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A Study of Perceptions of Teachers and Teacher Educators of Current Educational Issues as Identified by North Dakota Public School Teachers

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A STUDY OF PERCEPTIONS OF TEACHERS AND TEACHER EDUCATORS
OF CURRENT EDUCATIONAL ISSUES AS IDENTIFIED BY NORTH
DAKOTA PUBLIC SCHOOL TEACHERS

by

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Bachelor of Arts, St. Lawrence University 1961
Master of Education, St. Lawrence University 1965

A Dissertation

Submitted to the Faculty

of the

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This dissertation submitted by Jonathan Levine in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

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A STUDY OF PERCEPTIONS OF TEACHERS AND TEACHER EDUCATORS OF
CURRENT EDUCATIONAL ISSUES AS IDENTIFIED BY NORTH DAKOTA
Title PUBLIC SCHOOL TEACHERS

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ABSTRACT

Problem

This study examined the mutuality of perceptions on educational issues of public school teachers and full-time members of the teacher education departments in North Dakota colleges and universities.

The purpose of the study was to determine if public school teachers and teacher educators perceive educational issues in a like manner.

The study examined if the number of years a person has taught in public schools will make a significant difference in perceptions of educational issues.

This study examined if certain variables related to past and present field experience of teacher educators have an effect upon their perceptions of educational issues.

Procedure

An opinion questionnaire was sent to a randomly selected sample of 300 public school teachers in the state of North Dakota. This questionnaire asked them to identify educational issues that were of concern to them, and how teacher education programs in North Dakota were responding to these concerns.

The data supplied by the returned questionnaires were extrapolated into a second questionnaire utilizing the Likert Scale. This second questionnaire was mailed to a second randomly selected group

of 300 public school teachers. The questionnaire was also mailed to all 116 full-time members of the departments of teacher education in North Dakota. In order to gain a greater understanding of their responses to the second questionnaire a selected sample of both groups of respondents were interviewed.

Statistical treatments included the use of the t test to determine significant differences in perceptions between public school teachers and teacher educators. A one-way analysis of variance was used to measure the differences in perceptions among public school teachers with varying numbers of years of experience. This was determined using the F test. Correlations were determined on six variables relating to past and present field experience of teacher educators and how these variables relate to their perceptions of educational issues.

Findings

Significant differences, concerning mutuality of perceptions, were found on 32 of the 73 questionnaire items. Significant differences were found on 20 per cent of the items where the competency of neither group of educators was questioned. When the competency of either or both groups of educators was questioned, significant differences increased to 45 and 46 per cent.

The results of the study show that increased experience of public school teachers does significantly alter perceptions of educational issues. Significant differences were found on 30 of the 73 items. Teachers with one to two years experience were found to have significantly different perceptions from the other groups of teachers on 28 of these 30 items.

Fourteen items have significant correlations with the variable of the number of years since previous public school teaching experience. Other variables that concern the teacher educators' previous public school teaching experience also reach significance. The variable of supervision of student teaching correlates significantly with six items. Four of these six items have negative correlations. Only one item correlated significantly with the variable of other types of field experience. No items correlated significantly with the variable of whether other types of field experience were meaningful or not.

Conclusions

Based upon the data collected for the study, the following conclusions seem appropriate.

1. Public school teachers and teacher educators in the state of North Dakota do not share similar perceptions of educational issues.
2. Beginning teachers in the state of North Dakota have significantly different perceptions than do teachers with more experience.
3. Role theory may be used to explain the results of some findings of this study.
4. Previous public school teaching experience, and particularly the amount of time since this experience last occurred, will positively influence perceptions of teacher educators.
5. Supervision of student teachers has a slightly negative effect upon the perceptions of teacher educators.

CHAPTER I

INTRODUCTION TO THE PROBLEM AND PROCEDURES OF THE STUDY

Background and Statement of the Problem

Many education professionals are aware of the criticism directed at teacher educators by public school teachers. Conversely, similar criticisms are directed at public school teachers by teacher educators. Edward Turner, assistant professor of physical education at Appalachian State University, stated one facet of the problem: "Many student teachers indicated that they had not been adequately prepared in college classrooms to meet the real world problems of teaching."¹ A likely origin of this criticism is that public school teachers and teacher educators have different views, interests, and opinions.

Public school teachers have often criticized teacher educators for sitting in their ivory tower, isolated from basic problems in public schools. Journalists, too, have echoed this complaint. Henry Resnik of Saturday Review concluded, "The biggest job of the ed school is the preparation of teachers; unfortunately, that is also the area in which the least change is happening."²

¹Edward T. Turner, "Send the College Professor Back to High School," Journal of Health, Physical Education and Recreation, XLIII (October, 1971), p. 22.

²Henry S. Resnik, "Are There Better Ways to Teach Teachers?" Saturday Review, March 4, 1972, p. 46.

Conversely, teacher educators have criticized public school teachers for not utilizing innovative ideas once given them. Koerner, for example, concluded, ". . . in education, in contrast to other fields, there are as yet insufficient forces to oppose the policy of stagnation."³

Popular writers on education like James Koerner, Charles Silberman, or John Holt, believe divergent views are held by public school teachers and teacher educators. Koerner writes:

While the inadequacies of teacher education are more serious for teachers going into urban slum schools, I have yet to meet a teacher in a middleclass suburban school who considered his preparation even remotely adequate. On the contrary, the great majority agree with the judgment of Seymour Sarason of Yale, that "the contents and procedures of teacher education frequently have no demonstrable relevance to the actual teaching task."⁴

One reason for these conflicting views may be due to differences in educational philosophy between public school teachers and teacher educators. Unfortunately, a possibility usually overlooked is that public school teachers and teacher educators may indeed hold many concurring opinions as well.

Seemingly, before any constructive dialogue can occur between the two groups of educators, there should be some recognition as to whether or not these two groups share similar perceptions of the issues under discussion. It is probable that public school teachers and teacher educators attach different meanings to similar educational

³James D. Koerner, The Miseducation of the American Teacher (Boston: Houghton Mifflin Co., 1963), p. 17.

⁴Charles B. Silberman, Crisis in the Classroom (New York: Random House, 1970), p. 445.

terms. If groups attach different meanings to similar terms, it could be difficult to discuss or arrive at a consensus on issues.

This study developed from a suggestion by Richard Davidson, Assistant Commissioner of Higher Education in North Dakota. It was his belief that public school teachers and teacher educators do not share the same perceptions of educational issues. This study was undertaken to determine if this assumption is correct.

Hypotheses

The basic working hypothesis of this study is that public school teachers and teacher educators do not share similar perceptions of educational issues. Specifically:

1. Public school teachers and teacher educators do not share like perceptions of educational issues;
2. The number of years a person has taught in the public schools will not make a significant difference in perception of educational issues;
3. The amount of field experience by teacher educators will not significantly alter their perceptions of educational issues.

An expectation from role theory is that public school teachers will have a higher perception of their competency than will teacher educators. Conversely, teacher educators will have a higher perception of the quality of teacher education programs than will public school teachers.

Limitations and Delimitations

1. The study will be limited to full-time teachers in public school classrooms in North Dakota. Non-public school teachers and

teachers who have primary responsibility as an administrator, specialist, or guidance counselor will be excluded from the study.

2. The study will be limited to full-time faculty in teacher education in the six teacher training institutions in North Dakota.

3. The study will measure only perceptions and not practices or preparation of teachers and teacher educators. This study will make no judgments of North Dakota teacher training programs, nor will it evaluate effectiveness of public school teachers.

4. This study will measure perceptions only in the areas defined by the questionnaire.

Definition of Terms

1. Teacher educator: one who is employed full-time in the department of teacher education in one of the six state teacher training institutions in North Dakota. These are: Dickinson State College at Dickinson, Mayville State College at Mayville, Minot State College at Minot, North Dakota State University at Fargo, University of North Dakota at Grand Forks, and Valley City State College at Valley City. Faculty members engaged in training teachers who are not in departments of teacher education are excluded from this study.

2. Educational issues and concerns: a set of terms elicited from public school teachers in the state of North Dakota to indicate what they felt were the issues or concerns that troubled them in their classrooms.

3. Perceptions: "An awareness by means of sensory experience, of objects, qualities and relations. . . . Perceive things in terms of what they suggest rather than in terms of face appearance."⁵

⁵"Perception," Encyclopedia of Modern Education, ed. Harry Rivlin and Herbert Schueler, 2nd edition, pp. 578-579, 1969.

4. Role theory is the study of " . . . real-life behavior as it is displayed in genuine on-going social situations."⁶ Since the individual's appraisal of himself and others is interpreted " . . . in terms of previous experience, prejudice, and training,"⁷ it can be seen why the above outcomes are expected.

Purpose of the Study

A study of the perceptions of public school teachers and teacher educators is needed. In reviewing educational literature, there is a dearth of information on public school teachers' and teacher educators' perceptions of educational issues. Popular educational journalists have explored the belief that public school teachers and teacher educators do not share similar perceptions of educational issues, but little serious research has been done on this topic. Many educational writers believe that teacher educators and public school teachers do not communicate well. One reason for this lack of communication may be that they do not perceive issues in a like manner. An attempt will be made by this study to fill the void of research on this topic.

Procedures for the Study

Collecting Data

The first step was the identification of educators. It was determined that only public school teachers and full-time members of teacher education departments would be included in the study. Public

⁶Bruce J. Biddle and Edwin J. Thomas, Role Theory: Concepts and Research (New York: John Wiley and Sons, Inc., 1966), p. 17.

⁷Michael Banton, Roles: An Introduction to the Study of Social Relations (New York: Basic Books, Inc., 1965), p. 63.

school teachers were selected on a random basis from the master list of teachers in North Dakota provided by the office of the Department of Public Instruction.

Public school teachers were sent an opinion questionnaire (see Appendix A) in which they were asked to identify educational issues. Then, their opinion was elicited on how teacher educators were treating these concerns in teacher education courses.

A second questionnaire was extrapolated based upon these findings. This questionnaire (see Appendix B), utilizing the Likert Scale, was sent to randomly selected public school teachers and to all full-time members of teacher education departments in North Dakota.

Public school teachers were divided into four groups, depending upon number of years of teaching experience: (1) 1-2 years; (2) 3-5 years; (3) 6-10 years; and (4) more than 10 years. The responses from these groups were analyzed to determine if perception changes with differing amounts of experience.

Teacher educators were divided according to their type of field experience with the public schools, i.e.: (1) as a public school teacher, (2) as a supervisor of student teachers, and (3) other types of field contact. This was done to determine if perceptions of teacher educators change with type of field contact. The amount of college teaching experience was also determined.

To gain greater insight into the perceptions of public school teachers and teacher educators, personal contact was made with selected respondents.

CHAPTER II

REVIEW OF LITERATURE

Although few empirical research studies have been attempted involving mutual perceptions of public school teachers and teacher educators, there is literature concerning the assumption of each group that the other is not performing the educational task as well as desired.

Lindley Stiles states that "Since teaching is more of an art than a science, conflict is a characteristic inherent in education." He is uncertain if education will ever emerge from the controversy in which it finds itself. According to Stiles, this controversy is intensified by the fact that teachers, teacher educators, administrators, and the lay public want to contribute to decisions concerning the nature and role of education and teacher education.¹ One way out of this "wilderness of conflict," might be to reach an agreement as to the educational issues.

Role Theory

An expectation indicated in Chapter I is that the public school teacher will tend to perceive their own competency higher than will the teacher educator. Conversely, the teacher educator will perceive the

¹Lindley J. Stiles, "The State of the Art of Teacher Education," Journal of Educational Research, LXIV (May-June, 1971), pp. 388-393.

competency of the teacher education programs higher than will the public school teachers. Support for this conclusion is drawn from a knowledge of roles and role theory. Biddle, Rosencranz and Rankin studied the positional differences in teacher role as perceived by teachers and school officials on one hand and pupils and parents on the other. In a sample of Kansas City public school teachers, they found " . . . that teachers and school officials are generally better able to estimate their own and others [pupils and parents] cognitions in the school system."²

Biddle et al. conclude that "It seems clear that a number of disparities exist among teachers, school officials, parents, and pupils over teacher role cognitions."³ This study did not include an analysis of teacher educators. However, these disparities might continue to be found if teacher educators, as well as parents and pupils, were studied.

Berger defines a role " . . . as a typified response to a typified expectation."⁴ Since these expectations are associated with a certain position in society, it would seem that similar standards for perceiving people are shared by many members of a given group. According to George Homans, "The more frequently men interact the more nearly alike they become in the beliefs they hold."⁵

²Bruce J. Biddle, Howard A. Rosencranz, and Earl F. Rankin, Jr., Positional Differences in Teacher Role, Volume III: Studies in the Role of the Public School Teacher (Columbia, Missouri: Social Psychology Laboratory, University of Missouri, 1961), p. 142.

³Ibid., p. 145.

⁴Peter L. Berger, Invitation to Sociology (New York: Doubleday and Co., Inc., 1963), p. 187.

⁵George Homans, The Human Group (New York: Harcourt Brace, 1950), p. 126.

If the role of an individual influences his attitudes and perceptions, Homans' position would then indicate that members of a group sharing similar perceptions would stereotype others. Biddle et al. found in their study " . . . when persons attributed cognitions to others and particularly to members of positions . . . very unlike their own, they are probably forced to rely on shared stereotypic information."⁶ Based on this rationale of stereotyping, there may be an explanation why educational writers tend to criticize other members of the educational profession.

Educational Criticism

One group of writers who have attacked both public school education and teacher education may be called "journalistic" critics. These writers typically base their judgments on direct observation. While many of these critics do engage in educational research of sorts, this activity is typically uncontrolled observation, not a scientific and representative practice. Some of the remedies for problems in education that journalists suggest are so vague that they amount to a statement of faith or an expression of sentiment, in part because many educational critics are also educational reformers. As such, they may tend to view complex problems in a simplistic fashion. Believing they are purveyors of "truth," they sometimes offer sweeping solutions which may not fit the problems they purport to solve.

The lack of scientific evaluation is discussed by Mary Jo Bane, in a review of books on open education: "When a program's rationale is based on psychological propositions, it seems reasonable to ask that

⁶Biddle, Rosencranz, and Rankin, op. cit., p. 86.

both the rationale and the result of the program be evaluated empirically."⁷ Bane further states, "the absence of supporting data presents a serious problem for those who would like to build a case . . . on empirical evidence."⁸ Etzioni provides further support for Bane's position. In a comment about Charles Silberman, Etzioni found:

Stylistically, Silberman, like most reform writers, utilizes straight English prose rather than sociologese. He is not reluctant to use terms which have normative and emotive connotations or to cue the reader as to his general ideological posture. . . .⁹

While Etzioni's remarks are directed toward Silberman, they could apply equally well to other educational critics whose writings lack scientific verification. He goes on to state:

Silberman relies heavily on journalistic observations of the "I-have-seen-it-myself" type. I am among those sociologists who maintain that such data is often as good a source as quantitative data and that is almost invariably a valuable complement to quantitative data. However, one must separate credible from tendentious reporting.¹⁰

Journalistic critics often reprimand teacher educators for teaching material which is outdated, useless, and in no way related to problems of the modern classroom. In Crisis in the Classroom, Charles Silberman speaks of this problem.

The wasteland of teacher education, virtually unrelieved by hopeful expectations, is the course work in "methods of teaching." "Those horrible methods courses," as Conant calls them, tend to be both intellectually barren and

⁷Mary Jo Bane, "Open Education," Harvard Educational Review, XLII (May, 1972), p. 275.

⁸Ibid., p. 277.

⁹Amitai Etzioni, "Review of Crisis in the Classroom," by Charles Silberman, Harvard Educational Review, XLI (February, 1971), pp. 88-89.

¹⁰Ibid., p. 93.

professionally useless. Some are so abstract as to have no contact with reality; what passes for theory is a mass of platitudes and generalities. Some courses focus entirely on on the how to of teaching, presenting a grab bag of rules of thumb unrelated to any conception of teaching. . . . More often than not, the professors of education teaching the courses contradict their own dicta - for example, delivering long, dry lectures on the importance of not lecturing. Indeed, there can be no greater demonstration of the irrelevance of most methods courses than the way the methods professor teaches.¹¹

James Koerner raises the same issue when he writes:

Course work in education deserves its ill-repute. It is most often puerile, repetitious, dull and ambiguous - incontestably. Two factors make it this way: limitations of the instructor, and limitations of the subject matter that has been remorselessly fragmented, subdivided, and inflated, and that in many cases was not adequate in its uninflated state.¹²

These men indicate that teacher education courses and opinions of teacher educators are irrelevant and out of contact with reality. An outcome of this study will be to determine how North Dakota public school teachers perceive teacher educators and teacher education programs in North Dakota. These data should help determine if public school teachers in North Dakota hold teacher education programs in the same low regard as do Silberman and Koerner.

Criticism of this type is not limited to teacher education. Paul Goodman postulated that the teaching process in American schools may have a negative effect on learning. Replying to the question, "What is the chief use of schools?" Goodman states:

After a moment, I find myself blurting out, "Why, I suppose, it is to undo the damage done at home--" When asked what is the purpose of the high school, I had to answer, "Of course,

¹¹Charles B. Silberman, Crisis in the Classroom (New York: Random House, 1970), p. 443.

¹²James D. Koerner, The Miseducation of the American Teacher (Boston: Houghton Mifflin Co., 1963), p. 163.

to undo the damage done by the elementary school. . . ." And anyone who has had the misfortune of teaching college freshmen will agree that the chief aim of the freshman year in college is to try and undo some of the damage done in high school.¹³

While some educators and members of the lay public may agree with Goodman's position, it must be recognized that to understand what a school is doing requires an understanding of what a school can do. Too often, the criticism or evaluation of educational reformers is based mainly on a narrow view of what education can do. Michael Katz says "educational reformers should begin to distinguish between what formal schooling can and cannot do."¹⁴ Robert Stake points out that, "in education, as elsewhere, judgments will continue to rest on incomplete knowledge, imprecise measurement, and inadequate experiences."¹⁵ The results can be disastrous, for all too often, teachers and teacher educators have to live with judgments made on these inadequate criteria for a long time. Teacher educators and public school teachers need to realize this and thus be more cautious in their interpretation of these judgments.

By no means are all critics of education those of the "journalistic" variety. Highly respected educators discuss the same problems and issues presented by journalistic critics. Roald Campbell, while serving as dean of the graduate school of education at the University of Chicago, said:

¹³Paul Goodman, Compulsory Miseducation (New York: Horizon Press, 1964), p. 44.

¹⁴Michael Katz, "The Present Moment in Educational Reform," Harvard Educational Review, XLI (August, 1971), p. 355.

¹⁵Robert E. Stake, "Objectives, Priorities, and Other Judgment Data," Review of Educational Research, XL (April, 1970), p. 181.

It seems that we should recognize that schools of education become institutionalized, patterned, crystallized; and in so doing, become irrelevant to the society they are supposed to serve. In part, at least our critics are responding to this process of ossification. I doubt that schools of education are much worse or much better than other institutions in resisting needed changes and modernizations.¹⁶

Teacher educators, and public school teachers, like any other group of professionals, can easily develop patterns and habits that are difficult to break when change is needed. While teacher educators and public school teachers are commonly criticized for this fault, it is not one that is restricted only to these two professions.

David Purpel, Harvard Graduate School of Education, supports Campbell's position:

. . . it is equally clear that we, as teacher educators, spend a hundred per cent of our time perpetuating the status quo. . . . We have, for the most part, been educated in conventional ways and find it difficult to break out of that pattern.¹⁷

Like Campbell, Purpel does not confine his criticisms to teacher educators. He indicates that other areas of education and society equally share the blame. However, he indicates that the teacher educators should be leaders in breaking from the status quo.

One possible reason for a recent increase in concern about the quality of education can be traced to "tight" money. New programs and research efforts seem linked to better utilization of shrinking educational appropriations in an inflationary economy. Fox and Brookshire note this when they state:

¹⁶Roald F. Campbell, "The Professional School of Education and Its Relevance," Journal of Teacher Education, XIX (Winter, 1968), p. 499.

¹⁷David E. Purpel, "Teacher Educators: Followers or Leaders?" Journal of Teacher Education, XX (Spring, 1969), p. 112.

Recently there has been an increased concern about the quality of teachers teaching currently in practice on college campuses. . . . More and more the taxpayer is asking for evidence of value received when the tax dollar is spent.¹⁸

More frequently, citizens feel they have not received full value from their educational dollar spent. A result has been increased criticism of public educational institutions. Substitute tuition and donation for taxes, this position is also applicable to parochial and private educators, who find themselves in a similarly uncomfortable position.

Another locus of criticism is the caliber of students in education programs. Neil V. Sullivan, once superintendent of schools of Berkeley, California, said at that time: "I have been concerned for years over the inability of our schools of education to attract promising people into educational service."¹⁹

At the annual meeting of the American Association of Colleges of Teacher Education, Felix Robb revealed that education wants to attract capable, dedicated teachers; however, promising candidates may be screened out of the process because they do not fit the stereotypic model.²⁰ The situation is critical if, as Robb indicated, poor (if any) use is made of potentially talented teachers.

Criticism also befalls the purpose of education and particularly teacher education. Elmer Jacobs, writing about this topic said:

¹⁸A. M. Fox and William Brookshire, "Defining Effective College Teaching," The Journal of Experimental Education, XL (Winter, 1971), p. 37.

¹⁹Neil V. Sullivan, "New Dollars for Re-evaluation of Teachers," Phi Delta Kappan, L (September, 1968), p. 35.

²⁰Felix Robb, "Teachers: The Need and the Task," 1968 Annual Meeting, 21st Yearbook of the American Association of Colleges of Teacher Education, p. 22.

One of the purposes of teacher education is to effect a change in the behavior of students so that they can become successful in-service teachers. Since attitudes show an inclination or a predisposition to act in a certain way in a certain given situation, it should be the purpose of a teacher education program to mold attitudes that will equip the prospective teacher to deal with the teaching role in a way that will bring the greatest benefit to his students.²¹

Jacobs' comment about attitudes of teachers also may well apply to perceptions of teachers. One part of a teacher education program should be to change perceptions of prospective teachers in order to better equip them to teach. Meyer Cahn indicates that little success has been made in Jacobs' position:

. . . the neophyte teachers whom I saw cared little for the study of the teaching process, and . . . many of them felt already prepared to teach because they had an advanced degree in their specialty field.²²

Singular emphasis on subject matter has long been a concern to teacher educators. While giving due credit to the importance of subject matter, teacher educators also recognize the more general importance of the teaching-learning process.

While Cahn's remarks are presumably directed to students preparing to teach at the college level, undoubtedly many may also teach in public schools. If we believe that Cahn's remarks also apply to public school teachers, then at least one aspect of teacher education, according to Jacobs, has failed. Cahn's students, however, would seem to be in agreement with the opinions of Silberman and Koerner, concerning methods courses. Cahn himself, however, disagrees.

²¹Elmer D. Jacobs, "Attitude Change in Teacher Education: An Inquiry into the Role of Attitudes in Changing Teacher Behavior," Journal of Teacher Education, XIX (Winter, 1968), p. 410.

²²Meyer M. Cahn, "A Lecture to Neophyte College Teachers," Phi Delta Kappan, LII (November, 1970), p. 154.

Over-emphasis on specific subject matter combined with inattention to general teaching skills is not the only criticism of public school teachers that is voiced by teacher educators. Resistance to changes by public school teachers frustrates many teacher educators. Some teacher educators have long believed that public school teachers retard innovation in education. These educators feel that despite their efforts at in-service teaching programs, supervision, and other professional activities, public school teachers will revert to earlier, less effective teaching methods. Innovations are assimilated into concepts that they have had from previous experience:

The thousands of teachers who are exposed in graduate courses to different philosophies of education from those teachers are accustomed to employ, may do very well in answering test questions about the new approach, but they carefully segregate in their mind the new as "theory which, of course, would not work in the practical situation."²³

Purpel holds a similar view: "Teachers are typically quite conservative and somewhat timid; they are committed to the existing arrangements."²⁴

Some disagreements between teachers and teacher educators descend to name-calling and vilification. The obvious distrust this activity leads to forestalls constructive discussion. Don Davies, formerly a high official in the U.S. Office of Education and deeply involved in standards for teacher preparation, has called teacher training the "slum-area of education."²⁵

²³Warren G. Bennis, Kenneth V. Benne, and Robert Chin, The Planning of Change (New York: Holt, Rinehart and Winston, Inc., 1969), p. 491.

²⁴David Purpel, op. cit., p. 113.

²⁵Editor, "EDPA From the Top: An Interview with Don Davies," Phi Delta Kappan, L (September, 1968), p. 41.

In a similar vein is the problem that teacher educators and public school teachers may talk past each other, or else talk only with those who think as they do. "The amount of good dialogue [among educators] remains small."²⁶ This type of activity, like vilification, can only hinder constructive discussion.

Stiles states that mutual differences of opinion exist between educators and the community:

Everyone talks about what is going on in the schools. The trouble is, few can agree on what is actually happening. Beneath this paradox lies one of the best kept secrets in the educational world. Schools and communities no longer are able to communicate with each other.²⁷

Often a touchy relationship exists between school teachers and teacher educators as well as between schools and communities. Martin Haberman has described it:

. . . as if working in mutually exclusive organizations, and being reinforced by different reward systems, were not enough, personality and value differences are quite common. Public school people regard college people as too theoretical and more concerned with analysis than with solutions. . . . College people perceive public school people as too conservative in accepting research or responding to great social problems.²⁸

Haberman's position may best sum up the reasons for disagreement between the two groups of educators. If similar perceptions on educational issues are to be reached, both groups of educators must try and work together to reach some kind of solution to the issues that confront them. Koerner sums up the present impasse in terms of the readiness

²⁶Michael Katz, op. cit., p. 347.

²⁷Lindley J. Stiles, "School-Community Information Gap," Journal of Educational Research, LXII (December, 1968), inside cover.

²⁸Martin Haberman, "Twenty-three Reasons Universities Can't Educate Teachers," Journal of Teacher Education, XXII (Summer, 1971), p. 134.

of each group of educators to accept the others' contrasting arguments: "ultimately one recognizes such comments, as well as the opposing and contrasting ones, that fill the educational air today, as statements of position, not subject to scientific verification."²⁹

Mutuality of Perceptions

While it is obvious that mutual perceptions of issues directly affect the relations of teachers with teacher educators, the study of perceptions of these groups has been limited. However, there are several studies that have tangential importance. Roger W. Bardwell, as an example, has studied the perceptions of teaching personnel and a random sample of citizens in an eastern Wisconsin suburb and a northwestern Wisconsin rural community. He compared their perceptions with regard to educational problems and issues. In his findings he concluded:

. . . there were no significant differences in overall perceptions of these problems and issues between the groups of teachers in the two communities. The four groups of teachers and citizens did not show a significant degree of consistency in perceiving problems of educational viewpoint. However, in the suburban communities, citizens and teachers did significantly differ as to the task of the school.³⁰

It is noted that in Bardwell's study significant differences are minimal between teachers and citizens within a given community. This seems to be contradictory to the opinion espoused by some educational critics, who claim that the interests of the public and teachers do not often coincide.

²⁹James Koerner, op. cit., p. 4.

³⁰Roger W. Bardwell, "Differences in Perceptions of Citizens and Teachers About Educational Issues" (unpublished doctoral dissertation, Department of Education, University of Wisconsin, 1960), ERIC ED 019582.

Dropkin and Taylor studied differences in problems between beginning teachers in central New York City and those out in suburban schools:

The various responses were classified according to seven main categories. Results of the total sample showed that (a) discipline presented the greatest problem, while (b) relations with parents, (c) methods of teaching, (d) evaluation, (e) planning, (f) materials and resources and (g) classroom routine followed. The New York City teachers had greater problems in classroom management, materials and resources, discipline and relations with parents than did the beginning teachers in the suburbs.³¹

Another study of perceptions of beginning teachers and their teaching problems was done by Broadbent and Cruickshank. This study was conducted with elementary and secondary education graduates of the State University of New York at Brockport. They found six major categories frequently perceived as problems by beginning teachers: (a) discipline, (b) evaluation, (c) methods, (d) parent relations, (e) personal problems, (f) routine and materials. A problem they noted with the study was that: "It is obvious that a lack of agreement [among studies] exists in terminology which therefore inhibits generalizations."³²

An aspect of perception that might have a particular influence upon beginning teachers was studied by Rezler and Anderson. They found that "in most instances, there appears to be a gap between fact and perception regarding the individual's self-image."³³ If the gap between

³¹Stanley Dropkin and Marvin Taylor, "Perceived Problems of Beginning Teachers and Related Factors," Journal of Teacher Education, XIV (December, 1963), pp. 384-390.

³²Frank W. Broadbent and Donald R. Cruickshank, The Identification and Analysis of Problems of First-Year Teachers. Paper read at the annual convention on educational research, New York Council on Educational Research, October 19, 1965, ERIC ED 013786.

³³Agnes G. Rezler and Alexander S. Anderson, "Focused and Unfocused Feedback and Self-Perception," Journal of Educational Research, LXV (October, 1971), p. 61.

fact and self-perception is large enough, this could explain one cause of failure as a teacher. This might be especially true in beginning teachers whose self-perception has not yet been fully influenced by students and other teachers. Yet the influence that peers and working conditions may have on perceptions of educators, would lend support to the ideas advanced earlier by Haberman.

Providing further support for this position are the findings of a study conducted at Rutgers University by Paul Fine. Fine states that different conditions of perception affect judgment, and different labels of perception also affect judgment.³⁴ Also, important is the fact that both groups of teachers are influenced by what they read. Thus, the views of educational critics are important as a source of how perceptions may differ.

Eugene Buckley studied the relationship between the student teacher's perception and pupil perception of the student teacher.

Buckley found:

Teacher perception of self, profession, and the pupils they teach, as measured by the semantic differential technique, are invalid as criteria by which to predict pupil perceptions of the student teacher. No relationship was shown to exist between any of these concepts and pupil perceptions of the student teacher.

It does appear possible that student teaching experience affects the attitudes of student teachers toward the concept of myself and secondary school students. Student teachers are shown to be more negative in their attitudes toward themselves after student teaching and more positive about secondary school students.³⁵

³⁴Paul Fine, "Effect of Language as an Organizing Factor in the Perception of a Clearly Structured Form," (unpublished doctoral dissertation, Department of Psychology, Rutgers, the State University, 1969), Dissertation Abstracts, Vol. XXX, June, 1970, p. 5709.

³⁵Eugene Buckley, Jr., "The Relationship Between Student Teacher Perception and Pupil Perception of the Student Teacher" (unpublished doctoral dissertation, Department of Education, North Texas University, 1970), pp. 65-66.

One possible reason that Buckley suggests for his findings is that ". . . the student teaching experience may present situations that create a conflict with previous learning in education courses."³⁶ If this is true, the perceptions of teacher education courses by student teachers may change during student teaching. These changed perceptions would be the ones the student teacher takes with him into public school teaching.

Luchsinger also studied the perceptions of student teachers.

He found:

. . . The secondary school cooperating teacher was perceived to have provided the greatest assistance during the teacher preparation program. . . . The mean numerical rating of all professional educators in college courses excepting the major academic advisor, decreased as the individual gained teaching experience.³⁷

Luchsinger's findings would indicate that because the cooperating teacher is working in daily contact with the student teacher, it is understandable that student teachers will feel the cooperating teacher rendered the most assistance to them. If this is so, the student teachers might perceive the role of the university supervisor to be less important, and then bring this perception with them into the teaching profession. This idea would suggest increased supervision of student teachers by teacher educators.

Summary

While there has been much discussion on the assumed differences between public school teachers and teacher educators in their mutuality

³⁷Robert Dudley Luchsinger, "A Study of the Student Teacher Perceptions of the Secondary School Teacher Education Program at Colorado State College" (unpublished doctoral dissertation, Department of Education, Colorado State College, 1969), p. 168.

of perception of educational issues, little empirical research has been done on the topic. This study will attempt to determine if public school teachers and teacher educators in North Dakota share similar perceptions of educational issues.

CHAPTER III

DEVELOPMENT OF THE STUDY

Collection of Data

Review of Literature

The Chester Fritz Library was the primary source used in gathering literature. The ERIC Center, as well as the personal libraries of various members of the Department of Education at the University of North Dakota, was used to gather information for this study.

Selection of Issues

An opinion questionnaire (see Appendix A) was then developed. The questionnaire was designed to determine what educational issues concerned public school teachers. The instrument was mailed to 300 public school teachers who were randomly selected with the assistance of the office of the Department of Public Instruction.

The instrument and a covering memorandum were mailed on December 17, 1971. The original mailing yielded a return of 54 per cent. A follow-up memorandum was mailed on January 20, 1972, yielding a total return of 207 questionnaires or 69 per cent.

All questionnaires were checked for usability.¹ Twenty-five questionnaires were found unusable. The data from the remaining 182

¹Usability is defined in terms of legibility of responses, and by refusals of respondents to reply.

questionnaires were tabulated and codified. The results of the first questionnaire are presented in Chapter IV.

Research Instrument

The data supplied by the questionnaires returned by the 182 public school teachers were developed into a 43-item Likert Scale questionnaire (see Appendix B). This second questionnaire was mailed on March 15, 1972, to a new, randomly selected group of 300 public school teachers. The questionnaire was also mailed to all 116 full-time faculty members of the departments of teacher education in North Dakota.

The original mailing yielded a return of 51 per cent of the public school teachers and 52 per cent of the teacher educators. A follow-up memorandum and questionnaire was mailed on April 5, 1972, and increased the total to 72 per cent for the public school teachers and 62 per cent of the teacher educators.

Ten questionnaires from public school respondents and eleven questionnaires from teacher educator respondents were found unusable.² A total of 205 questionnaires from public school respondents and 70 from teacher educator respondents were found to be usable and are included in this study. The results of these questionnaires are found in Chapter IV.

Follow-up Study

In order to gain a greater understanding of their responses to the questionnaires a selected sample of both groups of respondents were interviewed. The sample was selected by the writer and members of the

²Usability was defined in terms of completing the questionnaire, and by refusals of respondents to reply.

Department of Education at the University of North Dakota. This group included seven faculty members from departments of teacher education at four of the state teacher training institutions, and eight public school teachers from throughout the state.

The interviews were conducted over a two-week period of time approximately one month after the questionnaires were returned. Whenever possible, the interviews were tape-recorded; when not possible, notes were taken.

Public School Respondents

Public school teachers were arbitrarily divided into four categories:

1. one or two years teaching experience
2. three to five years teaching experience
3. six to ten years teaching experience
4. more than ten years teaching experience

This was done in order to gain an understanding of perceptions of public school teachers changed with increased amounts of teaching experience.

TABLE 1

NUMBER AND PER CENT OF USABLE RETURNS FOR PUBLIC SCHOOL RESPONDENTS

Years of Teaching Experience	Number of Respondents	Per Cent
1-2	22	10
3-5	71	35
6-10	72	37
More than 10	40	18

Teacher Educator Respondents

On May 1, 1972, all teacher educators responding to the second questionnaire were mailed a memorandum and six-item questionnaire asking if they have had contact experience with public schools (see Appendix C).

For purposes of this study, contact experience is considered to include prior public school teaching, supervision of student teachers, and other types of field experience. The percentage of returns was 97, with 68 teacher educators replying.

Twelve per cent of teacher educators did not have previous public school teaching experience. Length of time since last employed as a full-time public school teacher ranged from one to 34 years.

Twenty-two per cent of teacher educators had not supervised student teachers in the last five years.

Results of this questionnaire are found in Chapter IV.

Statistical Methodology

Means and standard deviations were found for each item in the questionnaires. These data were found separately for the public school teachers and teacher educators. Then, correlation coefficients were found among the various items. The differences in perceptions between public school teachers and teacher educators were tested for significance using the t-test for each item of the questionnaire.

A one-way analysis of variance was used to measure the differences in perceptions among the four groups of public school teachers. This was determined using the F-test. Correlations were determined among items on the questionnaire and variables relating to the amount and type of field experience of teacher educators.

CHAPTER IV

FINDINGS

The purpose of this chapter is to present the descriptive and statistical findings of this study. The data are presented in four parts: (1) a discussion of issues which were indicated by public school teachers as being of concern to them; (2) the perceptions of public school teachers and teacher educators; (3) the differences in perceptions of public school teachers who have varying amounts of experience; (4) an analysis of perceptions of teacher educators with different amounts and types of field experience.

Issues

The issue that most concerned public school teachers was that of individualizing a classroom in order to meet individual needs. Individualization was mentioned by 11 per cent of the teachers who responded to the survey. Other issues reported by public school teachers, in order of frequency were: class size, lack of professionalism, innovations, poor teacher preparation, and the special student in the regular classroom. In all, 27 different issues were mentioned by the teachers in North Dakota. If a concern was indicated by only one teacher, the response was not included in analysis.

Public school teachers were also asked about the effectiveness of teacher education programs. Twelve per cent reported that individualization was not presented effectively in teacher education programs

in North Dakota. Class size, lack of professionalism, poor teacher preparation, and the special student in the classroom were also mentioned. Some issues were specific to teacher education programs. For example, 10 per cent of the respondents indicated that teacher educators lacked experience in the public school classroom. Issues that had only one response were not included in the study.

Based on analysis of the above results, the second questionnaire was designed. The results are reported in 64 tables, each concerned with one issue. In some cases, where more than one question deals with the same problem, these multiple questions and subdivisions are subsumed in one table.

Perceptions of Teachers and Teacher Educators

The first 29 tables show the differences in perception between public school teachers and teacher educators. In each table appear the terms public school teachers and teacher educators. Underneath each category appears the legend mean, which stands for mean; and S.D., which stands for standard deviation. On the same line appears the legend t, which stands for computed t value, and SIG, which stands for significance. The numerical values .05, .01, .001 indicate the level of significance. N.S. indicates that the findings were non-significant. The N for public school teachers is 205; the N for teacher educators is 70.

Table 2 shows that public school teachers agree with the statement on their ability to individualize. While teacher educators tend to agree with the statement, their agreement is less strong than that of public school teachers. A significant difference is found at the .05 level. Public school teachers do not perceive that techniques of

individualization are covered in teacher education courses, while teacher educators perceive these techniques are covered. A significant difference is found at the .001 level.

TABLE 2
INDIVIDUALIZATION

North Dakota public school teachers are able to individualize an instructional program in order to meet individual needs.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.286	1.035	2.942	1.044	-2.397	.05

Techniques of individualizing an instructional program in order to meet individual needs are covered in teacher education courses in North Dakota.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.538	1.037	3.270	1.083	5.105	.001

Table 3 indicates that public school teachers perceive themselves to be more aware of current educational thought than teacher educators perceive them. This is significant at the .001 level. In areas of educational innovations and techniques of general methodology, teacher educators perceive their competency higher than do public school teachers. The significant differences for both areas are found at the .001 level.

Public school teachers perceive they know a wide variety of teaching methods (Table 4). Teacher educators tend to agree, but their agreement is less strong than that of public school teachers. A significant difference is found at the .01 level. Teacher educators perceive that they demonstrate a wide variety of methods in their teacher education courses. Public school teachers disagree with the statement. The difference is significant at the .05 level.

TABLE 3
RECENT IDEAS

North Dakota public school teachers are well acquainted with recent ideas in:

a) Educational thought

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.398	1.015	2.886	1.037	-3.647	.001

b) Educational innovations

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.203	1.063	3.071	1.063	-0.900	n.s.

c) Techniques in general methodology

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.407	0.968	3.484	0.967	0.581	n.s.

In teacher education courses in North Dakota there is adequate preparation in recent:

a) Educational thought

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.097	1.009	3.314	1.011	1.555	n.s.

b) Educational innovations

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.932	0.996	3.428	1.018	3.600	.001

c) Techniques in general methodology

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.048	0.967	3.751	1.013	5.294	.001

TABLE 4

VARIETY OF TEACHING METHODS

Teachers in North Dakota public schools know a wide variety of teaching methods.

<u>Public School Teachers</u>		<u>Teacher Educators</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.242	1.097	2.828	1.109	-2.728	.01

In teacher education courses in North Dakota there is actual demonstration of a wide variety of teaching methods.

<u>Public School Teachers</u>		<u>Teacher Educators</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.519	1.108	2.842	1.114	2.046	.05

Table 5 compares perceptions of class size. Both groups of educators report that teachers most effectively teach in classes with 20-30 pupils. In classes with above 30 pupils, both groups disagree with the statement. In classes with less than 20 pupils, public school teachers perceive their competency higher than do teacher educators. This difference is significant at the .01 level. In response to the question about whether teacher educators effectively prepare teachers in classes of varying size, teacher educators perceive their competency higher than do public school teachers. In classes with an enrollment of 35-40 significant difference is found at the .05 level. The one exception to the pattern is in classes with an enrollment of less than 20.

Table 6 shows that both groups of educators share similar perceptions on curriculum revision. Both tend to agree that in public schools there is constant curriculum revision. They both disagree

TABLE 5

CLASS SIZE

Most teachers in North Dakota are effectively able to teach a regular class (not remedial or exceptional students) with an enrollment of:

a) 20-30

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.893	0.848	3.786	0.848	-0.715	n.s.

b) 30-35

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.757	1.107	2.714	1.105	-0.280	n.s.

c) 35-40

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.058	1.075	2.256	1.076	1.330	n.s.

d) less than 20

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
4.252	0.882	3.900	0.893	-2.888	.01

In teacher education courses in North Dakota there is adequate preparation in effectively teaching a regular class (not remedial or exceptional students) with an enrollment of:

a) 20-30

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.582	0.919	3.609	0.918	0.586	n.s.

b) 30-35

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.762	1.022	2.842	1.021	0.570	n.s.

c) 35-40

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.237	0.975	2.513	0.981	2.047	.05

d) less than 20

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.781	0.977	3.619	0.978	-1.237	n.s.

that preparation in techniques of curriculum revision is found in teacher education courses.

TABLE 6
CURRICULUM REVISION

Curriculum in North Dakota public schools is constantly being revised.

Public School Teacher		Teacher Educator		t	SIG
Mean	S.D.	Mean	S.D.		
3.097	1.108	2.815	1.113	-1.844	n.s.

In teacher education courses in North Dakota there is adequate preparation in techniques of curriculum revision.

Public School Teacher		Teacher Educator		t	SIG
Mean	S.D.	Mean	S.D.		
2.344	0.867	2.485	0.867	1.175	n.s.

Perceptions of both groups of educators about special students in a regular class are listed in Table 7. Public school teachers perceive that they can effectively teach the gifted and the slow learner; teacher educators tend to disagree with the statement. In both areas significant differences are found at the .05 level. Both groups of educators disagree that the mentally, emotionally, and physically handicapped students are effectively taught by the average teacher in a regular class. Teacher educators perceive they do a better job in preparing public school teachers than the public school teachers perceive them to. For the mentally handicapped, significant difference is found at the .05 level. An exception is in the preparation for teaching the gifted student in the regular classroom.

TABLE 7

SPECIAL STUDENTS

The average public school teacher in North Dakota can effectively teach in the regular classroom the:

a) Gifted

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.990	1.500	2.600	1.161	-2.451	.05

b) Slow learner

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.917	1.092	2.543	1.102	-2.478	.05

c) Mentally handicapped

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
1.839	0.789	1.984	0.790	1.336	n.s.

d) Emotionally handicapped

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
1.936	0.806	1.970	0.804	0.309	n.s.

e) Physically handicapped

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.412	1.088	2.413	1.086	0.011	n.s.

In teacher education programs in North Dakota there is adequate preparation of teachers to effectively teach in the regular classroom the:

a) Gifted

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.650	1.116	2.586	1.115	-0.419	n.s.

b) Slow learner

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.742	1.116	2.770	1.114	0.185	n.s.

TABLE 7--Continued

c) Mentally handicapped					
<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
1.907	0.869	2.213	0.877	2.548	.05
.....					
d) Emotionally handicapped					
<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
1.946	0.850	1.999	0.849	0.453	n.s.
.....					
e) Physically handicapped					
<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.179	1.019	2.370	1.020	1.360	n.s.

Table 8 indicates that in teaching the basic skill of writing, public school teachers perceive their competency higher than the perception of teacher educators. This difference is significant at the .01 level. In teaching the basic skill of arithmetic, a similar pattern occurs, with significance found at the .05 level. Both groups of educators agree that preparation in teaching these basic skills occurs in teacher education programs. In the skill of reading teacher educators agree strongly with the statement. While public school teachers also agree, their perceptions are not as strong. A significant difference is found at the .05 level.

Table 9 shows that public school teachers have a stronger perception of their competency to integrate audio-visual material into the educational program than do teacher educators. A significant difference is found at the .001 level. Both groups of educators tend to agree that teacher education programs adequately cover audio-visual equipment and its uses.

TABLE 8
BASIC SKILLS

The following basic skills are competently taught by North Dakota classroom teachers:

a) Reading

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.475	1.103	3.357	1.102	-0.777	n.s.

b) Writing

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.572	0.981	3.214	0.992	-2.693	.01

c) Arithmetic

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.737	0.906	3.426	0.914	-2.466	.05

In teacher education programs in North Dakota the ability to teach the following basic skills is taught:

a) Reading

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.364	1.020	3.728	1.031	2.580	.05

b) Writing

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.344	0.962	3.485	0.963	1.058	n.s.

c) Arithmetic

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.490	0.930	3.656	0.931	1.296	n.s.

TABLE 9

AUDIO-VISUAL

When it comes to audio-visual equipment:

a) Most North Dakota teachers are aware of what is available

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.368	1.062	3.314	1.060	-0.371	n.s.

b) Most North Dakota teachers know how to operate the equipment

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.063	1.023	2.958	1.022	-0.748	n.s.

c) Most North Dakota teachers can effectively integrate audio-visual material into the educational program

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.082	1.022	2.600	1.041	-3.411	.001

Teacher education courses in North Dakota sufficiently cover:

a) Knowledge of audio-visual equipment

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.286	1.026	3.399	1.026	0.799	n.s.

b) How to operate audio-visual equipment

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.213	0.999	3.442	1.002	1.657	n.s.

c) How to effectively integrate audio-visual material into the educational program

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.907	1.030	2.942	1.028	0.246	n.s.

Both groups of educators disagree that North Dakota teachers understand the principles of diagnostic testing (Table 10).

TABLE 10
DIAGNOSTIC TESTING

Teachers in North Dakota public schools understand the principles of diagnostic testing.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.893	1.073	2.629	1.078	-1.781	n.s.

Table 11 indicates that teacher educators have a stronger perception of their competency in teaching problems of grading than do public school teachers. A significant difference is found at the .05 level. The same pattern occurs for teaching different methods of grading.

TABLE 11
GRADING

In teacher education courses in North Dakota there is discussion of:
a) Problems of grading

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.669	0.885	3.913	0.986	1.993	.05

.....
b) Different methods of grading

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.645	0.912	3.799	0.913	1.222	n.s.

In Table 12, both groups of educators agree that problems of educating the terminal student are not treated well in teacher education courses.

TABLE 12
TERMINAL STUDENTS

Problems of educating the student who will not continue formal education beyond high school is treated well in teacher education courses in North Dakota.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.252	0.935	2.243	0.933	-0.073	n.s.

Table 13 shows that teacher educators perceive that problems beginning teachers encounter are adequately treated in teacher education courses, whereas public school teachers feel these problems are inadequately covered. A significant difference is found at the .001 level.

TABLE 13
BEGINNING TEACHERS

Problems that beginning teachers encounter often are adequately treated in teacher education courses in North Dakota.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.466	1.082	3.057	1.110	3.947	.001

Table 14 indicates that teacher educators perceive techniques of teaching specific subject matter are adequately covered in teacher education courses. Public school teachers report that they disagree with the statement. A significant difference is found at the .001 level.

TABLE 14

SPECIFIC SUBJECT MATTER

Techniques of teaching specific subject matter are well covered in the teacher education programs in North Dakota.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.932	1.003	3.571	1.040	4.603	.001

Both groups perceive that teacher-administration relations are generally good in North Dakota public schools (Table 15). Teacher educators tend to agree that teacher education courses adequately cover problems of teacher-administration relations. Public school teachers disagree. The difference is significant at the .01 level.

TABLE 15

TEACHER-ADMINISTRATION RELATIONS

Teacher-administration relations are good in North Dakota public schools.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.339	1.016	3.399	1.014	0.428	n.s.

Teacher education courses adequately cover problems of teacher-administration relations.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.480	1.010	2.856	1.022	2.692	.01

In Table 16 both groups agree that public school teachers can handle community relations. There is a difference in perception, however, if teacher education courses prepare teachers to handle community

relations. Teacher educators tend to agree with the statement, while public school teachers disagree. A significant difference is found at the .01 level.

TABLE 16

COMMUNITY RELATIONS

North Dakota teachers are able to handle community relations.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.339	0.934	3.243	0.933	-0.750	n.s.

Teacher education courses in North Dakota prepare teachers to handle community relations.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.432	0.863	2.785	0.875	2.960	.01

Both groups disagree that there is adequate two-way communication between public schools and colleges (Table 17). They agree strongly with the statement that public school teachers can communicate with their students.

TABLE 17

COMMUNICATION

There is adequate two-way communication between the public schools and the colleges.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.597	1.036	2.400	1.038	-1.374	n.s.

Public school teachers in North Dakota are able to communicate with their students.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.757	0.861	3.513	0.864	-1.799	n.s.

Table 18 shows teacher educators agree that learning to be flexible is included in teacher education courses. While public school teachers tend to agree with the statement, their agreement is less strong than that of teacher educators. The differences between the two groups are significant at the .05 level.

TABLE 18
FLEXIBILITY

Learning to be flexible - not rigid - is considered in teacher education courses.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.456	0.965	3.971	0.973	2.358	.05

Table 19 indicates teacher educators perceive that ways to personalize the student-teacher relationship are covered in teacher education courses. Public school teachers disagree with the statement. The difference is significant at the .001 level.

TABLE 19
STUDENT-TEACHER RELATIONS

Ways to personalize the student-teacher relationship are covered in teacher education courses.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.927	1.034	3.571	1.069	4.502	.001

Both groups of educators agree that a concept of self-awareness is part of the teacher education program in North Dakota (Table 20).

TABLE 20

SELF-AWARENESS

A concept of self-awareness is part of the teacher education program in North Dakota.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.165	0.979	3.052	0.978	-0.690	n.s.

In Table 21, teacher educators have a stronger perception of their competency in preparing teachers in classroom management than do public school teachers. A significant difference is found at the .001 level. Public school teachers tend to agree with the statement that classroom management is not a problem for beginning teachers. Teacher educators disagree. The difference is significant at the .05 level.

TABLE 21

CLASSROOM MANAGEMENT

Classroom management is not a problem for teachers in North Dakota with the following number of years of experience:

a) 1-3

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.917	0.952	2.586	0.961	-2.517	.05

b) 4 and up

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.412	0.936	3.186	0.940	-1.750	n.s.

Teacher education courses in North Dakota adequately prepare teachers in classroom management.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.587	0.941	3.042	0.960	3.497	.001

Table 22 shows one exception to the trend. Teacher educators have a positive perception of the ability of a first year teacher to maintain discipline. Public school teachers agree to a lesser extent. A significant difference is found at the .05 level. Both agree that first year teachers can handle a class with regard to motivation and instructional techniques.

TABLE 22
HANDLING A CLASS

First year teachers in North Dakota are able to handle a class in terms of

a) Maintaining discipline

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.029	0.899	3.271	0.904	1.947	.05

b) Motivating pupils

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.300	0.937	3.157	0.937	-1.109	n.s.

c) Instructional techniques

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.319	0.920	3.300	0.919	-0.465	n.s.

Both groups of educators strongly disagree that classroom teachers are free from activities perceived as being unrelated to their job as educators (Table 23).

Table 24 indicates that both disagree that classroom teachers have sufficient preparation time during school hours.

Table 25 shows both groups of educators agree with the statement that there is too much emphasis placed on athletics in North Dakota public schools.

TABLE 23

UNRELATED ACTIVITIES

Classroom teachers are free from activities perceived as being unrelated to their job as educators.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.150	1.017	2.328	1.018	1.264	n.s.

TABLE 24

PREPARATION TIME

Classroom teachers have sufficient time during school hours to prepare for their classes.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.038	1.092	2.286	1.094	1.444	n.s.

TABLE 25

ATHLETICS

In North Dakota public schools there is too much emphasis placed on athletics.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.111	1.263	3.156	1.261	0.260	n.s.

Public school teachers agree that financial matters are impartially handled by school administrators. Teacher educators tend to disagree with the statement. This difference is significant at the .05 level.

TABLE 26

FINANCE

Financial matters (supplies, program funding, etc., not salaries) are impartially handled by school administrations.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.150	1.151	2.757	1.161	-2.469	.05

Table 27 indicates that public school teachers tend to agree that public education has become too permissive, whereas teacher educators strongly disagree with the statement. A significant difference is found at the .001 level. Also significant at the .001 level are the findings that teacher education programs in North Dakota have instilled a permissive attitude in prospective teachers. While teacher educators disagree with the statement, public school teachers agree.

TABLE 27

PERMISSIVENESS

Education has become too permissive in North Dakota public schools.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.883	1.112	2.271	1.141	-3.977	.001

Teacher education programs in North Dakota have instilled a permissive attitude in prospective teachers.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
3.140	1.046	2.414	1.091	-5.019	.001

In Table 28, teacher educators tend to agree there is a feeling of professionalism among new teachers. Public school teachers slightly disagree with the statement. A significant difference is found at the .05 level. Also found significant at the .05 level is whether teacher education courses in North Dakota instill a professional attitude in prospective teachers. Teacher educators tend to agree with the statement, while public school teachers disagree.

TABLE 28
PROFESSIONALISM

There is a feeling of professionalism (life long commitment to education) among new teachers in North Dakota.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.611	1.082	2.899	1.088	1.924	.05

Teacher education programs in North Dakota instill a sense of professionalism (life long commitment to education) in their graduates.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.621	0.987	2.956	0.996	2.457	.05

Both groups of educators slightly disagree that students in North Dakota have a poor attitude toward school (Table 29).

Table 30 shows teacher educators agree that they have had relevant experience in public school teaching. Public school teachers disagree with the statement. A significant difference is found at the .05 level.

TABLE 29

STUDENT ATTITUDE

Students in North Dakota public schools have a poor attitude toward school.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.868	1.072	2.657	1.074	-1.427	n.s.

TABLE 30

RELEVANT TEACHING EXPERIENCE

Faculty in the teacher education programs in North Dakota colleges and universities have had relevant experience in public school teaching.

<u>Public School Teacher</u>		<u>Teacher Educator</u>		t	SIG
Mean	S.D.	Mean	S.D.		
2.747	1.165	3.111	1.173	2.275	.05

Perceptions of Public School Teachers

The following section deals with the differences in perceptions among public school teachers who have different amounts of experience. Public school teachers were divided into four groups, depending upon the number of years of teaching experience. These groups are: one or two years teaching experience; three to five years teaching experience; six to ten years teaching experience; and teachers with more than ten years of experience.

The Tables 31 through 60 parallel the format of Tables 2 through 30. In cases where more than one question deals with the same problem, these multiple questions and subdivisions are included in one table. In each table appears the legend: M: 1-2, which stands for Mean of public

school teachers with one or two years of teaching experience. The N for this group is 22. M: 3-5, which stands for mean of public school teachers with three to five years teaching experience. The N for this group is 71. M: 6-10, which stands for mean of public school teachers with six to ten years teaching experience; the N for this group is 72, and M: 10+, which stands for mean of public school teachers with above ten years teaching experience; the N for this group is 40; F, which stands for computed F value, and SIG, which stands for significance. The numerical values .05, .01, .001 indicate the level of significance. N.S. indicates that the findings were not significant.

All experience groups agree with the statement that teachers are able to individualize an instructional program (Table 31), and all groups disagree that teacher education programs provide techniques of individualization. Teachers with one to two years of experience disagree strongly, while more experienced teachers disagree less strongly.

TABLE 31

INDIVIDUALIZATION

North Dakota public school teachers are able to individualize an instructional program in order to meet individual needs.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.635	3.324	3.101	3.325	1.661	n.s.

Techniques of individualizing an instructional program in order to meet individual needs are covered in teacher education courses in North Dakota.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.045	2.408	2.651	2.627	2.495	n.s.

TABLE 32

RECENT IDEAS

North Dakota public school teachers are well acquainted with recent ideas in:

a) Educational thought

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.318	3.183	3.651	3.398	2.621	n.s.

b) Educational innovations

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.733	3.184	3.347	3.279	1.632	n.s.

c) Techniques in general methodology

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.819	3.324	3.407	3.372	2.672	.05

In teacher education courses in North Dakota there is adequate preparation in recent:

a) Educational thought

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.637	3.056	3.362	3.023	3.479	.05

b) Educational innovations

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.726	2.831	3.086	2.860	5.594	.001

c) Techniques in general methodology

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.362	3.140	3.144	2.883	1.154	n.s.

Table 32 indicates that all four experience groups slightly agree that public school teachers are acquainted with recent ideas in educational thought and innovations. Experienced teachers agree that they are acquainted with recent ideas in general methodology, whereas teachers with one to two years experience tend to disagree. The difference is significant at the .05 level. Beginning teachers strongly

agree that teacher education courses in North Dakota give adequate preparation in recent ideas in educational innovations. More experienced public school teachers agree less strongly. A significant difference is found at the .001 level. Teachers with one to two years teaching experience disagree there is adequate preparation in recent ideas of educational thought; teachers with more experience agree with the statement. A significant difference is found at the .05 level.

The four groups perceive that they know a wide variety of teaching methods (Table 33). Teachers with more than ten years experience strongly disagree that in teacher education courses there is demonstration of a wide variety of teaching methods. Teachers with 6-10 years experience tend to agree with the statement. A significant difference is found at the .05 level.

TABLE 33

VARIETY OF TEACHING METHODS

Teachers in North Dakota public schools know a wide variety of teaching methods.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.499	3.210	3.318	3.046	1.007	n.s.

In teacher education courses in North Dakota there is actual demonstration of a wide variety of teaching methods.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.408	2.478	2.828	2.255	3.040	.05

Table 34 indicates that teachers with one to two years experience disagree they are effectively able to teach a regular class with enrollments of less than 20, or 20-30. More experienced teachers agree with the statement. The differences are significant at the .001 level.

TABLE 34

CLASS SIZE

Most teachers in North Dakota are effectively able to teach a regular class (not remedial or exceptional students) with an enrollment of:

a) 20-30

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.409	3.930	4.015	4.116	29.108	.001

b) 30-35

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.136	2.872	2.622	2.488	2.325	n.s.

c) 35-40

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.863	2.084	1.970	1.651	7.341	.001

d) less than 20

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
1.863	4.183	4.434	4.534	77.780	.001

In teacher education courses in North Dakota there is adequate preparation in effectively teaching a regular class (not remedial or exceptional students) with an enrollment of:

a) 20-30

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.273	3.620	3.709	3.674	1.265	n.s.

b) 30-35

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.000	2.844	2.739	2.831	4.096	.01

c) 35-40

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
1.783	2.238	2.217	2.232	1.582	.05

d) less than 20

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.773	3.732	3.812	3.953	0.473	n.s.

Teachers with one to two years experience perceive that they can effectively teach a class of 35-40; the other groups disagree. This is found to be significant at the .001 level. Beginning teachers disagree that teacher education programs give adequate preparation for teaching a class with an enrollment of 30-35. More experienced teachers also disagree, but less strongly. The difference is significant at the .01 level.

Teachers with one to two years experience strongly disagree that teacher education programs give adequate preparation in effectively teaching a class with an enrollment of 35-40. More experienced teachers disagree too, but their disagreement is less strong. A significant difference is found at the .05 level.

In Table 35 all groups slightly agree that curriculum in North Dakota public schools is constantly being revised. They disagree that teacher education courses give adequate preparation in techniques of curriculum revision. Experienced teachers more strongly disagree than do teachers with 1-2 years experience. A significant difference is found at the .05 level.

TABLE 35

CURRICULUM REVISION

Curriculum in North Dakota public schools is constantly being revised.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.772	3.155	2.986	3.162	0.899	n.s.

In teacher education courses in North Dakota there is adequate preparation in techniques of curriculum revision.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.817	2.225	2.419	2.255	2.945	.05

Teachers with one to two years experience perceive that they do a better job in teaching the gifted students than do more experienced teachers (Table 36). The difference is significant at the .05 level. Beginning teachers have a lower perception of their ability to teach the physically handicapped than do teachers with more experience. A significant difference is found at the .05 level. Less experienced teachers strongly agree that there is adequate preparation in teacher education programs to teach the gifted and slow learner. Other teachers tend to disagree with the statement. The significant difference for both items is found at the .001 level. Teachers with one to two years experience strongly disagree that teacher education courses give adequate preparation in teaching the physically handicapped. Experienced teachers disagree less strongly. A significant difference is found at the .05 level.

Table 37 indicates that all four groups strongly agree that basic skills (reading, writing and arithmetic), are competently taught in the public schools. In all skill areas beginning teachers express stronger agreement than do experienced teachers. Less experienced teachers strongly agree that teacher education programs give adequate preparation in teaching the basic skills whereas more experienced teachers agree less strongly. In the skills of reading and writing significant differences are found at the .05 level.

Teachers with more than ten years experience perceive that they do not know how to operate audio-visual equipment (Table 38). Teachers with less experience perceive they can operate the equipment. The difference is significant at the .05 level. Most experienced teachers had the lowest perception with regard to the effectiveness of the teacher education programs which deal with audio-visual equipment and its use.

TABLE 36

SPECIAL STUDENTS

The average public school teacher in North Dakota can effectively teach in the regular classroom the:

a) Gifted

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.635	2.775	3.043	3.046	3.101	.05

b) Slow learner

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.408	2.817	2.956	2.976	1.691	n.s.

c) Mentally handicapped

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
1.862	1.876	1.811	1.813	0.098	n.s.

d) Emotionally handicapped

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
1.728	1.916	1.972	2.000	0.708	n.s.

e) Physically handicapped

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
1.772	2.366	2.449	2.697	3.542	.05

In teacher education programs in North Dakota there is adequate preparation of teachers to effectively teach in the regular classroom the:

a) Gifted

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
4.090	2.494	2.869	2.581	13.615	.001

b) Slow learner

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.999	2.633	2.752	2.720	10.374	.001

c) Mentally handicapped

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
1.591	1.900	2.028	1.860	1.699	n.s.

TABLE 36--Continued

d) Emotionally handicapped					
M:1-2	M:3-5	M:6-10	M:10+	F	SIG
1.682	1.943	2.043	1.930	1.083	n.s.
.....					
e) Physically handicapped					
M:1-2	M:3-5	M:6-10	M:10+	F	SIG
1.496	2.267	2.260	2.232	3.699	.05

TABLE 37

BASIC SKILLS

The following basic skills are competently taught by North Dakota classroom teachers:

a) Reading

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.954	3.380	3.666	3.279	2.494	n.s.

b) Writing

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.817	3.591	3.651	3.488	0.601	n.s.

c) Arithmetic

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.954	3.746	3.869	3.488	2.094	n.s.

In teacher education programs in North Dakota the ability to teach the following basic skills is taught:

a) Reading

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.954	3.309	3.506	3.232	2.728	.05

b) Writing

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.954	3.436	3.304	3.279	2.794	.05

c) Arithmetic

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.863	3.464	3.651	3.325	2.028	n.s.

TABLE 38

AUDIO-VISUAL

When it comes to audio-visual equipment:

a) Most North Dakota teachers are aware of what is available

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.227	3.323	3.506	3.116	1.276	n.s.

b) Most North Dakota teachers know how to operate the equipment

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.227	3.013	3.202	2.651	3.022	.05

c) Most North Dakota teachers can effectively integrate audio-visual material into the educational program

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.863	2.984	3.216	2.906	1.235	n.s.

Teacher education courses in North Dakota sufficiently cover:

a) Knowledge of audio-visual equipment

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.226	3.464	3.274	2.953	2.322	n.s.

b) How to operate the equipment

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.499	3.253	3.231	2.953	1.699	n.s.

c) How to effectively integrate audio-visual material into the educational program

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.835	2.844	3.028	2.837	0.753	n.s.

Table 39 shows that more experienced public school teachers perceive they understand the principles of diagnostic testing better than do beginning teachers. A significant difference is found at the .05 level.

TABLE 39

DIAGNOSTIC TESTING

Teachers in North Dakota public schools understand the principles of diagnostic testing.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.228	3.027	2.941	2.651	3.802	.05

Table 40 indicates that experienced teachers strongly agree that teacher education courses have a discussion of problems of grading. Beginning teachers agree less strongly. A significant difference is found at the .001 level. All four groups agree that different methods of grading are covered by teacher education courses.

TABLE 40

GRADING

In teacher education courses in North Dakota there is discussion of:

a) Problems of grading

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.954	3.746	3.825	3.813	6.152	.001

b) Different methods of grading

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.318	3.746	3.782	3.674	1.778	n.s.

Beginning teachers agree most strongly that the problems of educating students who will not continue formal education beyond high school are treated in teacher education courses (Table 41). Teachers who have more experience strongly disagree with the statement. The difference is significant at the .001 level.

TABLE 41

TERMINAL STUDENTS

Problems of educating the student who will not continue formal education beyond high school is treated well in teacher education courses in North Dakota.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.226	2.238	2.101	2.162	9.792	.001

Table 42 indicates all teachers disagree that problems beginning teachers encounter are adequately covered in teacher education courses.

TABLE 42

BEGINNING TEACHERS

Problems that beginning teachers encounter often are adequately treated in teacher education courses in North Dakota.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.817	2.520	2.578	2.255	1.613	n.s.

All four groups also agree that techniques of teaching specific subject matter are well covered in the teacher education program (Table 43).

TABLE 43

SPECIFIC SUBJECT MATTER

Techniques of teaching specific subject matter are well covered in the teacher education programs in North Dakota.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.999	2.999	2.942	2.953	0.049	n.s.

Table 44 shows that teachers with one to two years teaching experience have a lower perception of teacher-administration relations than do teachers with more experience. A significant difference is found at the .01 level. All groups disagree with the statement that teacher education courses cover problems in teacher-administration relations.

TABLE 44

TEACHER-ADMINISTRATION RELATIONS

Teacher-administration relations are generally good in North Dakota public schools.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.591	3.324	3.261	3.674	5.406	.01

Teacher education courses adequately cover problems of teacher-administration relations.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.636	2.354	2.477	2.558	0.699	n.s.

Beginning teachers have the lowest perception of all four groups regarding the ability of North Dakota teachers to handle community relations (Table 45). A significant difference is found at the .001 level. All four groups disagree that teacher education courses prepare teachers to handle community relations.

Table 46 indicates that all four groups of teachers tend to disagree that there is adequate two-way communication between public schools and colleges. Beginning teachers disagree that public school teachers are able to communicate with their students; however, teachers with more experience strongly agree with the statement. The difference is significant at the .001 level.

TABLE 45

COMMUNITY RELATIONS

North Dakota teachers are able to handle community relations.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.591	3.408	3.420	3.511	5.946	.001

Teacher education courses in North Dakota prepare teachers to handle community relations.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.681	2.310	2.506	2.418	1.372	n.s.

TABLE 46

COMMUNICATION

There is adequate two-way communication between the public schools and colleges.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.454	2.418	2.752	2.720	1.595	n.s.

Public school teachers in North Dakota are able to communicate with their students.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.727	3.760	3.513	3.976	14.192	.001

All groups tend to agree that learning to be flexible - not rigid - is considered in teacher education courses (Table 47).

Table 48 indicates all four groups tend to agree that ways to personalize the student-teacher relationship are covered in teacher education courses.

All four groups were also in agreement on their perception that a concept of self-awareness is part of the teacher education program in North Dakota (Table 49).

TABLE 47

FLEXIBILITY

Learning to be flexible - not rigid - is considered in teacher education courses.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.045	3.078	3.578	3.441	1.894	n.s.

TABLE 48

STUDENT-TEACHER RELATIONS

Ways to personalize the student-teacher relationship are covered in teacher education courses.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.000	2.732	3.000	3.046	1.169	n.s.

TABLE 49

SELF-AWARENESS

A concept of self-awareness is part of the teacher education program in North Dakota.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.000	2.902	3.289	3.186	2.042	n.s.

Beginning teachers felt that classroom management is a problem for teachers who have been teaching for at least four years (Table 50). More experienced teachers do not perceive this as a problem. A significant difference is found at the .01 level. All groups disagree that teacher education courses adequately prepare teachers in classroom management.

TABLE 50

CLASSROOM MANAGEMENT

Classroom management is not a problem for teachers in North Dakota with the following number of years of experience:

a) 1-3

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.954	2.971	2.870	2.930	0.130	n.s.

b) 4 and up

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.682	3.451	3.435	3.465	4.307	.01

Teacher education courses in North Dakota adequately prepare teachers in classroom management.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.182	2.647	2.579	2.465	1.512	n.s.

Table 51 shows that beginning teachers disagree with the statements that first year teachers can handle a class with regard to discipline, motivation, and instructional techniques. More experienced teachers agree with the statements. For motivating pupils and instructional techniques significant differences are found at the .01 level. In maintaining discipline the difference is significant at the .05 level.

Table 52 indicates that all groups disagree with the statement that classroom teachers are free from activities perceived as being unrelated to their job as educators.

All teachers also disagree with the statement that teachers have sufficient time during school hours to prepare for their classes (Table 53). However, beginning teachers are less strong in their disagreement than are more experienced teachers. A significant difference is found at the .05 level.

TABLE 51

HANDLING A CLASS

First year teachers in North Dakota are able to handle a class in terms of:

a) Maintaining discipline

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.455	3.168	3.014	3.000	3.257	.05

b) Motivating pupils

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.636	3.352	3.405	3.325	4.069	.01

c) Instructional techniques

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.682	3.352	3.492	3.395	4.433	.01

TABLE 52

UNRELATED ACTIVITIES

Classroom teachers are free from activities perceived as being unrelated to their job as educators.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.590	2.071	1.986	2.093	2.204	n.s.

TABLE 53

PREPARATION TIME

Classroom teachers have sufficient time during school hours to prepare for their classes.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.726	2.069	1.955	1.790	3.847	.05

Table 54 indicates that all four groups of teachers agree that there is too much emphasis placed on athletics in North Dakota public schools.

TABLE 54
ATHLETICS

In North Dakota public schools there is too much emphasis placed on athletics.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.181	3.084	3.187	3.139	0.085	n.s.

All groups also tend to agree that financial matters are impartially handled by school administrations (Table 55).

TABLE 55
FINANCE

Financial matters (supplies, program funding, etc., not salaries) are impartially handled by school administrations.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.902	3.085	3.318	3.116	0.834	n.s.

Table 56 shows all groups of teachers tend to agree that education has become too permissive in North Dakota public schools. Experienced teachers feel that the teacher education programs have instilled a permissive attitude in prospective teachers but teachers with 1-2 years experience tend to disagree.

Beginning teachers agree that there is a feeling of professionalism among new teachers: the other three groups all disagree (Table 57). Teachers with 6-10 years experience are strongest in their disagreement. The difference is significant at the .05 level. All groups tend to

disagree that the teacher education courses instill a sense of professionalism in new teachers.

TABLE 56

PERMISSIVENESS

Education has become too permissive in North Dakota public schools.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.905	2.761	2.913	2.953	0.356	n.s.

Teacher education programs in North Dakota have instilled a permissive attitude in prospective teachers.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.591	3.154	3.144	3.139	1.852	n.s.

TABLE 57

PROFESSIONALISM

There is a feeling of professionalism (life long commitment to education) among new teachers in North Dakota.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
3.135	2.718	2.319	2.767	3.930	.05

Teacher education programs in North Dakota instill a sense of professionalism (life long commitment to education) in their graduates.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.854	2.718	2.580	2.651	0.810	n.s.

All groups tend to disagree with the statement that students in public schools have a poor attitude toward school (Table 58).

Table 59 shows beginning teachers are in strong disagreement with the statement that teacher educators have had relevant experience in public school teaching. Teachers with six to ten years experience

tend to agree with the statement. Significant difference is found at the .001 level.

TABLE 58

STUDENT ATTITUDE

Students in North Dakota public schools have a poor attitude toward school.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
2.409	2.817	2.883	2.837	1.024	n.s.

TABLE 59

RELEVANT TEACHING EXPERIENCE

Faculty in the teacher education programs in North Dakota colleges and universities have had relevant experience in public school teaching.

M:1-2	M:3-5	M:6-10	M:10+	F	SIG
1.954	2.886	2.970	2.534	6.036	.001

Perceptions of Teacher Educators

The following section reports on items significantly related to experience of teacher educators and their field experience with public schools.

Table 60 indicates the items which are significantly related to previous public school teaching experience. Problems of grading, and audio-visual equipment are significantly related to previous teaching experience. Significances are at the .05 level in all cases. Another topic covered in teacher education courses, learning to be flexible, is also significantly related to previous public school teaching experience (at the .05 level). All significantly related items concern

teacher education programs. No items which dealt with public school teachers in the classroom were significantly related to previous public school teaching experience.

TABLE 60
ITEMS SIGNIFICANTLY RELATED TO PREVIOUS PUBLIC SCHOOL
TEACHING EXPERIENCE

Item	Correlation	Significance
Teacher education courses in North Dakota sufficiently cover: Knowledge of audio-visual equipment.	0.291	.05
Teacher education courses in North Dakota sufficiently cover: How to integrate audio-visual material into the educational program.	0.268	.05
In teacher education courses in North Dakota there is discussion of problems of grading.	0.323	.01
In teacher education courses in North Dakota there is discussion of different methods of grading.	0.262	.05
Learning to be flexible - not rigid - is considered in teacher education courses.	0.250	.05

Listed in Table 61 are items which significantly relate to number of years of previous public school teaching experience. Significant correlations are found only with items concerned with the public school teacher in the classroom; none correlated significantly with teacher education courses. The item that arithmetic is competently taught by North Dakota classroom teachers has a correlation of 0.353 which is significant at the .01 level. That public school teachers are acquainted with ideas

in educational thought and methodology is significant at the .05 level. Also significant at the .05 level is the belief that financial matters are impartially handled by school administrators.

TABLE 61

ITEMS SIGNIFICANTLY RELATED TO THE NUMBER OF YEARS OF EXPERIENCE
IN PREVIOUS PUBLIC SCHOOL TEACHING

Item	Correlation	Significance
North Dakota public school teachers are well acquainted with recent ideas in educational thought.	0.254	.05
North Dakota public school teachers are well acquainted with techniques in general methodology.	0.259	.05
The following basic skill is competently taught by North Dakota classroom teachers: Arithmetic	0.353	.01
Financial matters (supplies, program funding, etc., not salaries) are impartially handled by school administrations.	0.269	.05

Table 62 indicates items which are significantly related to number of years since previous public school teaching experience. Fourteen items significantly relate to this variable. Items which concerned both the ability of public school teachers in the classroom and the ability of teacher educators in teacher education courses are significantly related to the number of years since prior teaching experience.

The following two items have the highest correlation with prior teaching experience. Teacher education courses in North Dakota adequately prepare teachers in classroom management has a correlation of 0.401 which

TABLE 62

ITEMS SIGNIFICANTLY RELATED TO NUMBER OF YEARS SINCE PREVIOUS
PUBLIC SCHOOL TEACHING EXPERIENCE

Item	Correlation	Significance
In teacher education courses in North Dakota there is adequate preparation in recent: Educational thought.	0.243	.05
In teacher education courses in North Dakota there is adequate preparation in recent: Techniques in general methodology.	0.334	.01
Teachers in North Dakota public schools know a wide variety of teaching methods.	0.271	.05
In teacher education courses in North Dakota there is actual demonstration of a wide variety of teaching methods.	0.331	.01
Most teachers in North Dakota are effectively able to teach a regular class (not remedial or exceptional students) with an enrollment of: 30-35.	0.371	.01
Most teachers in North Dakota are effectively able to teach a regular class (not remedial or exceptional students) with an enrollment of: 35-40.	0.290	.05
In teacher education programs in North Dakota there is adequate preparation of teachers to effectively teach in the regular classroom the: Physically handicapped.	0.259	.05
When it comes to audio-visual equipment: Most North Dakota teachers can effectively integrate audio-visual material into the educational program.	0.338	.01
Problems of educating the student who will not continue formal education beyond high school is treated well in education courses in North Dakota.	0.291	.05

TABLE 62--Continued

Item	Correlation	Significance
Teacher-administration relations are generally good in North Dakota public schools.	0.264	.05
Teacher education courses adequately cover problems of teacher-administration relations.	0.262	.05
Teacher education courses in North Dakota adequately prepare teachers in classroom management.	0.402	.01
First year teachers in North Dakota are able to handle a class in terms of: Motivating pupils.	0.278	.05
Teacher education programs in North Dakota instill a sense of professionalism (life long commitment to education) among new teachers in North Dakota.	0.289	.05

is significant at the .01 level. Most teachers in North Dakota are effectively able to teach a regular class with an enrollment of 30 to 35 has a correlation of 0.371 (significant at the .01 level).

Listed in Table 63 are items which are significantly correlated to supervision of student teaching. Six items are significantly related to this variable; four negatively. All negatively correlated items deal with the competency of the teacher in the classroom. Positively correlated items concern teacher education programs. There was a correlation of -0.322 with the item most teachers in North Dakota are effectively able to teach a regular class with an enrollment of 35 to 40. This is significant at the .01 level. This is the highest

TABLE 63

ITEMS SIGNIFICANTLY RELATED TO SUPERVISION OF STUDENT TEACHERS

Item	Correlation	Significance
Most teachers in North Dakota are effectively able to teach a regular class (not remedial or exceptional students) with an enrollment of: 35-40.	-0.322	.01
In teacher education programs in North Dakota there is adequate preparation of teachers to effectively teach in the regular classroom the: Gifted.	0.248	.05
The following basic skill is competently taught by North Dakota classroom teachers: Arithmetic.	-0.253	.05
In teacher education courses in North Dakota there is discussion of: Problems of grading.	0.295	.05
Classroom management is not a problem for teachers in North Dakota with the following number of years of experience: 1-3.	-0.250	.05
Classroom management is not a problem for teachers in North Dakota with the following number of years of experience: 4 and up.	-0.254	.05

correlation of any item connected with this variable. All other items significantly related to this variable are significant at the .05 level.

Table 64 shows the item which is significantly correlated with the variable, other types of field experience. In teacher education courses in North Dakota there is adequate preparation in effectively

teaching a regular class with an enrollment of less than 20, has a correlation of 0.290. This is significant at the .05 level.

No items have significant correlations to the variable if the other types of field experience are meaningful.

TABLE 64

ITEM SIGNIFICANTLY RELATED TO OTHER TYPES OF FIELD EXPERIENCE

Item	Correlation	Significance
In teacher education courses in North Dakota there is adequate preparation in effectively teaching a regular class (not remedial or exceptional students) with an enrollment of: less than 20.	0.290	.05

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusions

The objective of this study was to determine if public school teachers and teacher educators share similar perceptions of educational issues.

This chapter summarizes the results of the study, presents conclusions, and recommendations that public school teachers and teacher educators might consider when evaluating mutuality of their perceptions of educational issues.

After a review of literature an opinion questionnaire was developed to determine issues of concern to public school teachers in North Dakota. This research instrument was mailed to a random sample of 300 North Dakota public school teachers. Sixty-one per cent of the teachers returned usable questionnaires.

The data from the questionnaires were tabulated, codified, and extrapolated into a revised 43-item Likert Scale questionnaire. This questionnaire was mailed to a second randomly selected group of 300 public school teachers and to all 116 full-time members of the departments of teacher education in colleges and universities in North Dakota. Sixty-eight per cent of the public school teachers and 60 per cent of the teacher educators returned usable questionnaires.

Descriptive statistics were employed to find the mean and standard deviation for each item in the questionnaire. These were determined separately for public school teachers and teacher educators. The difference in perception among teachers with varying levels of experience was tested by analysis of variance. Correlation coefficients were determined among items on the questionnaire and variables relating to amount and type of field experience of teacher educators.

Hypothesis 1:

Public school teachers and teacher educators do not share like perceptions of educational issues.

The results of the study support this hypothesis. Significant differences were found on 32 of the 73 questionnaire items. Sixteen items had differences that were significant at the .05 level; five items were significant at the .01 level; and eleven items were significant at the .001 level.

Seven out of eleven tables which contained statistics concerning the competency of public school teachers or the competency of teacher education programs, indicate significant differences.

Thirteen tables have parallel questions dealing with the competency of public school teachers, and the competency of teacher education programs. Significant differences were found in 12 of the 13 tables.

Another five tables concerned educational issues unrelated to the competency of public school teachers or teacher education programs. Significant differences were found in one instance.

The results reported in the study indicate that the perceptions differ least when the competency of neither the teacher educator nor

the public school teacher is in question. When the competency of either group of educators is questioned, the differences in perception increases, and when the competency of both public school teachers and teacher educators is questioned, the greatest differences in perceptions are found.

One reason for these results can be explained by role theory as presented in Chapters I and II. Accordingly, public school teachers have a higher perception of their competency than do teacher educators, and teacher educators have a higher perception of their competency than do public school teachers. The results of this study follow the expected pattern of response. Of the items that were exceptions to this pattern only one, that financial matters are impartially handled by school administrations, attained significance.

Another explanation for the findings is that feelings of threat may be held by either group of educators. Substantial feelings of threat possessed by either group may influence perceptions of the competency of the other group. This may explain why significant differences were found on only 20 per cent of the items where the competency of neither group was questioned. When the competency of a group of educators was questioned, significant differences in perceptions were found on 46 per cent of the items. Significant differences in perceptions were found on 45 per cent of the items when the competency of both groups appear in one table. The increase in perceptions when competency is questioned may substantiate the idea that possession of threat feelings could influence perceptions of educators.

Another factor which may influence the differences in perception is the truthfulness of the responses to the questionnaire. It is possible that each group of educators tended to rate the competency of

its own group higher than that of the other group. Psychological factors influencing respondents' perceptions may be explained by role theory, the "halo effect," and feelings of threat.

Hypothesis 2:

The number of years a person has taught in the public schools will not make a significant difference in perceptions of educational issues.

The results indicated that increased experience does alter perceptions of educational issues. Significant differences were found on 30 of the 73 items. Fifteen items reached significance at the .05 level; five items were significant at the .01 level; ten items were significant at the .001 level.

Teachers with one to two years experience were found to have significantly different perceptions from the other groups of teachers on 28 out of the 30 items in which significant differences were found. Teachers with more than ten years experience had significantly different perceptions from the others on the remaining two items.

No discernible pattern was found for the differences in perceptions of beginning teachers. In some cases the differences dealt with competency of public school teachers; in other cases, the differences concerned the competency of teacher education programs. Significant difference was also found on one item where the competency of neither group was questioned.

Differences in perception between beginning teachers and experienced teachers were found in a variety of areas. A possible explanation is that beginning teachers are influenced by more experienced

teachers. The similarity of perceptions among more experienced teachers might indicate that some process of socialization has occurred. To become accepted by more experienced teachers, a beginning teacher may take on the perceptions, values and practices of these experienced teachers. The significant differences found in this study may have occurred because the socialization of beginning teachers is not yet complete. More should be known about this process of teacher socialization, particularly how more experienced teachers influence the perceptions, values and practices of new teachers.

Another factor which may have affected the perceptions of beginning teachers is the constant influx of change in North Dakota teacher education programs. These program changes could influence the perceptions of their graduates and thus account for some differences found in perceptions of beginning teachers and those more experienced.

Hypothesis 3:

The amount of field experience by teacher educators will not significantly alter their perceptions of educational issues.

Correlations were computed for six variables related to teacher educators' field experience with the public schools. These variables were: (a) previous public school teaching experience, (b) number of years of previous public school teaching experience, (c) number of years since previous public school teaching experience, (d) supervision of student teachers, (e) other types of field experience, and (f) whether other types of field experiences were meaningful or not.

Five items were significantly related to the variable of previous public school teaching. All were positively correlated, and were concerned with teacher education courses. Therefore, previous public school teaching experience does not significantly affect teacher educators' perceptions of public school teachers' competency.

Four items were significantly related to the number of years of previous public school teaching. Three items dealt with the competency of the public school teacher. The fourth item did not concern the competency of either group of educators. The number of years a teacher educator spent in public school teaching will positively affect their perceptions of the competency of public school teachers.

The number of years since previous public school teaching experience has significant positive correlations with 14 items which concern both the competency of public school teachers and teacher education programs. It was found that the number of years since public school teaching has the greatest influence on the perceptions of teacher educators. Teacher educators' perceptions on the ability of public school teachers increase with the amount of time since previous public school teaching experience.

Six items are found to be significantly correlated with the variable of supervision of student teaching. Four of the six items have negative correlations. All negatively correlated items are concerned with the competency of the public school teachers. Both positively correlated items are concerned with the competency of teacher education programs. These findings might indicate that supervision of student teachers has a slightly negative effect upon the teacher educators' perception of the competency of public school teachers.

Only one item was found to have a correlation with the variable concerning other types of field experience. No items correlated significantly with the respondents' feelings of whether other types of field experience were meaningful or not. These findings indicate that alternative kinds of field contact with the public schools possibly do not alter perceptions of teacher educators.

Perceptions of teacher educators of public school teachers do seem to be positively affected by previous teaching experience and particularly by the number of years since this public school teaching experience last occurred. Thus, it seems shared experiences between teacher educators and teachers improve the positive evaluation of the former for the latter.

Discussion

While the summary and conclusions contain the major findings of the study, a few important points remain. The issue that most concerned public school teachers, as mentioned in Chapter IV, was that of individualization. Significant difference was found at the .05 level on the question dealing with the competency of the public school teacher to individualize an instructional program. Significant discrepancies were also found at the .001 level on the question concerning the effectiveness of teacher education programs in teaching techniques of individualization.

Class size and lack of professionalism also concerned public school teachers. Four questions dealt with the competency of the public school teacher to teach classes of varying size. Four questions concerned the competency of teacher education programs in preparing

teachers for classes of varying size. Of the former questions only one item, centering on classes with enrollment of less than 20, was found to be significant. Of the latter only one item, classes with an enrollment of 35-40 was found to be significant. That there is a feeling of professionalism among new teachers in North Dakota, and that teacher education programs in North Dakota instill a sense of professionalism in their graduates, are both found significant at the .05 level.

A major concern about teacher education programs was a lack of relevant public school teaching experience by teacher educators in North Dakota. Significant difference at the .05 level is also found for this item.

An elusive question is why the perceptions of beginning teachers are so varied from the perceptions of more experienced teachers on educational issues. For example, beginning teachers were significantly lower from the balance of the sample in perceived competency to teach classes of smaller size, and less than 35 students. However, in classes with enrollment of 35-40, the beginning teacher saw his competency as greater than did more experienced teachers.

A study by Smith showed that young teachers had significantly lower discrepancy scores between self and ideal-self than do older teachers. He indicated that these large discrepancy scores may occur because younger teachers wish to be more aggressive and active in roles than they visualize suitable for their professional image.¹

¹Thomas Smith, "The Image of High-school Teachers: Self and Others, Real and Ideal (Should Teachers Be Seen and Not Heard?)," The Journal of Educational Research, LIX (November, 1965), pp. 99-104.

If Smith's rationale is correct, one explanation for the large discrepancies may be due to the process of socialization mentioned earlier. As teachers become socialized, their perceptions of the teacher's role may gravitate toward the mean. Therefore, a lower discrepancy score results.

Another possibility is that those beginning teachers who have the larger discrepancy scores may tend to become dissatisfied and leave the profession.

Recommendations for Further Research

1. Further study should be conducted to determine why perceptions of teachers with one to two years experience are so different from the perceptions of more experienced teachers.

2. Further study needs to be conducted to determine how changes in teacher education programs affect the perceptions of public school teachers.

3. Additional analysis is needed to determine why supervision of student teachers has a slightly negative effect upon perceptions of teacher educators.

4. This study should be replicated with a larger geographical base. This should be done to see if the findings for teachers and teacher educators in other areas duplicate those found in North Dakota.

5. Methods of improving communication between both public school teachers and teacher educators should be examined. Improved communication should help to decrease differences in perceptions of educational issues held by public school teachers and teacher educators.

APPENDIX A

THE UNIVERSITY OF NORTH DAKOTA
Grand Forks, N. D. 58201

College of Education

Department of
Secondary Education

December 17, 1971

Dear Fellow Educator:

Enclosed you will find a short questionnaire regarding the concerns of the classroom teacher and the manner in which college and university teacher educators have responded to those concerns. We would sincerely appreciate your effort in filling out the questionnaire.

Upon receiving the results from the questionnaires sent to you and a select sample of your colleagues, we intend to construct an instrument which will be used to examine the behavior of teacher educators regarding these concerns in North Dakota state colleges and universities.

If you would return the enclosed questionnaire in the self-addressed, stamped envelope at your earliest convenience or before January 10, 1972, it would be greatly appreciated.

Cordially,

Jonathan Levine

jh

Enclosures

At this time we would like to identify the paramount concerns of classroom teachers in North Dakota. To enable us to do this we would appreciate a detailed reply to the following three questions. You are encouraged to give your ideas in regard to each.

1. What issues in education most concern you as a classroom teacher?

2. Which of the issues you have just mentioned are, in your opinion, inadequately treated by teacher educators in teacher preparatory courses at North Dakota state colleges and universities?

THE UNIVERSITY OF NORTH DAKOTA
Grand Forks, N. D. 58201

College of Education

Department of
Secondary Education

March 15, 1972

Dear Fellow Educator:

Enclosed you will find a short questionnaire regarding the concerns of the classroom teacher and how College and University teacher educators perceive their response to those concerns in teacher education courses. Please circle the statement which best represents your opinion in regard to each question.

Upon receiving the results of the questionnaires sent to you and a select sample of educators in North Dakota, we intend to determine if teacher educators and public school teachers in North Dakota perceive issues in the same manner. We would sincerely appreciate your effort in filling out the enclosed questionnaire.

You will notice a number in the upper right hand corner of the questionnaire. This is for coding purposes only. In all cases, confidentiality of answers will be respected.

Please return the enclosed questionnaire in the self-addressed, stamped envelope before March 30, 1972.

Cordially,

Jonathan Levine

jh

Enclosures

SA A U D SD 6. In teacher education courses in North Dakota there is actual demonstration of a wide variety of teaching methods.

7. Most teachers in North Dakota are effectively able to teach a regular class (not remedial or exceptional students) with an enrollment of:

SA A U D SD a) 20-30

SA A U D SD b) 30-35

SA A U D SD c) 35-40

SA A U D SD d) less than 20

8. In teacher education courses in North Dakota there is adequate preparation in effectively teaching a regular class (not remedial or exceptional students) with an enrollment of:

SA A U D SD a) 20-30

SA A U D SD b) 30-35

SA A U D SD c) 35-40

SA A U D SD d) less than 20

SA A U D SD 9. Curriculum in North Dakota public schools is constantly being revised.

SA A U D SD 10. In teacher education courses in North Dakota there is adequate preparation in techniques of curriculum revision.

11. The average public school teacher in North Dakota can effectively teach in the regular classroom the:

SA A U D SD a) Gifted

SA A U D SD b) Slow learner

SA A U D SD c) Mentally handicapped

SA A U D SD d) Emotionally handicapped

SA A U D SD e) Physically handicapped

12. In teacher education programs in North Dakota there is adequate preparation of teachers to effectively teach in the regular classroom the:

- SA A U D SD a) Gifted
 SA A U D SD b) Slow learner
 SA A U D SD c) Mentally handicapped
 SA A U D SD d) Emotionally handicapped
 SA A U D SD e) Physically handicapped.

13. The following basic skills are competently taught by North Dakota classroom teachers:

- SA A U D SD a) Reading
 SA A U D SD b) Writing
 SA A U D SD c) Arithmetic

14. In teacher education programs in North Dakota the ability to teach the following basic skills is taught:

- SA A U D SD a) Reading
 SA A U D SD b) Writing
 SA A U D SD c) Arithmetic

15. When it comes to audio-visual equipment:

- SA A U D SD a) Most North Dakota teachers are aware of what is available
 SA A U D SD b) Most North Dakota teachers know how to operate the equipment
 SA A U D SD c) Most North Dakota teachers can effectively integrate audio-visual material into the educational program

16. Teacher education courses in North Dakota sufficiently cover:

- SA A U D SD a) Knowledge of audio-visual equipment
 SA A U D SD b) How to operate audio-visual equipment
 SA A U D SD c) How to effectively integrate audio-visual material into the educational program

- SA A U D SD 17. Teachers in North Dakota public schools understand the principles of diagnostic testing.
18. In teacher education courses in North Dakota there is discussion of:
- SA A U D SD a) Problems of grading
- SA A U D SD b) Different methods of grading
- SA A U D SD 19. Problems of educating the students who will not continue formal education beyond high school is treated well in teacher education courses in North Dakota.
- SA A U D SD 20. Problems that beginning teachers encounter often are adequately treated in teacher education in North Dakota.
- SA A U D SD 21. Techniques of teaching specific subject matter are well covered in the teacher education program in North Dakota.

II. INTERPERSONAL AND INTERINSTITUTIONAL RELATIONS

- SA A U D SD 22. Teacher-administration relations are generally good in North Dakota public schools.
- SA A U D SD 23. Teacher education courses adequately cover problems of teacher-administration relations.
- SA A U D SD 24. North Dakota teachers are able to handle community relations.
- SA A U D SD 25. Teacher education courses in North Dakota prepare teachers to handle community relations.
- SA A U D SD 26. There is an adequate two-way communication between the public schools and the colleges.
- SA A U D SD 27. Public school teachers in North Dakota are able to communicate with their students.
- SA A U D SD 28. Learning to be flexible--not rigid--is considered in teacher education courses.
- SA A U D SD 29. Ways to personalize the student-teacher relationship are covered in teacher education courses.
- SA A U D SD 30. A concept of self-awareness is part of the teacher education program in North Dakota.

III. CLASSROOM MANAGEMENT

31. Classroom management is not a problem for teachers in North Dakota with the following number of years experience:

SA A U D SD a) 1-3

SA A U D SD b) 4 and up

SA A U D SD 32. Teacher education courses in North Dakota adequately prepare teachers in classroom management.

33. First year teachers in North Dakota are able to handle a class in terms of:

SA A U D SD a) Maintaining discipline

SA A U D SD b) Motivating pupils

SA A U D SD c) Instructional techniques

IV. PERIPHERAL PROFESSIONAL ACTIVITIES

SA A U D SD 34. Classroom teachers are free from activities perceived as being unrelated to their job as educators.

SA A U D SD 35. Classroom teachers have sufficient time during school hours to prepare for their classes.

SA A U D SD 36. In North Dakota public schools there is too much emphasis placed on athletics.

SA A U D SD 37. Financial matters (supplies, program funding, etc., not salaries) are impartially handled by school administrations.

V. EDUCATIONAL GENERALIZATIONS

SA A U D SD 38. Education has become too permissive in North Dakota public schools.

SA A U D SD 39. Teacher education programs in North Dakota have instilled a permissive attitude in prospective teachers.

SA A U D SD 40. There is a feeling of professionalism (life long commitment to education) among new teachers in North Dakota.

- SA A U D SD 41. Teacher education programs in North Dakota instill a sense of professionalism (life long commitment to education) in their graduates.
- SA A U D SD 42. Students in North Dakota public schools have a poor attitude toward school.
- SA A U D SD 43. Faculty in the teacher education programs in North Dakota Colleges and Universities have had relevant experience in public school teaching.

If there are any other comments you wish to make about your opinions, please do so in the space below, or on a separate sheet of paper. Please send the questionnaire back to us in the stamped envelope. Thank you for your cooperation.

APPENDIX C

UNIVERSITY OF NORTH DAKOTA
Grand Forks, N. D. 58201

College of Education

Department of
Secondary Education

May 1, 1972

Dear Educator:

A short time ago, you were kind enough to complete a questionnaire that we sent you regarding perceptions of teachers and teacher educators. For a further understanding of this topic we would appreciate your filling out the short questionnaire below. With the results of this we hope to determine the effect of field contact on perceptions. The code number below corresponds to the one on the previous questionnaire. In all cases this is for coding purposes only, and all information will remain strictly confidential.

Please return the questionnaire in the self-addressed, stamped envelope before May 5, 1972. Thank you for your cooperation and assistance.

Sincerely yours,

Jonathan Levine
207B Brannon Hall

1. Have you ever been a full-time teacher in a public school? _____
2. How many years were you a full-time teacher in the public schools? _____
3. If you have previously been a public school teacher, how long has it been since you were a full-time teacher in a public school?

4. Has Student Teacher observation been a regular part of your assignment in the past five years? _____
5. Have you had any other extensive field contacts with the public schools in the last few years? _____
6. If the answer to number five is yes, please explain the nature and extent of these contacts.

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