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**A Study of the Difficulties Encountered by Beginning Teachers in
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**A STUDY OF THE DIFFICULTIES
ENCOUNTERED BY BEGINNING TEACHERS
IN CERTAIN SELECTED NEGRO
SCHOOLS OF TEXAS**

KILPATRICK

1949

A STUDY OF THE DIFFICULTIES ENCOUNTERED BY BEGINNING
TEACHERS IN CERTAIN SELECTED NEGRO SCHOOLS
OF TEXAS

By

Alice J. Kilpatrick

A Thesis in Education Submitted in Partial Fulfillment
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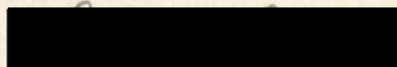
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DEDICATION

To my husband, Madison Kilpatrick, and children, Hortense and Madison, Jr., whose constant encouragement, sympathetic understanding and self sacrifice have made possible my college career.

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CHAPTER I

INTRODUCTION

In nearly every school system in Texas, beginning teachers are added to the staff each year. These teachers join the faculty of a school practically as apprentices with their teaching experience limited to that of working under close supervision and with very little individual responsibility. The classes or groups of pupils in the training school are smaller and often unlike the ones to which the new teachers are assigned when they begin teaching as employed members of a staff. One might assume that these beginning teachers know much about the theory of teaching but little about actual practice.¹

Barr and Rudisill point out that:

Every year many inexperienced teachers enter the public schools of the nation. Difficulties attend induction into any new field of action. In so far as teacher preparatory institutions anticipate these difficulties, they should assume the responsibility for assisting in effecting more rapid and adequate adjustment.²

Johnson and Umstatted believe that "a true insight into the difficulties encountered by beginning teachers may provide a basis on which to plan improvement of

¹Bussard, Robert E. "How the Principal Aids the Beginning Teacher," Texas Outlook. Vol. 21, No. 8, August, 1937. p. 38.

²Barr, A. S. and Rudisill, Mabel. "Inexperienced Teachers Who Fail and Why," The Nation's Schools. Vol. 5, No. 2, February, 1930. p. 30.

training now in vogue."⁶

Flesher graphically states:

In normal times there are, each September approximately, one-hundred thousand pedagogical "selectees" inducted into the more or less seasoned ranks of the army of one million public school teachers in the United States. These inductees have met, with varying degrees of success, the graduation requirements of their respective colleges and the certification standards of their state departments of education. They go forth with the high purpose to translate educational theory into action, to implement educational philosophy by method. Having been tested briefly in the "improving grounds" student teaching, they go out to prove themselves and their equipment more thoroughly in the struggle against ignorance, intolerance, traditions, indifferences, and the other foes that lurk in the strong holes of American learning and American democracy--the public schools.⁴

Cubberley makes the statement that:

Helping the beginner to start properly in any new work is a task that every occupation and profession has to undertake. In many ways the undertaking is easier in teaching than in the more competitive professions, owing to the fact the teacher begins with a definite status and pay, is assigned a very definite piece of work to do, and, in our larger schools at least, is provided with some form of guiding supervision. More than that, the content of the instruction to be given and the important techniques of the teaching art have been formulated for her with some care. On the other hand, teaching is a subtle

⁶Johnson, Palmer O. and Umstatted, J. G. "Classroom Difficulties of Beginning Teachers," School Review. Vol. 40. 1932. p. 682.

⁴Flesher, W. R. "Problems of School and Community Relationships of Beginning Teachers," 1942. Unpublished Doctor's thesis on file in library of Ohio State University.

and psychological, rather than material, process, and it is not surprising that the beginner experiences, in consequences, many difficulties during the first few years of work.⁵

The responsibility for the successful induction of beginning teachers in their chosen profession should ever be present for administrators and supervisors. The school, community, recreational, social, health and physical well being, personal and economic problems rise to plague every beginner. "By inherent nature or by poor preparation the beginner is unable to cope with the difficulties that are faced and, is thus, termed a failure by those whose responsibility are his employment and induction."⁶

Ebey points out that "there is no substitute for competent, happily adjusted personnel, whether they be in industry, armed forces, public schools, or what not."⁷

If this is true, Almack and Lang⁸ points out that the first years of teaching constitutes an important period in the teaching career. In these beginning years, the forming of habits that will either promote or retard future success are being developed. More than that, the teacher's reputation is being established.

⁵Almack, John C. and Lang, Albert C., ed. The Beginning Teacher. p. v.

⁶Flesher, op. cit., p. 14.

⁷Ebey, George M. "How Portland Greet Its New Teachers," The Nation's Schools. Vol.42, December, 1948. p. 28.

⁸Almack and Lang, ed., op. cit., p. 17.

In order to minimize the difficulties of beginning teachers, it is believed that teacher preparing institutions and administrators must do so through better programs of teacher preparation and improved methods of professional induction. Cubberley believes that "the lack of adequate preparation on the part of so many beginners may be due to the absence of close supervision and induction in our small and village schools."⁹

Importance of the Study

It is hoped that the findings of this study may encourage administrators and supervisors to take steps in helping their beginning teachers. There is a possibility that these difficulties may be common to all other beginning teachers. Therefore, if in the future, teachers are to be inducted who will be fully prepared psychologically for beginning teaching, it then becomes the duty of teacher-preparing institutions to prepare these young people to readily become a part of the school and the community.

Barr and Rudisill point out that "the transition from college life to teaching is a trying one. A knowledge of these difficulties that most frequently present themselves to beginning teachers might well constitute the basis for improvements of programs with reference to the teacher."¹⁰

⁹Ibid., ed., p. 6.

¹⁰Barr and Rudisill, op. cit.

Statement of Problem

The purpose of this study is to collect the specific difficulties encountered by beginning teachers teaching in certain selected Negro schools of Texas.

The solving of this problem is dependent upon finding the answers to the following questions:

1. Can beginning teachers meet with their supervisors and talk over any problems which may hinder the teacher in doing an effective teaching job?
2. What are the problems experienced in the classroom by the beginning teachers with the pupils?
3. Do these teachers feel restricted in their personal activities by community and administrative rules?
4. Are these teachers using professional books as aids in trying to solve their problems?
5. What is the health status of these teachers?
6. Are these teachers adjusting to their teaching loads, co-workers, and administrative procedures within the school?

Scope and Limitations

It seemed advisable at the outset to limit this study to the difficulties encountered during the first two years of teaching experience, because those studies surveyed at the time the present study was in process related to difficulties encountered within that period of teaching.

The study includes teachers teaching in two year and

four year accredited Negro high schools of Texas. No teacher has had more than two years of teaching experience.

Included in the study are seventy-five teachers, twenty-nine male and forty six female, representing twenty-one urban and twenty-one rural schools.

The study is further limited due to the number of teachers studied and those still outstanding in the state. Therefore, it is not intended that the problems found in the study be interpreted as being typically state wide, but that the problems are representative of the groups under study and could point the way for future study.

No attempt has been made to differentiate between the problems of the elementary⁺ and secondary teachers, or male and female teachers.

Procedure

The names of beginning teachers were collected during January, 1949. Letters were sent to 230 principals of Negro four year and two year accredited high schools requesting the names and addresses of all beginning teachers under their supervision. The principals were informed of the purpose of the study, and then it was made clear to them the teachers who were to be considered as the beginning teachers. The lower part of the letter was constructed

⁺The elementary teachers included in the study are those whose names were sent in by principals of two year high schools which have an elementary school attached.

in such manner that it would facilitate the task of compilation and check-backs. (See Appendix A). These letters were mailed to the principals accompanied by a stamped, self-addressed envelope.

The questionnaire method was used to secure data for the study. The questionnaire was sent to 134 beginning teachers whose names had been supplied by the eighty-six principals who responded to the letter that they had beginning teachers. (See Appendix B).

In order to carry on this investigation from the standpoint of difficulties recognized within the beginning two year period, three school units were set up which differed in size and location. The writer felt that because of the size and location of these schools the problems encountered in rural areas would differ from those in the urban areas of the state. These schools will hereafter be referred to as school units A, B, and C. A brief description of each will follow.

School Unit A. was composed of rural accredited high schools located in areas having populations of 500 to 2,499. Included in this unit were twenty-one high schools and thirty beginning teachers. These will be referred to hereafter as teachers in school Unit A.

School Unit B. was composed of small urban accredited high schools located in areas having populations between 2,500 and 24,999. Included in this unit were fourteen high schools and twenty-five beginning teachers. These teachers will be referred to hereafter as teachers in school Unit B.

School Unit C. was composed of large urban accredited high schools located in areas having populations between 25,000 and 400,000. Included in this unit were seven high schools and twenty beginning teachers. These teachers will be referred to hereafter as teachers in school Unit C.

Particular care was taken in arranging and classifying the list of difficulties secured. A separate tabulation was made for the difficulties encountered in the three different school units. The classification was made as objective as possible. The following procedure was used. Each statement of difficulty was recorded separately; statements that were identical were brought together under the same heading; these identical statements were placed with other statements relating to the same type of difficulty, the absolute agreement of three persons as to the placement of these difficulties was used.

Definition of Terms

The terms used in this study carry the ordinary meanings, but for the sake of clarity the writer is hereby defining them as they are intended to be used in this study. Accredited Schools. -- Those schools which meet the prescribed standards as set up by the Texas State Department of Education.

Beginning Teacher. -- Beginning teacher is not to be mistaken for the "new" teacher. The beginning teacher is the teacher who has had no more than two years of teaching experience; one who has had no previous experience

other than student of "practice" teaching, and hired by the school board as a certified teacher.

Rural-Urban. -- The terms are used as defined in the Sixteenth Census of the United States, Vol. II, 1940. p. 2.

Teaching Load. -- Teaching load is not to be confused with class size, as it relates to size of classes and subjects taught.

CHAPTER II

REVIEW OF LITERATURE

A number of early attempts has been made to determine the difficulties of teachers as a foundation for the program of supervision and training of teachers in service. Representatives of the field are the following studies:

Barr and Rudisill¹ made a follow-up study based upon the difficulties met by graduates of the University of Wisconsin who were in their first and second years of teaching. The data for the study were obtained from questionnaires sent to the graduating classes of 1927 and 1928 from that university.

Statements of difficulties were obtained from teachers at three different periods of experience, including difficulties met during the first two weeks of teaching, those that continued throughout the first year and those that continued in the second year of teaching experience.

They reported the difficulties of beginning teachers in the order of their frequency of mention as follows: control over pupils, provisions for individual differences, presentation of subject matter, organization of work and teaching materials, conditions for measuring achievement, teacher and pupil participation in the recitation, teacher preparation, making assignments and adjustments by the

¹Barr, A. S. and Rudisill, Mabel. "Inexperienced Teachers Who Fail and Why," The Nation's Schools. Vol. 5, No. 2. February, 1930. p. 30.

teacher to classroom situations. Difficulties which tended to decrease with experience were: control over pupils' presentation of subject matter, measuring achievement, the assignment, teacher and pupil participation in the recitation, and teacher preparation.

Barr and Rudisill conclude that these difficulties recognized by beginning teachers probably constitutes one of the best measures for first and second year teachers and, as such, may serve as an important inventory for the supervision of beginning teachers.

Johnson and Umstatted² made a study in 1932 of the classroom difficulties of beginning teachers. The compilation was made by asking 372 superintendents in Minnesota to indicate the chief classroom difficulties encountered by beginning teachers under their supervision.

They reported in the order of their frequency of mention the following difficulties: remedial instruction, the use of test results, diagnostic testing, provisions for individual differences, training in habits of study, supervised study, discipline, classroom management, questioning, motivation, assignments, and stimulating and utilizing pupil participation.

These writers felt that the primary difficulties may have been due to:

²Johnson, Palmer O. and Umstatted, J. G. "Classroom Difficulties of Beginning Teachers," School Review. Vol. 40. 1930. pp. 682-86.

1. Inadequate knowledge of the pupil.
2. Inadequate command of the customary teaching procedures.
3. Inadequate command of the more recent teaching procedures.
4. Inability to adapt subject matter.
5. Inadequate general and special scholarship.
6. Inadequate command of the administrative functions of teaching.
7. Deficiencies in personality traits.

The difficulties of intermediate rank arose largely through inefficient planning of instruction, failure to acquire a functional knowledge of the more recent innovations in teaching procedures, and a lack of skill in employing teaching devices.

When teachers in the different subject-matter fields were compared with respect to the type of difficulties encountered, small differences in rating were discernible, but none stood the test of statistical significance.

These writers concluded that these findings point to the value of co-operative attacks on problems involved in the instruction of prospective teachers. If exact and impartial observations can be secured from men in the field defects in instructional programs may be brought into relief which otherwise might remain obscure.

Moore⁶ made a study to determine the teaching diffi-

⁶Moore, Eoline Wallace. "Difficulties Recognized By Elementary Teachers and Their Implications for Supervision," Doctor's Dissertation, George Peabody College For Teachers, August, 1934.

culties most frequently recognized by elementary teachers in one city and three representative counties in Alabama in 1934.

He found that difficulties relating to techniques of instruction were those most frequently recognized by both city and rural teachers. Teaching reading appeared to be the most difficult phase of technique, although guiding study, presenting subject-matter, and getting interest and difficulties of administration, pupil control, and individual differences received frequent recognition. Moore pointed out that problems of promotions, organization of daily programs, large classes, individualizing instruction, and promoting desirable social habits, tend to be constant difficulties of elementary teachers. Those classified under professional growth and community relationships were named less often.

The twenty difficulties most frequently recognized by the entire group of 549 teachers in the order of their frequency of mention were promoting desirable habits, securing study aids, individualizing instruction, teaching reading, handling promotions, guiding study, teaching without texts, obtaining library books, discipline, organization of daily work, securing interest, teaching low mentalities, presenting subject-matter, directing activity units, helping the mal-adjusted, finding seat work, finding unit materials, teaching large classes, having too many duties and keeping order.

Bussard⁴ made a study in 1937 to determine the problems and difficulties of beginning teachers, and to determine how principals were aiding their beginning teachers with their various difficulties.

The data were obtained by sending check list questionnaires containing twenty questions to be checked in the order of their frequency, and four additional questions which the teachers and principals were to write what they considered appropriate answers. The four questions were:

1. What do you consider the greatest problem or difficulty of the beginning teacher?
2. How has the principal helped with this difficulty?
3. What do you consider the greatest success of your beginning teachers?
4. How has the principal contributed to this success?

He found that:

Teaching the retarded was checked by four-fifths of the beginning teachers and more than one-half of the principals. More than four-fifths of the principals and approximately three-fourths of the beginning teachers checked the items of providing for individual differences.

Bussard pointed out that it was interesting to note that the beginning teachers and the principals ranked the difficulty of developing initiative, responsibility, and ability to execute on the part of the children second place

⁴Bussard, Robert E. "How the Principal Aids the Beginning Teacher," Texas Outlook. Vol 21, No. 5. August, 1937. p. 38.

in the group. This item had a frequency mention of 71.5 per cent for beginning teachers and of 79.5 per cent for principals.

Principals ranked the difficulty of "developing ideals of discipline" and of arousing and maintaining the interest of the pupils as third and fourth places, respectively; whereas, the teachers ranked these difficulties as ninth and sixteenth place, respectively.

According to Bussard this discrepancy may be due to two factors. First, the principals may have been aware of more discipline problems, since they must bear the brunt of most disciplinary problems handled in their schools; and second, the beginning teachers may have had a broader concept of education than did the principals since they have recently completed their college training, and therefore, may not expect children to sit quietly in their seats all day.

In answer to the first question, both beginning teachers and principals believed that the greatest problems were related in some way to professional and social adjustments.

To the question "How has the principal helped with this difficulty?" Nearly one-third of the beginning teachers stated that they had received no help from their principals, while only 3 per cent of the principals replied that they had given no help to their beginning teacher.

In answer to the question "What do you consider the greatest success of your beginning teachers?" One-third

of the beginning teachers stated that their greatest success was due to teaching a particular subject; one-third of the principals indicated that the success of beginning teachers was due to her enthusiasm, eagerness, co-operation, sincerity, and ambition.

In answer to the question "How has the principal contributed to this success?" more than one-fourth of the beginning teachers replied that their principals had contributed nothing to their teaching success. Twenty-one per cent of the principals simply answered "yes" to the question.

Bussard concluded that:

1. Principals and beginning teachers often recognize the same problems and difficulties in a teaching situation.
2. Beginning teachers were frequently unaware of the help that their principals had given them.
3. Principals apparently had contributed little to any specific teaching success of their beginning teachers.
4. One would infer that the majority of principals included in this study had no definite plans for supervision of their beginning teachers.

Flesher⁵ made a study in 1942 of a small segment of

⁵Flesher, W. R. "Problems of School and Community Relationships of Beginning Teachers," 1942. Unpublished Doctor's thesis on file in library of Ohio State University.

the entire group of beginning teachers graduating from the Ohio College of Education, Ohio State University, in the classes of 1940 and 1941. No teacher who had taught more than two years was included in the group.

The data were secured for the most part by means of two printed inquiry forms. Copies of one form were sent to 438 beginning teachers, of whom 145 were men and 293 were women. The group included 143 elementary school teachers and 295 secondary school teachers. Copies of a similar form were sent to the administrators or supervisors of the four hundred thirty-eight teachers.

He found the majority of the problems faced by beginning teachers and administrators to be in the area of relationships which involved the teacher and pupil, but they were not limited to this area. These problems fell into four classes; namely, teacher-pupil, teacher-teacher, teacher-administrator, and teacher-community.

He reported the following ten problems in the order of their frequency as reported by the teachers, discipline, evaluation, material and equipment, individual differences, assignments, teaching of classes, promotions, testing, teaching schedules, and recitations. The teachers reported that administrators had made them aware of only 11 per cent of their problems.

In the order of their frequency, administrators reported that problems of the beginning teachers were discipline, teaching of classes, professional relationships, personal habits, teacher-administrator co-operation, meet-

ing individual differences, attitudes toward the pupils in the school, routine procedures, assignments, and treatment of parents.

He found that teachers generally had not sought help from administrators and supervisors in the solution of their problems to the extent that they had from fellow teachers and other sources. The teachers reported they had gone to their administrators or supervisors for aid in 38 per cent of the situations. Of the other sources from which the teachers had sought aid, 25 per cent were fellow teachers. One-fourth of the teachers reported that they would resort to the "trial and error" method rather than go to their supervisors. Approximately 13 per cent indicated that they were at a complete loss to know what to do next. Another 7 per cent said they would ignore the problem completely.

He concluded that in many cases the problems were not solved to the satisfaction of the teachers, nor the administrators. The part that administrators and supervisors indicated that they had played in the solution of the problems did not conform to the statements made by teachers.

Summary of Literature

The results of these studies show that there should be a more co-operative analysis by supervisors, administrators and teacher-training institutions on the problems in the instruction of prospective teachers. Solutions that

are the results of such an analysis can be used by administrators as an inventory for the supervision of beginning teachers.

This study is similar to those surveyed in the related studies in that classroom problems are being studied, but it more nearly approximates that one done by Flesher⁶ in 1942. Flesher's study and the present study include community relationship as posing teacher difficulty. This study does not follow a comparison of administrator-teacher problems as did the majority of studies surveyed.

Conclusions reached in the related studies as to the probable causes of the problems of the beginning teacher, may well serve as a basis for arriving at possible generalizations applicable to the group under study.

⁶Flesher, Loc. Cit.

CHAPTER III

ANALYSIS AND INTERPRETATION OF THE DATA

The purpose of this first section is to treat each of the school units quantitatively as outlined in the procedure, page six. It is hoped that whatever detailed data exist in each unit that is not common to either of the other units will be brought to light because of the individual treatment.

Personnel of School Unit - A

Background of the Teachers. -- This unit was composed of thirty teachers whose ages were between twenty-one and thirty-eight years. It was found that 90 per cent of the teachers had earned college degrees in graduating classes of 1942 through 1948. The remaining 10 per cent had no degrees. No teacher had more than one year and seven months of teaching experience and not any had less than two months. The majority or 66.3 per cent of the teachers were teaching subjects outside their major fields of training.

Teacher Interest. -- In answer to the question: "Did you enter the teaching profession because of your interest?" It was found that 86.2 per cent of the teachers entered the teaching profession because of their interest in the profession. Another 13.3 per cent of the teachers reported that they had entered because they had no other alternative. The other reasons given by the teachers for

teaching were:

1. A stepping stone to their desired profession.
2. To get professional experience.
3. To help young people.
4. Low economic conditions.

Supervising Practices. -- In answer to the question "Can you talk over your problems with your superior officers?" The data revealed that 90 per cent of the teachers could talk over their problems with the supervisors. The remaining 10 per cent reported that they could not talk their problems over with their supervisors. It is reasonable to assume that 90 per cent response indicated that the supervisors had a desire to aid in securing effective teaching. The good administrator realizes that the success of the program in the school is dependent upon the entire group working together. When teachers and supervisors understand each other, adjustments can be made and work can go on at its normal rate.

Teacher-Pupil. -- The eight difficulties experienced most in the classroom by the thirty teachers are shown in Table I. Twenty-four teachers or 80 per cent of the teachers reported difficulties in this area.

Teacher-Community. -- The majority or 63.3 per cent of the teachers reported they felt restricted in their personal activities by community and administrative rules. The restrictions that were frequently mentioned by the teachers were:

TABLE I. THE EIGHT DIFFICULTIES MOST FREQUENTLY ENCOUNTERED IN THE CLASSROOM WITH PUPILS BY THIRTY BEGINNING TEACHERS--SCHOOL UNIT A

Difficulties	Times Reported	Percentage of all Teachers
Individual Differences	10	33.3
Remedial Instruction	10	33.3
Attendance (Irregular)	8	26.3
Discipline	7	23.3
Developing and Maintaining Interest	7	23.3
Developing Study Habits	5	16.6
Lack of Planning and Co-operation	4	13.3
Health Habits	3	10.0

1. Most patrons and administrators believe teachers are inhuman.
2. I must attend church.
3. I must stay in the community on week ends.
4. I cannot spend my money as I like.

Pitkanin points out that:

Too often patrons and the public fail to realize that teachers are human beings; that they, too, yearn for a desirable social life and relaxation from a nervous-breaking task.¹

¹Pitkanin, Alan Mathias. "Are Your Teachers Happy?" School Executive. (February) 1942. p. 55.

He also states that:

Small communities especially have been repeatedly accused of narrow-mindedness in practically enslaving their teachers to the regimen of school and church-going. Playing cards, bowling, dancing, bicycling, tennis, and such, are impossible because such goings-on are taboo.²

Teacher Growth. -- It was found that many of the teachers in the rural schools were using professional reading aids in helping to solve their teaching problems. Whether the teachers were reading the literature in their fields motivated by a professional desire to make good, or whether they were doing so because of feelings of inadequacy is not known. Regardless of the cause, pedagogically it was sound. Seventy per cent reported that they were using professional books as aids in their teaching. The two books which had a mention of 50 per cent of all the teachers were:

1. Ritter and Shepherd, Methods of Teaching in Town and Rural Schools.
2. Wofford, Kate V., Modern Education in the Small Rural School.

The general books in the field were listed more by the elementary teachers than the secondary teachers. The four magazines which were mentioned by 50 per cent of the teachers as their aids were:

²Ibid., p. 35.

1. Instructor.
2. Grade Teacher.
3. Progressive Teacher.
4. Hygeia.

The secondary teachers listed subject-matter books and magazines. Table II shows the wide variation of books and magazines mentioned by the secondary teachers.

TABLE II. BOOKS AND MAGAZINES LISTED BY SECONDARY TEACHERS
--SCHOOL UNIT A

Author	Books Title	Magazines
Bonde, R. L.	<u>Management in Daily Living</u>	Southern Agriculturist
Cook, G. C.	<u>Teaching Vocational Agriculture</u>	Dones Agriculture Digest
Elliott, W. W. and Miles, E.	<u>College Mathematics</u>	The Progressive Farmer
McCollum, E. V., Orent, E., and Day, H. G.	<u>The Newer Knowledge of Nutrition</u>	What's New in Home Economics
Walsh, J. A.	<u>Plain English (Handbook)</u>	Parents Magazine
Wilmot, J. S. and Batjer, M. Q.	<u>Foods for the Family</u>	Practical Home Economics

Health Status. -- Health difficulties were mentioned by 30 per cent of the teachers. Many of the problems were connected with living accommodations and are usually thought of as being typical of all rural or sub-

urban areas. Those problems mentioned are shown in Table III.

TABLE III. TEN HEALTH DIFFICULTIES AS REPORTED BY TEACHERS IN SCHOOL UNIT A

Lack of medical service in the immediate area
Lack of modern conveniences
Outdoor toilets
No bathing facilities in homes
No electricity
Lack of adequate water supply
Poor heating systems
Poor methods of waste disposal
Lack of refrigeration
Lack of time at the noon hour to prepare lunch at home

A total of ten different difficulties were mentioned by the teachers. Lack of mention of health problems by the majority of the teachers was encouraging. Health has always been a major consideration in education.

Teacher Loads. -- The majority of the teachers reported that they were adjusting to their teaching loads; 63.3 per cent of the teachers reported they did not consider their teaching loads as being too heavy. See Table IV. for average size teaching loads as reported by the teachers.

TABLE IV. THE AVERAGE SIZE OF TEACHING LOADS AS REPORTED BY THIRTY TEACHERS--SCHOOL UNIT A

Size of Classes	Number of Teachers Reporting	
	Responses	Percentage
7-17	8	26.6
20-39	15	50.0
29-40	7	23.4
Total	30	100.0

Ways in which the teachers considered their teaching loads as being too heavy were:

1. Too many pupils to give the needed attention.
2. Acting as teacher librarians.
3. Responsibilities in addition to teaching loads (extra-curricular activities).
4. Helping with hot lunch programs.
5. Driving the school bus.

One half or 50 per cent of the teachers had classes with sizes ranging from twenty to thirty-nine pupils. See Table IV. for distribution of class loads.

Teacher-Teacher. -- Seventy per cent of the teachers reported they were having problems in adjusting to co-workers. The four difficulties most mentioned were:

1. Jealousy.
2. Selfishness.
3. Unco-operativeness.

4. Resentfulness toward youthfulness of the beginning teachers.

The teaching profession has codes of ethics the same as other professions. The Neophyte teacher is at a disadvantage in the classroom because of the newness of the assignment and the fact that sometimes older teachers in the profession oftentimes are unwilling to aid the newcomer. Professional ethics would minimize teacher-teacher relationships.

The preamble to the Georgia Code of Ethics as adopted by the state's Teacher Association in 1896 reads as follows:

To assist teachers in settling delicate and difficult questions of professional conduct and propriety, to quicken their sympathies for each other, and for all who are engaged in the work of teaching, to remit their professional ideals and increase their love for the profession, this code is devised.⁵

Whether the feelings of the older teachers toward them were antagonistic or not, the percentage of responses indicating difficulty in adjusting to co-workers pointed to the fact that the difficulty was present.

Teacher-Administrator. -- In adjusting to administrators, 40 per cent of the teachers reported they occasionally had clashes with administrative procedures.

⁵Reeder, Ward G. A First Course in Education.
p. 577.

Another 60 per cent reported they never had any clashes with administrative procedures. Reeder says that:

The tendency in school administration is toward greater democracy between officials and employees; there is more sharing of views and a greater willingness on the part of all to sacrifice for the common good of all.⁴

Reeder points out that:

Good administrators recognize the worth and wisdom of asking for teacher suggestions in planning for the school. This tendency is commendable for two reasons. In the first place, it energizes and makes school employees more co-operative, because employees like to know that they are a vital, recognized, and respected part of the school organization and not merely neglected cogs in it. In the second place, democracy in school administration is helpful to the school or school systems. Superintendents, principals, and other school officials cannot be omnipotent; they need the criticisms and suggestions of their co-workers. These co-workers will often be able to detect a flaw in the thinking and the planning of school officials, which if not corrected is likely to harm not only the school but the school officials.⁵

Summary A

The average age of the teachers in this unit was found to be 29.5 years. It was reported by 90 per cent of them that they held college degrees, and 66.3 per cent reported that they were not teaching in their major field. The teaching range was found to be from two months to one year and seven months. It was noted that 86.3 per cent

⁴Ibid., p. 577.

⁵Ibid., p. 542.

reported that they entered teaching because of their interest.

Ninety per cent of the group reported that they could talk over their difficulties with their supervisors. There was a response from 80 per cent of the teachers that they were having classroom difficulties. Seventy per cent of the teachers were using professional books as aids in helping solve these difficulties.

There were no significant difficulties because of administrative procedures reported. Only 40 per cent responded that they had experienced difficulties with administrative procedures, yet it was noticed that 66.3 per cent were not teaching in their major field.

A majority, or 63.3 per cent of the teachers reported that they experienced difficulties in their personal activities by social restrictions.

Co-worker difficulties were reported by 70 per cent of the group, and only 30 per cent responded that they were experiencing health problems.

It can be noticed that the teachers in this unit responded with high percentages of difficulties in each area surveyed. The only exception noted were those areas of supervision and health.

School Unit B

Background of Teachers. -- The data revealed that the twenty-five teachers in this unit were between nineteen

and thirty-eight years of age. These teachers had earned college degrees in 1947 and 1948. Only 32 per cent of the teachers were teaching in their major fields of preparation. The teachers had been teaching from two months to two years.

Teacher Interest. -- Eighty per cent of the teachers reported they entered the teaching profession because of their interest. This was significant because interest in any task is essential for success. Other reasons for entering the teaching profession as listed by the teachers were:

1. An avenue by which they could help boys and girls.
2. Financial reasons.
3. Love for the profession.
4. To make a living.

The high percentage of interest would indicate that the teachers were motivated properly into entering the teaching field, for Witherington points out that:

An individual is by nature concerned with those things which make for the preservation of his own life and that of the race . . . If he feels a concern for these things, he is interested in them.⁶

Supervising Practices. -- In answer to the question, "Can you talk over your problems with your superior officers?" The answers revealed that 96 per cent of the

⁶Witherington, H. C. The Principles of Teaching.
p. 131.

teachers could talk their problems over with the supervisors. It can reasonably be assumed that the answers indicated that the supervisors by their willingness to counsel with the teachers were conscious of their responsibility in developing the teachers emotionally, intellectually, and professionally. First, it seemed to have indicated that the supervisors were democratic, and secondly, it seemed to have pointed to the fact that the supervisors understood the work and purposes of supervision. If teachers ask supervisors to meet with them for the purpose of solving classroom problems, they are carrying out one of the duties of the classroom teacher, and that is, to ask for supervision when it is needed.

Asking for guidance is a responsibility of the teachers. Barr, Burton and Brueckner say that:

Although it is hoped that supervisors and administrators will facilitate teachers' growth, it is not assumed that this responsibility is solely or even chiefly theirs; as a matter of fact, the responsibility belongs, first of all, to the teacher.⁷

Teacher-Pupil. -- Twenty-two or 88 per cent of the teachers reported they had encountered problems in the classroom with pupils. Table V indicates the ten problems areas mentioned by the teachers and are listed according to frequency of mention.

⁷Barr, A. S., Burton, W. H., and Brueckner, L. J. Supervision. p. 567.

TABLE V. THE TEN DIFFICULTIES MOST FREQUENTLY ENCOUNTERED
IN THE CLASSROOM WITH PUPILS BY TWENTY-FIVE BEGINNING
TEACHERS--SCHOOL UNIT B

Difficulties	Times Reported	Percentage of all Teachers
Discipline	17	68.0
Individual Differences	11	44.0
Material and Equipment	9	36.0
Planning and Carrying out Lesson Plans	7	28.0
Developing and Maintaining Interest	6	24.0
Evaluating Progress	4	16.0
Developing Study Habits	4	16.0
Testing	4	16.0
Making Assignments	4	16.0
Remedial Instruction	3	12.0

Teacher-Community. -- In answer to the question, "Do you teachers feel that you are restricted in your personal activities by the community and administrative rules in relationship to your social life?" There were 65 per cent of the total number of teachers in this unit who reported that they felt restricted in their personal activities by the community and administrative rules. The major restrictions were:

1. A teacher must mingle with only the professionals.
2. Church is the only place to go, and attendance is a must.

3. I must stay in the community on week-ends.
4. Everybody knows the teacher if she goes out.

Teacher Growth. -- Better than one half, or 52 per cent of the teachers reported that they were using "professional" reading aids in helping to solve their problems. The books most often mentioned were:

1. Luella Cole, Teaching in the Elementary School.
2. Ward G. Reeder, A First Course in Education.
3. Barr, Burton, Brueckner, Supervision.
4. Harl R. Douglass, Modern Methods of High School Teaching.

The magazines most often mentioned were:

1. Instructor.
2. Grade Teacher.
3. The Progressive Education.
4. School Science and Mathematics.
5. N. E. A. Journal.
6. Journal of Health and Physical Education.

Gray and Whipple point out that reading is a specific step in improving teacher growth:

The critical reading of professional literature, including reports of scientific studies, that relates to the specific problems on which the teachers are working. Experience shows that relatively untrained teachers read professional literature much more willingly and interpreted it far more intelligently when faced with a specific

problem than when they read without specific issues in mind.⁸

Health Status. -- Apparently the health status of the teachers was good in that only 32 per cent reported they had health problems. The complaints most frequently mentioned were:

1. No lights.
2. Unpaved streets.
3. Well water.
4. Poor heating.
5. School sanitation.

Teacher Loads. -- The data revealed that a majority or 52 per cent of the teachers considered their teaching loads too heavy. The size of the classes were between twelve and thirty-nine pupils. Table VI shows the average size of teaching loads as reported by the teachers in this unit.

TABLE VI. THE AVERAGE SIZE OF TEACHING LOADS AS REPORTED BY TWENTY-FIVE TEACHERS IN SCHOOL UNIT B

Size of Classes	Number of Teachers Reporting Responses	Percentage
12-22	6	24.0
25-35	14	56.0
36-39	5	20.0
Total	25	100.0

⁸Gray, William S. and Whipple, Gertrude. "Improving Instruction in Reading," Supplementary Education Monographs. No. 40. September, 1933.

Teacher-Teacher. -- In adjusting to co-workers, it was revealed that 52 per cent indicated that they were having problems in making the necessary adjustments. The main criticisms against co-workers were:

1. Co-workers will not co-operate.
2. Co-workers are selfish.
3. Co-workers push their responsibilities off on the beginners.
4. There is lack of recognition as a faculty member.

Teacher-Administrator. -- In the area of teacher-administrator relationships, 60 per cent reported they occasionally had clashes with administrative procedures. The remaining 40 per cent indicated they never had any clashes. The main criticisms against the administrators were:

1. They ask your advice but never use it.
2. They are unfair and selfish.
3. They are autocratic and demanding.

Clashes with administrative procedures may be due to the lack of proper orientation of public school personnel. Moehlman points out that:

When public-school personnel is properly oriented in terms of function, the teacher becomes the most important agent in the executive activity, correlative with instruction as the supreme purpose for the organization and operation of the schools. The facilitating personnel essential is of relatively equal importance in the smooth operation of the

teaching process. The degree to which these principles may be applied to operation depends upon the competency and conscience of the individuals involved. The practice of democratic procedures does not spring full blown into life, but develops through laborious and often painful experimentation and slow growth. Neither can it be legislated into the mechanics of organization; for, without competency and the spirit to work democratically, the best techniques are of little avail.

Summary B

The data revealed that ages of the teachers were nineteen to thirty-eight years. All had college degrees, and 68 per cent were not teaching in their major field. Their experience in teaching ranged from two months to two years. Eighty per cent of the teachers reported that they were teaching because of their interest.

The teachers were not experiencing any significant difficulties in meeting and discussing their problems with their supervisors. It was found that 88 per cent of them reported classroom difficulties with the pupils. Better than one half or 52 per cent of them were attempting to solve their problems by using professional books as aids in arriving at a solution.

Difficulties of restrictions in personal activities were reported by 65 per cent as presenting problems.

Difficulties in the administrative area seemed significant in that the majority or 52 per cent complained

⁹Moehlman, Arthur B. School Administration, Its Principles and Future in the United States. pp. 259-260.

about teaching loads and 60 per cent reported clashes due to administrative procedures. The clashes could be due to the fact that 68.5 per cent were not teaching in their major field.

A majority or 52 per cent were not adjusting to their co-workers. Their health status appeared to be good, for only 32 per cent reported problems of health.

The teachers in this group presented in each instance except supervisory and health status, better than a 50 per cent difficulty in each area surveyed by this study.

School Unit C

Background of Teachers. -- The data revealed that the twenty teachers were between twenty-one and thirty-nine years of age. The teachers had earned college degrees between 1939 and 1948. All teachers were teaching in their major fields of preparation. The teaching experience of the teachers ranged from three months to two years.

Teacher Interest. -- All teachers reported they entered teaching as a profession principally because of their interest. Other reasons listed by the teachers for entering were:

1. For economical reasons.
2. Because of religious interest.
3. In order to get experience in dealing with human personalities.
4. So that I may earn money to further my education.

Supervising Practices. -- None of the teachers in this unit reported that they were having difficulty in talking over problems with their supervising officers.

Teacher-Pupil. -- In answering the question, "What are the difficulties experienced in the classroom by you with the pupils?" Table VII lists the ten areas of difficulty mentioned and in the order of their frequency of mention.

TABLE VII. THE TEN DIFFICULTIES MOST FREQUENTLY ENCOUNTERED IN THE CLASSROOM WITH PUPIL BY TWENTY BEGINNING TEACHERS-- SCHOOL UNIT C

Difficulties	Times Reported	Percentage of all Teachers
Discipline	11	55.0
Developing Initiative and Responsibility	8	40.0
Lack of Home Room	6	30.0
Individual Differences	5	25.0
Presentation of Subject Matter	5	25.0
Organization of Work	4	20.0
Lack of Library Service and Reference Books	4	20.0
Maintaining Interest	3	15.0
Developing Home Study Habits	2	10.0
Holding Class Attention	2	10.0

Teacher-Community. -- The responses from the teachers revealed that 45 per cent of the teachers felt restricted in their personal activities by the community and

administrative rules in relationship to their social life. Twenty-one problems were listed in the area. Listed in the order of the four highest frequency of mention they were:

1. Too many compulsory meetings.
2. Too many obligations to welfare organizations, churches, and clubs.
3. I can not go to public dances.
4. Avoiding pupils when you are out.

Teacher Growth. -- It was noted that 70 per cent of the teachers reported they were using professional reading aids in helping to solve their problems. The books mentioned were directly related to the subject that the teachers were teaching. The books most often mentioned were:

1. Porter G. Perrin, Writers Guide and Index to English.
2. Butler and Wren, Teaching Secondary School Mathematics.
3. Frasier and Armentrout, An Introduction to Education.
4. Aubrey A. Douglass, Modern Secondary Education.

The magazines most often mentioned were:

- | | |
|----------------------|-----------------------|
| 1. N. E. A. Journal. | 5. The Etude. |
| 2. Newsletter. | 6. Music and Romance. |
| 3. Readers' Digest. | 7. Mathematics. |
| 4. Time. | 8. Scholastics. |

It was reported by 40 per cent of the teachers that not a

single textbook used in college seemed to have aided them in solving their problems. Typical of some of the responses to the question, "Is there a textbook that you used in college that seems to aid you now?" were:

1. The problems are not the same as the ones in a textbook.
2. Textbooks will not solve these problems.

Health Status. -- The data revealed that the teachers encountered no difficulties in connection with health and physical well being. This large urban unit was the only group not reporting health difficulties.

Teacher Loads. -- In answer to the question, "Do you consider your teaching load too heavy?" There were 45 per cent of the teachers who reported that they considered their teaching loads too heavy. Although 45 per cent of the teachers reported they considered their teaching loads too heavy, it was interesting to note that 85 per cent of the teachers reported they entered their positions satisfied with their assignments of work and salaries. It is believed by McCuskey that "too many pupils or heavy loads are major frustrations of many teachers."¹⁰ The high percentage of teachers saying that they entered their teaching positions satisfied with their assignments of work may have been due to the fact that "beginners are usually bubbling over with enthusiasm for teaching idealistically

¹⁰McCuskey, Dorothy. "Teacher Community Co-operation," N. E. A. Journal. December, 1948. pp. 596-97.

and anxious to do constructive work."¹¹

Table VIII shows the average size of the teachers' classes.

TABLE VIII. THE AVERAGE SIZE OF TEACHING LOADS AS REPORTED BY TWENTY TEACHERS IN SCHOOL UNIT C

Size of Classes	Number of Teachers Reporting	
	Responses	Percentage
22-24	4	20.0
25-34	13	65.0
36-48	3	15.0
Total	20	100.0

Teacher-Teacher. -- There were 30 per cent of the teachers who reported that they were having difficulty in adjusting to co-workers. The major criticisms were:

1. The lack of co-operation from co-workers.
2. No help from co-workers in starting out to teach.
3. Co-workers are selfish and resentful of new teachers.

Teacher-Administrator. -- Another 50 per cent of the teachers reported they occasionally had clashes with administrative procedures.

¹¹Pitkanin. op. cit., p. 34.

Summary C

The average age of the number of teachers in this unit was thirty years. All the teachers had college degrees and were teaching in their major field. The range of teaching experience was from three months to two years. All reported that they had entered the teaching profession principally because of their interest.

All the teachers were experiencing classroom difficulties, and 70 per cent of them were using specific subject matter books as aids in overcoming the problems encountered.

Difficulties in administrative procedures seemed to have been principally caused by the fact that the teachers felt that their teaching loads were too heavy, and that they had too many professional meetings at which attendance was compulsory.

Less than 50 per cent of the teachers were experiencing difficulties of social restrictions in their personal activities.

Co-worker difficulties were not causing any significant problems for there was only a 30 per cent difficulty response in this area. No teacher responded that there were any health problems.

This unit presented lower percentages of difficulties than did Units A and B. This could be due to the fact that there was a smaller group under study in this unit than in the other two units.

Interpretation of the Data

The purpose of this section is to present the detailed data of the individual school units in compiled form. The data were treated quantitatively so that any difficulties peculiar to the areas in which the groups were working could have been brought to light.

Specific problems which may appear very significant when applied to the teachers in their respective units can lose major significance when applied to the entire group.

Table IX shows those areas of difficulty surveyed in the study and the responses indicating the degree of difficulty experienced in them.

TABLE IX. DIFFICULTIES OF BEGINNING TEXAS NEGRO TEACHERS
AS REPORTED BY SEVENTY-FIVE TEACHERS

Relationship	Frequency of Mention	Percentage of Problems Reported
Teacher-Pupil	66	88.8
Teacher-Community	44	58.6
Teacher-Teacher	40	53.3
Teacher Administrative	36	49.2
Health Status	17	22.6

Background of Teachers. -- The ages of the teachers were between nineteen and thirty-nine years. It was revealed that urban teachers were older than rural teachers, and the average age of the teachers was twenty-four

years. This may have been due to the fact, as Reeder points out that:

Prior to World War II, the supply of teachers graduating from the colleges and universities had greatly exceeded the demand Therefore, many of these graduates were compelled to wait one or more years before they were able to secure positions.¹²

The data revealed that 40 per cent of the seventy-five teachers began their teaching experience in the rural schools of the state; 33.3 per cent in the small urban schools; and 26.6 per cent in the large urban schools.

Teacher Interest. -- The evidence indicated that 88 per cent of the teachers entered the teaching profession because of their interest in teaching. For information concerning characteristics of the group, see Table X, on following page.

Supervisory Practices. -- There was a high percentage, or 93.3 per cent of the teachers reported that they could talk their problems over with their supervisors. This response may have indicated a recognition on the part of the supervisors of one of the aims of supervision, and that is better co-operation between teachers and supervisors. Strayer and Engelhardt believe that:

There should always be the opportunity for discussion of the organization of the service in which the teacher is working but, after such

¹²Reeder, Ward G. A First Course in Education.
p. 593.

TABLE X. CHARACTERISTICS OF SEVENTY-FIVE BEGINNING NEGRO TEACHERS IN TEXAS, 1948-1949

Location	Ages of Beginning Teachers		Number Holding Degrees		Number not Holding Degrees		Number Teaching in Major Field		Number not Teaching in Major Field		Interest in Teaching		Interest in Non-Interest Teaching	
	Male	Fe- male	Male	Fe- male	Male	Fe- male	Male	Fe- male	Male	Fe- male	Male	Fe- male	Male	Fe- male
Rural	23-30	21-28	7	20	0	3	4	16	3	7	4	22	3	1
Urban	21-39	19-38	22	23	0	0	16	12	6	11	19	21	3	2
Range	21-39	19-38	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	29	43	0	3	20	28	9	18	23	43	6	3

opportunity for discussion has been provided, a teacher, even though he thinks himself wiser than the supervisory officer placed over him, should conform to the program of work established for the sake, not of the supervisors but of the children.¹³

Table XI shows the responses of seventy-five teachers to the question, "Can you talk your problems over with your supervisory officer?"

TABLE XI. RESPONSE OF SEVENTY-FIVE TEACHERS TO THE QUESTION "CAN YOU TALK OVER YOUR PROBLEMS WITH YOUR SUPERIOR OFFICERS?"

Response	Unit			Number of Responses	Percentage of Total
	A	B	C		
Yes	27	23	20	70	93.3
No	3	2	0	5	6.6

Reeder points out that "the prime test of the efficacy of supervision is whether there develops from leadership a better type of education for the pupil"¹⁴

Teacher-Pupil. -- Difficulties in the teacher-pupil area had the highest rank of all difficulty areas. Eighty-eight per cent of the teachers reported they had difficulties in this area. The six difficulties common to all the teachers in the order of their

¹³Strayer, George Drayton and Engelhardt, N. L. The Classroom Teacher. p. 44.

¹⁴Reeder, Ward G. The Fundamentals of Public Administration. p. 168.

frequency of mention were: (1) discipline, 46.3 per cent; (2) provisions for individual differences, 34.3 per cent; (3) developing and maintaining interest, 21.3 per cent; (4) materials and equipment, 17.3 per cent; (5) provisions for remedial instruction, 17.3 per cent; and (6) developing study habits, 17.3 per cent. These difficulties mentioned could be due to poor teaching techniques.

Witherington points out that:

Effective means of securing group control have been suggested in numerous previous connections. There is no trick about it; it is inherent in good teaching technique. If teaching is systematic, there will be good control technique, and problems of discipline will be negligible. In the last analysis the teacher must exhibit speed, vitality, enthusiasm, and resourcefulness. Pupils must not get the impression that the teacher is slow,¹⁵ weary, undecided, or destitute of resources.

If the improvement of teaching involves the co-operation of supervisors and teachers, it was indicated in Table XI, page forty-six, that the teachers could carry their problems to co-operative supervisors. If this were true, it was significant to note the high percentage of classroom difficulties which the supervisors should have helped the teachers overcome.

The data gathered did not call for responses indicating the opinion of the teachers concerning the nature of their supervisors. Whether the supervisors were dictatorial or sympathetic in the supervisory interview is not known. The evidence as presented by the high percentage of

¹⁵Witherington, H. C. Principles of Teaching.
p. 350.

classroom difficulties existing and the high percentage of supervisory willingness to co-operate in solving the problems, indicated some unknown factor was prohibiting the solving of the problems. If the factor were fear of the supervisor, it would prevent frank discussion of existing problems, and it would also prevent the teachers from asking for the supervisory interview. Reeder states that "the supervisor who cannot do his work except through instilling fear into the hearts of those whom he supervises is sure to do more evil than good."¹⁶

Teacher-Community. -- The evidence revealed that 59 per cent of the teachers felt restricted in their personal activities by the community rules. If this were true, the question presents itself, "what effect will these restrictions have upon the teacher?" Wahlquist says, "unquestionably, the success or failure of a given teacher is due in large measure to his standing and acceptance in the community."¹⁷ Cole¹⁸ points out that the more the community accepts the teacher, the more the teacher will be able to do for its children. In addition to the community relationships and interests, the teacher has various social responsibilities to other teachers and school officials. These duties include the casual social intercourse in the

¹⁶Ibid., p. 170.

¹⁷Wahlquist, John T. An Introduction to American Education. p. 152.

¹⁸Cole, Luella. Teaching in the Elementary School. p. 447.

school, the shouldering of a reasonable share of the committee work or other work outside the school room but necessary to the welfare of the school and maintenance of pleasant professional relationship with administrative officers.

Teacher Growth. -- The majority or 66.3 per cent of the teachers indicated they were using professional books in trying to solve their problems. This was interesting, because 93.3 per cent of the teachers reported they could talk their problems over with their supervisors. If this were true, the following question presents itself: "If supervisors will meet and talk with the teachers concerning the difficulties of the teacher, will the teachers discuss problems which would not seem to reflect on their teaching ability and then resort to professional books to aid them in areas in which they feel inadequate?"

Health Status. -- Apparently the health status of the teachers was conducive for good teaching, for only 22.6 per cent reported problems in connection with health and physical well being. Goldrick says "it would seem to go without saying that to be an effective teacher, one must be happy, contented, and secure."¹⁹

Symonds says that:

¹⁹Goldrick, L. W. "Influence of Teacher Personality Upon Pupil Adjustment," Education. Vol. LVII. January, 1937. pp. 257-263.

The teacher who is distraught, worried, anxious, restless or discontented cannot have poise, serenity, or the self possession which is necessary for good teaching. The question of what makes a teacher is not wholly or over mainly the question of professional preparation, knowledge of subject matter or skills in techniques of teaching. One can have all these and then fail as a teacher if personal problems interfere, for teaching is not merely a mechanical and routine procedure. One who teaches gives himself entirely to the task. It is not merely the voice and information that the teachers possess who teach; it is the whole personality which has an impact on the child's development.²⁰

Teacher Loads. -- Approximately 49.2 per cent of the teachers reported their teaching loads as being too heavy. Particularly was this true of school Units A and B. The majority of the teachers in Units A. and B. complained about not teaching in their major fields. Since the faculties of these schools were smaller, it is reasonable to assume that the teachers would be called upon to teach outside their major field.

Reinhardt and Beu²¹ point out that the preparation of the secondary school teachers presents a special problem, except in the larger high schools, for the teacher is likely to be required to teach several subjects. On the basis of a review of twenty-one studies of the teaching loads in high schools, Mead²² reported that the teacher is most likely to be called upon to teach one or three subjects,

²⁰Symonds, P. M. "Problems Faced by Teachers," Journal of Education Research. September, 1941, Vol. XXXV. p. 1.

²¹Reinhardt, Emma and Beu, Frank A. An Introduction to Education. p. 325.

²²Ibid., p. 325.

and added, that it might be the part of wisdom to prepare to teach four.

Teacher-Teacher. -- Better than one half or 53.3 per cent of the teachers reported difficulties with co-workers. Co-worker difficulties could be minimized if as stated in the Preamble to the Georgia Code of Ethics²⁵ that teachers in service aided the beginning teacher on induction into the profession.

These data have revealed that the difficulties the teachers were experiencing were not conducive to good teaching. Their responsibility to their schools and to their profession dictates that a minimizing of their problems should be a concern of their supervisors and the institutions that gave them their training.

Moehlman says:

The degree of success possible of attainment in operation of the education function is directly contingent upon the general and professional training of the personnel involved: The current condition of teaching personnel in both ability and training is one of the important factors in the provision of equality of educational opportunity.²⁴

²⁵Reeder, op. cit., p. 577.

²⁴Moehlman, Arthur B. School Administration.
p. 692.

CHAPTER IV

SUMMARY-CONCLUSION AND RECOMMENDATIONS

The study of seventy-five beginning teachers was conducted in two year and four year accredited high schools located in rural, small urban, and large urban areas of the state. There were twenty-nine male and forty-six female teachers included in the study. The questionnaire method was used to secure the data. Although the conditions under which the study was conducted could not be rigidly controlled, the findings were enlightening and suggestive.

The related studies summarized in Chapter II pointed out that there should be a more co-operative analysis by supervisors, administrators, and teacher training institutions of the problems in the instruction of prospective teachers. This study grew out of a desire to aid in the task of bringing to light specific problems so that difficulties existing in the field might be used as material for classroom instruction of prospective teachers.

As indicated in Chapter I, the purpose of this study was to collect the specific problems encountered by beginning teachers teaching in certain selected Negro schools of Texas. The beginning teacher, not to be confused with the "new" teacher, was defined as the teacher teaching for the first time with no previous experience other than student teaching and hired by their respective school boards as a certified teacher. No teacher had taught more than two years.

The solving of this problem was dependent upon finding the answers to the following questions:

Can beginning teachers meet with their supervisors and talk over any problems which may hinder the teachers in doing an effective teaching job?

What are the problems experienced in the classroom by beginning teachers with pupils?

Do these teachers feel restricted in their personal activities by community and administrative procedures?

Are these teachers using professional books as aids in trying to solve their problems?

What is the health status of these teachers?

Are these teachers experiencing difficulties in adjusting to teaching loads, co-workers, and administrative procedures within the school?

CONCLUSIONS

The data have been studied in relationship to number and percentage of teachers responding in each area surveyed. These conclusions have been reached.

The evidence indicated that the majority or 93.3 per cent of the teachers were able to meet with their supervisors and talk over their problems. The problems existing did not indicate that the teachers were seeking sufficient help from their supervisors to solve their problems.

The problems experienced in the classroom by beginning teachers with the pupils in the order of their

frequency of mention were discipline, provisions for individual differences, developing and maintaining interest, materials and equipment, provisions for remedial instruction and developing study habits. The data did not reveal causes for the difficulties because methods and materials of teaching were not a part of the study.

Rural teachers felt restricted in their personal activities by community and administration practices more than urban teachers, and teachers in small urban cities with populations of 2,500 to 24,999 felt more restricted than those in large urban areas of 25,000 to 400,000.

The majority or 66.3 per cent of the teachers were using professional books as aids in trying to solve their problems.

The health status of the teachers in the large urban areas was good. In the small urban and rural areas the teachers complained about health conditions.

Less than one half or 49.2 per cent of the teachers were having difficulties with administrative procedures within the school. The teachers in rural and small-urban areas reported their teaching loads as being too heavy. Teachers in the large urban areas were having no difficulties in connection with teaching loads.

A little more than one-half of the teachers were experiencing difficulties with co-workers. Unco-operativeness was reported as the cause.

The difficulties revealed in the study were, of course, merely the felt difficulties of the teachers.

They may or may not have represented their actual difficulties. They were, however, those that the teachers felt were important. Therefore, it is felt that many of the difficulties of the beginning teacher could be overcome through a careful consideration of the following recommendations.

RECOMMENDATIONS

A more careful selection and placement of beginning teachers by superintendent and school board members. This can best be accomplished by taking into consideration the prospective teachers' major and minor fields. There should be less assignment of extra responsibilities in the school until the newly assigned teacher is orientated psychologically to the duties the teacher is expected to perform.

That beginning teachers be counseled by their supervisors upon assignment; that any problem, regardless of the area involved, can best be solved through co-operation of the supervisor and teacher.

That teacher training institutions prepare prospective teachers psychologically in course offerings to expect to teach outside their major field. Special emphasis should be placed on the fact that teachers entering small schools will perhaps be expected to teach outside their fields because small schools usually have smaller faculties.

That in-service training teachers be acquainted

with their responsibility for the successful induction of beginning teachers through professional course offerings, and by their supervisors in the schools.

That more stress be placed on teacher-community relationships in teacher training courses so that the young teacher going out in the field will realize the duties and responsibilities that the teacher owes to the community.

Problem for Future Investigation

The following question grew out of the data studied, and if the answer to it can be found, perhaps some of the problems discovered in the study will be minimized if not solved.

"If supervisors will meet and talk over problems that are causing the beginning teachers difficulty, will the teachers discuss all problems frankly, or would the teachers discuss only those problems which would not seem to reflect on their teaching ability?"

This study which has been reported finds its justification in the administrative and supervisory implications that grew out of the findings obtained.

Therefore, in concluding, it is essential to remember that any administrative or supervisory practices, which might follow as a result of the findings, should be restricted in application because of the limitations circumscribing the study.

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APPENDIX

APPENDIX A

Prairie View A. and M. College
Prairie View, Texas
January 1949

For the requirements leading to the Master's Degree in Education, I am making a study of the "Difficulties Encountered by Beginning Teachers in Certain Selected Negro Schools." The beginning teacher as referred to in this study is the teacher having less than two (2) years of actual teaching experience in the profession. In other words the beginning teacher may have taught one session and may be in the process of his second year.

Therefore, I am asking that if you have any beginning teachers in your school please fill in the blanks below. If additional space is needed, please feel free to use the back of this sheet.

I shall be glad to send you a copy of the findings if you prefer them. For your convenience space is provided for your choice preference.

This information from you will mean much to the investigator, and Prairie View as well in that the findings can be used in methods classes to help overcome these difficulties.

Enclosed you will find a self-addressed envelope for your reply. I thank you for your co-operation in obtaining and sending me the desired information for this important study.

Very truly yours,

(Signed) Alice J. Kilpatrick,
Investigator

Name _____

Address _____

Name and location of the school where employed _____

Years in your school _____

Name _____

Address _____

Name and location of the school where employed _____

Years in your school _____

Name _____

Address _____

Name and location of the school where employed _____

Years in your school _____

Would like to have a copy of the findings?

Yes _____ No _____

APPENDIX B

Prairie View A. and M. College
Prairie View, Texas
February 1949

Dear Teacher:

For the requirements leading to the Master's Degree in Education, I am making a study of the "Difficulties Encountered By Beginning Teachers In Certain Selected Negro Schools." The beginning teacher as referred to in this study is the teacher having less than two (2) years of actual teaching experience in the profession.

Therefore, I am asking that you please fill out the enclosed questionnaire according to instructions and return at your earliest possible convenience. If additional space is needed please use the back sheet of the questionnaire.

This information from you will mean much to the investigator and other beginning teachers, because the findings will suggest courses to overcome these difficulties.

You have my assurance that all replies will be confidential in that no names, addresses or direct references will be used in the study.

Enclosed you will find a stamped envelope for your reply. Thank you for your co-operation in obtaining and sending this valuable information.

Yours very truly,

(Signed) Alice J. Kilpatrick,
Investigator

A STUDY OF THE DIFFICULTIES ENCOUNTERED BY BEGINNING
TEACHERS IN CERTAIN SELECTED NEGRO SCHOOLS

by

Alice Kilpatrick

Instructions: Please fill in the blanks below:

Name _____ Address _____

Sex _____ Age _____

1. Name and address of school where college credits were earned: _____
2. Was a degree earned? _____ If so, year _____ Title _____
Major _____ Minor _____
3. How long have you been teaching? Months _____
4. How long at the school where you are now? Months _____

If you have taught in another school:

- A. Name of school _____
- B. Location of school _____
- C. How long at the school _____ Years _____
Months _____

5. What grades or subjects do you teach? _____
6. What is the average size of your classes? _____
7. How many other teachers are there in the school where you work? _____
8. Did you enter the teaching profession because of your interest? Yes _____ No _____

List any other reasons why you entered it:

- 1.
- 2.
- 3.
- 4.

9. Do you consider your teaching load too heavy? _____
Yes _____ No _____

Optional: If your answer to item (9) is yes, please state in which way.

10. Have you had any clashes with administrative procedures?

Check one: 1. Never _____ 2. Often _____
3. Occasionally _____ 4. Always _____

11. Can you talk over your problems with the superior officers? Yes _____ No _____

12. Did you enter your present position satisfied with your assignment of work and salary? No _____ Yes _____

13. What professional reading aids do you use in connection with your work? _____

List several that you would recommend to other beginning teachers.

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

14. Was there a textbook which you used in college that seems to aid you now? Yes _____ No _____

Author: _____

Titles: _____

Publishing House: _____

Date: _____

In the space below and on the back of this sheet, if necessary, please discuss or list any problem that you have experienced in your teaching during the past year. Just write as thoughts come to you without any planning or organization.

1. Problems in connection with your work: (examples in the classroom, difficulties with pupils, co-workers, and superiors.)

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

2. Professional problems: (examples, community restrictions, provisions attending professional meetings, etc.)

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

3. Problems in connection with residence and living accommodations.

- | | | | |
|----|-------|----|-------|
| 1. | _____ | 4. | _____ |
| 2. | _____ | 5. | _____ |
| 3. | _____ | 6. | _____ |

4. Recreational and social problems:

- | | | | |
|----|-------|----|-------|
| 1. | _____ | 4. | _____ |
| 2. | _____ | 5. | _____ |
| 3. | _____ | 6. | _____ |

5. Problems in connection with securing the position:

- | | | | |
|----|-------|----|-------|
| 1. | _____ | 4. | _____ |
| 2. | _____ | 5. | _____ |
| 3. | _____ | 6. | _____ |

6. Problems of health and physical well-being:

- | | | | |
|----|-------|----|-------|
| 1. | _____ | 4. | _____ |
| 2. | _____ | 5. | _____ |
| 3. | _____ | 6. | _____ |

7. Personal or Economic:

- | | | | |
|----|-------|----|-------|
| 1. | _____ | 4. | _____ |
| 2. | _____ | 5. | _____ |
| 3. | _____ | 6. | _____ |