education Graduate:

We would appreciate the following information relative to what our graduates are doing:

Are you teaching? Yes \_\_\_\_\_ No \_\_\_\_\_

If so, where? \_\_\_\_\_

If not teaching, what are you doing? \_\_\_\_\_

\_\_\_\_\_  
May we have your present address? \_\_\_\_\_

\_\_\_\_\_  
Parents may supply information.

Gene Pingleton  
Assistant Director, Education  
Professions Division

Dear

Pius Akpan, a doctoral student in administration, is doing a study of the perceptions of various groups relative to the quality of education students receive in the undergraduate teacher education programs in the College of Education at the University of Oklahoma. Your participation will not only help Pius gather data for his dissertation, but will be useful to the Education Profession Division as it works to improve the preparation a student receives.

If you can take a few minutes of your time to complete the attached instrument, we will appreciate your help.

Sincerely,

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Jack Parker  
Professor of Education

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Gene Pingleton  
Assistant Director, E.P.D.



*The*  
**University of Oklahoma**

820 Van Vleet Oval Norman, Oklahoma 73069

College of Education

October 7, 1976

Ms. Adena Jean Shepherd  
434 Merkle Drive  
Norman, OK 73069

Dear Ms. Shepherd:

We are interested in knowing what our graduates are doing and how they view the preparation they received for teaching while attending the University of Oklahoma.

Will you please take a few minutes to fill out the attached Instructional Evaluation Instrument. You may recognize it as the instrument you completed following your student teaching experience. We would like to know how you view these experiences now, after having entered the world of work.

Thank you for your help. The information you supply will be very useful to us as we continue to improve the teacher preparation program at the University of Oklahoma. Please return your evaluation in the enclosed self-addressed envelope.

Sincerely,

Gene Pingleton  
Assistant Dean  
College of Education

GP:ld

Enclosures 2