

1982

# A comparative analysis of the perceptions of students, teachers, and the general public of the characteristics of the best teacher

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**James, Mamie Diane Rooks**

**A COMPARATIVE ANALYSIS OF THE PERCEPTIONS OF STUDENTS,  
TEACHERS, AND THE GENERAL PUBLIC OF THE CHARACTERISTICS OF  
THE BEST TEACHER**

*Iowa State University*

PH.D. 1982

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A comparative analysis of the perceptions of  
students, teachers, and the general public  
of the characteristics of the best teacher

by

Mamie Diane Rooks James

A Dissertation Submitted to the  
Graduate Faculty in Partial Fulfillment of the  
Requirements for the Degree of  
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Major: Education (Higher Education)

**Approved:**

Signature was redacted for privacy.

**In Charge of Major Work**

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**~~For~~ the Major Department**

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**For the Graduate College**

Iowa State University  
Ames, Iowa

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## CHAPTER I - THE PROBLEM

## Introduction

Teachers have a role in determining the effectiveness of an educational program. Attitudes concerning what constitutes this effectiveness include perceptions of what constitutes an effective teacher, and these perceptions may provide the basis for public support of education. Therefore, one of the most important of educational concerns is the identification of qualified teaching personnel. However, attempts to identify qualified, effective teachers may not be easy.

A review of the literature revealed varying concepts of what constitutes an effective teacher, and possible explanations for these perceptual differences were numerous: First, a person's concept of an effective teacher depended on his/her past experiences, acculturation, value attitudes, and the aspect of teaching that may have been foremost in his/her consideration at any given time (Ryans, 1960). To some timid, sensitive students, an effective teacher may have been one who was sympathetic and understanding. To some college deans or peer professors, an effective teacher may have been one who was serious, rigorously academic, and even impersonal. To some overly protective parents, an effective teacher may have been one who gave much individual

attention and praise to that shy subdued child. Second, one's ideas about the effective teacher varied to a degree with the particular kind of teacher he/she chose to consider. Differences in grade level and subject area, the teacher's level of education, and the degree of the teacher's understanding of cultural materials all helped form one's perceptions. Third, a person's concept of an effective teacher depended on his/her understanding of teacher behavior, behavior that often characterized a teacher as understanding, concerned, and honest, or strict, aggressive, or authoritarian. Miller contended that a good teacher should exhibit behavior that

...personifies enthusiasm for his students, the area of competence, and life itself. He knows his subject...and is willing to explain it in or out of class. He approaches his...students with integrity that is neither stiff nor pompous (1972, pp. 26-27).

Teacher effectiveness has been perceived as certain characteristics or traits possessed by the teacher, methods of teaching used, the climate created by the teacher, mastery of a repertoire of competencies, and ability to deploy competencies on professional decision making (Medley, 1979, p. 12). Ryans (1960, p. 2) stated that licensing groups of teachers' certificates "...believe good teaching to be a result of the teacher's training...", and Medley (p. 11) suggested that one of the most important ways to improve the effectiveness of teachers is by changing the way they

were educated. Mitzel (1960, p. 148) stated that,

More than half a century of research effort has not yielded meaningful, measurable criteria around which the nations of educators can rally. No standards exist which are commonly agreed upon as the criteria of teacher effectiveness.

This researcher reviewed several pertinent studies and found that while many studies dealt with teacher effectiveness, very few examined the public's perceptions of effective teaching. This may be attributed to public opinions such as those reported by Elam (1978, p. 278). A sample of the general public was asked in a Gallup poll about personal qualities they would look for if they could choose their child's teacher. Elam reported responses of effective teacher characteristics very similar to the responses given by students and teachers. He then concluded that, "All major groups list the qualities most desired in a teacher in almost the same order....A survey 100 years ago would probably have revealed the same thing".

In spite of conclusions such as Elam's, this researcher found that current methods of evaluation all tended to come directly from students, teachers, and administrators (Zax, 1971). There was a need to re-examine the public's perceptions in order to better understand public support of education. Sawyers (1977, p. 12) maintained that public dollars were a public trust, and administrators and educators had a distinct responsibility to include citizens

who helped pay the bills and parents who helped influence career decisions in program planning and evaluation. Scriven (1977, p. 9) stated that evaluation of teaching as is presently conducted is "...so shoddy at the intellectual and practical levels, that it is hardly surprising that teaching is awarded in an appropriate way".

Therefore, this study will examine individuals' perceptions of teachers who are influential in determining educational effectiveness. Medley noted, however, that when lists of characteristics were used to describe effective teaching, these lists became the perceptual basis for identifying the effective teacher (1979, p. 13). There has been no evidence to show that teachers possessing the characteristics were actually more effective than teachers not possessing the characteristics.

This study was perceptual in nature. Therefore, it served as a criterion by which the sample could judge the quality of effective teaching. The respondents expressed their attitudes, perceptions, or perspectives of the characteristics of the best teacher they knew, not their opinions. Opinions were defined as "beliefs not based on absolute certainty or positive knowledge, but on what seemed true or probable" (Guralnik, 1980, p. 997). Opinions were also described as inconsistent and subject to change over time. They, therefore, could not serve as the basis for

this study. On the other hand, perception was defined by Peterson and Walberg (1979, p. 215) as the act of extracting information from the environment. This usually involved use of the senses to obtain information. Perspective, used synonymously with perception, was defined as "A specific point of view in understanding or judging things or events" (Guralnik, 1980, p. 1062), and attitude, also used synonymously with perception, was defined as "An organization of several beliefs around a specific object or situation" (Rokeach, 1973, p. 18). Since perceptions, perspectives, or attitudes weren't as likely to change over time, and were based on judgements and values, they served as the basis for this study. Rokeach (p. 5) defined values as "A set of beliefs that a particular mode of conduct was personally or socially preferable to an opposite mode of conduct". The term chosen to be used consistently in this study was perceptions.

#### Significance of the Study

As social problems become more complex, and as curricula expand and become more varied, ever increasing levels of performance are required of teachers. But research has produced little precise knowledge of what makes a teacher effective. This study was a research effort examining the attributes that some perceive to characterize



effective teaching. It was designed to stimulate interest in problems of teacher effectiveness by examining the perceptions of students, teachers, and the public of what made a teacher effective. Results of these perceptions can be helpful in determining teacher qualities that lead to differences in the lives of pupils, whether these differences are, as suggested by Biddle, "reflected in professional achievement, adjustment to the vicissitudes of life, attitude toward others, or out-and-out financial support" (1964, p. 14).

#### Statement of the Problem

A review of the literature revealed many studies that had examined the perceptions of students and teachers of the characteristics of good or effective teachers, but very few studies had examined the perceptions of the public about good or effective teachers. This study compared and contrasted the perceptions of students, teachers, and the public toward the best teacher characteristics in order to identify perceived attributes characterizing effective teaching.

#### Purposes of the Study

Biddle (1964, p. 2) stated that the problem of teacher effectiveness is so complex that no one today knows what

effectiveness is. "...no approved method of measuring competence has been accepted, and no methods of promoting teacher adequacy have been widely accepted". With this in mind, this study examined teacher effectiveness as a phenomenon by determining the perceptions of students, teachers, and the general public of the characteristics of the best teacher they recall, and from that information, developed a construct of teacher effectiveness. More specifically, the purposes were:

1. To identify those major characteristics most often ascribed to the best teacher based on the perceptions of students, teachers, and the general public.
2. To identify perceived similarities and differences of teachers, students, and the general public on identified characteristics of the best teacher.
3. To determine if perceptions of those recently trained in and currently engaged in education differed from those of the general public regarding the characteristics of the best teacher.
4. To identify selected social variables associated with different perceptions of the characteristics of best teachers from each group - students,

teachers and the general public - in the sample.

5. To inform teacher educators and future teachers of the perceptions of students, teachers, and the public so that they might better meet societal expectations.

#### Hypotheses to be Tested

The following null hypotheses were tested to achieve the purposes of the study:

1. Ho1 There was no significant difference in the observed and expected frequencies of the perceptions of students, teachers, and the general public as to the characteristics of the best teacher.
2. Ho2 There was no significant difference in the observed and expected frequencies of the perceptions of those recently trained in and currently engaged in education (students, and teachers) and the perceptions of the general public as to the characteristics of the best teacher.
3. Ho3 There was no significant difference in the observed and expected frequencies of students' perceptions of characteristics of the best teacher in relation to respondents':

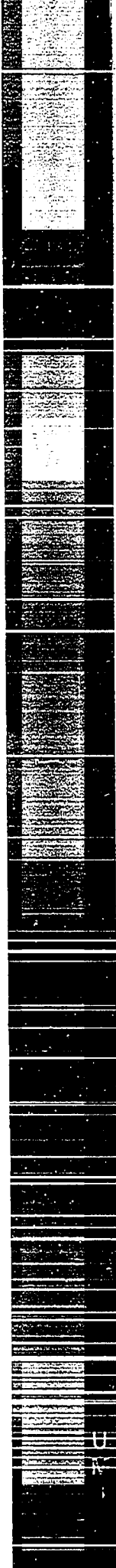
- sex
  - educational rank (college graduating grade point average)
  - occupational group of parents
4. Ho4 There was no significant difference in the observed and expected frequencies of teachers' perceptions of characteristics of the best teacher in relation to respondents':
- sex
  - educational level
  - preparatory institution (public, private)
  - income level
5. Ho5 There was no significant difference in the observed and expected frequencies of the general public respondents' perceptions of characteristics of the best teacher in relation to respondents':
- sex
  - age
  - educational level
  - income level

#### Procedures of the Study

In order to accomplish the above purposes, the following procedures were used:

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The "Attitudes about Education in Iowa" questionnaires (Appendices A and B) were developed and mailed to selected public and teacher respondents in Iowa, and the Teacher Education follow-up questionnaire (Appendix C) was mailed to selected Iowa State University students. For the purpose of this particular study, data were gathered from one question in the returned questionnaires. The teacher and public respondents were asked to, "Please think about the best teacher you know or have known. What were the characteristics that made that teacher outstanding?" Students were asked to, "Please think about the best elementary or secondary teacher you know or have known. What were the characteristics that make/made that teacher outstanding?"

Researchers in the Research Institute for Studies in Education compiled a list of possible desirable teacher characteristics. The desirable teacher characteristics mentioned most often in the literature were also compiled. The two lists were combined to make a final list of best teacher characteristics to use as a key for coding the responses given to the best teacher question. The key was given a numerical code. The responses were coded, and the data were keypunched in the Statistical Laboratory at Iowa State University. The responses had to be recoded however, after a new, more specific code was developed. The new data

were then keypunched on the computer terminal through the Wylbur system.

After hypotheses were developed to provide a basis for the study, a review of the literature was conducted to identify and describe desirable teacher characteristics named most often by other researchers, and to determine the effects of teacher behavior on teacher effectiveness. Frequency counts were tabulated and chi-square tests of significance were run to test the stated hypotheses. From the statistical results, implications for teacher education program planners, for potential teachers, and for current teachers were assessed, and recommendations were made.

#### Basic Assumptions

This study was based on a larger study conducted by the Research Institute for Studies in Education. Since the Institute closely followed the procedures outlined by Dillman, in his book (1978, pp. 133-165), Mail and Telephone Surveys, The Total Design Method (Appendix E), and was assisted by the Survey section of the Statistical Laboratory at Iowa State University in conducting its study of education in Iowa, it was assumed that:

1. The instruments, procedures, and data collection methods used by RISE were reliable and valid.

It was also assumed that:

2. Teacher behavior could be observed, and perceptions of teacher behavior were a basis for the evaluation of teaching.
3. Teacher characteristics could be classified both quantitatively and qualitatively.

#### Definition of Terms

The use and meaning of certain terms in the study follow.

Teacher behavior was used in the study as a concept prerequisite to understanding teacher effectiveness. It is defined as "Any activity in which a teacher participated to guide or direct student learning" (Ryans, 1960, p. 15).

Evaluation was used in the study as a means of assessing teacher effectiveness. It is defined as the process of delineating, obtaining, and providing useful information for judging decision alternatives.

Construct, used in the study to specify "teacher effectiveness", is a concept that has an added meaning that was deliberately and consciously invented or adopted for a specific scientific purpose.

Critical incident, used as a determinant of teacher behavior was defined as any observable act which might have made the difference between the success or failure in some specified teaching situation.



### Delimitations

The data to be analyzed were gathered as part of a larger study of the views of Iowans toward education in Iowa by the Research Institute for Studies in Education at Iowa State University. It is not to be assumed that Iowa respondents were representative of individuals in other geographic areas.

Students were specifically asked to characterize the best elementary or secondary teacher they recall, while teachers and the general public were asked to characterize any best teacher they recall. No method of determining grade level or subject area of the teacher being described was utilized. Therefore, responses may have been generalized to all levels of education by some respondents.

The teacher respondents for this study were all public school teachers. Their responses may not have been representative of the attitudes of private school teachers.

Student respondents were all Iowa State University students. Their responses may not have been representative of students at other institutions.

### Organization of the Study

This study is divided into five chapters, a bibliography and appendices. Chapter I presents an overview of the study consisting of introduction, statement of the

problem, list of procedures, hypotheses, definition of important terms, and delimitations of the study.

Chapter II presents a review of pertinent literature. It is divided into: "Teacher Behavior" and "Evaluations of Teacher Effectiveness".

Chapter III provides detailed information on the methods and procedures utilized in this study.

Chapter IV contains the findings in both tabular and narrative form. The findings are discussed in relation to the hypotheses stated in Chapter I.

Chapter V contains a summary of the problem, findings of the study, conclusions, interpretations and recommendations.

#### Summary

The purpose of this study was to determine the perceptions of students, teachers, and the public of the characteristics of the best teacher they had ever known, and to inform teacher educators and future teachers of these expressed perceptions so that they might better be able to meet societal expectations.

## CHAPTER II - REVIEW OF LITERATURE

## Introduction

An understanding of teacher competence or effectiveness can help teachers, administrators, and teacher educators greatly strengthen the position of education in society (Biddle, 1964, p. 2). But how does one know when a teacher is competent or effective? Medley (1979, p. 17) contended that "Teachers are hired to educate children, to promote lasting changes in their behavior,...and it is the teachers who produce these permanent changes in pupils who deserve to be called effective". Mowrer (1960) defined the effective teacher as a stimulus object able to arouse emotional responses in students, and Goldsmid, Gruber and Wilson (1977a, p. 44) defined effective teachers as those who were "...concerned about their subject matter, concerned about their students and are driven to see that the two parties favor one another".

A review of the literature revealed that there was no universal definition of what characterized the effective teacher. It meant different things to different individuals. Zax (1971, p. 285) stated that "...the person who is rated as the best of one group of teachers may be rated as being much less than the best when considered in relation to another group of teachers".

This researcher concluded that in attempting to describe how other researchers defined best teachers, a major component of teacher effectiveness, "teacher behavior" (Flanders, 1980, p. 13), should be a point of focus, and a review of studies that related student, teacher, and public perceptions of best teacher characteristics was necessary.

In the literature reviewed, however, very few studies specifically examined characteristics that identified the best teacher. More studied ideal, superior, outstanding and effective teacher characteristics. Since these reviews were closely identified with best teacher characteristics, the related findings from these studies were reviewed.

#### Teacher Behavior

As early as 1921, Butler commented,

Of good teachers, there are...a fair supply. These are the men and women who, by reason of sound if somewhat partial knowledge, orderly mindedness, skilled in simple and clear presentation, and a gift of sympathy, are able to stimulate youth to study and to think (p. 119).

Fifty years later, in his description of effective teachers, P. M. Symonds contended,

I have seen successful teachers with loud, harsh voices, and with soft indistinct voices. I have seen successful teachers who were lax, easy going, highly permissive, and others who were strict and restrictive. I have seen successful teachers who were effusive in giving praise, but I have also seen successful teachers who never seemed wholly satisfied with what the children in their classes do (1971, p. 690).

Differences in one's perceptions of the characteristics of the effective teacher may have been attributed to teacher behavior - actions that were assumed by Biddle (1964, p. 244) to be "overt, transitory, patterned, voluntary, purposeful, meaningful, or directed". There were no lists of essential behaviors for teachers mentioned in the literature, nor was it claimed that specific behaviors were inherently superior, but there were suggested behaviors that teachers perceived to be effective were known to possess. These behaviors were outlined later in this chapter.

Flanders (1980, p. 13) stressed that teacher behavior, often characterized by more than 18,000 adjectives, (e.g. aggressive, honest, authoritarian, destructive, etc.), was not only an important variable in evaluating teachers, but was also the most potent controllable factor that could alter learning opportunities in the classroom.

Ryans (1960) examined teacher behaviors by reviewing a collection of critical incidents of teaching. The procedure involved collecting reports of what supervisors, principals, teachers, student teachers, and students considered to be especially effective or ineffective classroom behaviors of teachers. The findings from the observations suggested that the personal and interpersonal behaviors of teachers could best be described in terms of a limited number of major dimensions. These primary behavior patterns, seemingly

bipolar, were defined as Patterns X, Y, and Z. Pattern X specified understanding, friendly behavior at one end of the pole and aloof, egocentric restricted behavior at the other end. Pattern Y defined a continuum extending between the extremes of responsible, businesslike, systematic classroom behavior and evading, unplanned classroom behavior. Pattern Z was described as a stimulating, imaginative, enthusiastic teacher classroom behavior, and dull, routine teacher behavior (p. 77). All teacher behavior did not fall into one of these patterns, but Ryans contended that these were the three principal areas involving interpersonal student-teacher relations. Results from other studies (i.e. Coffman, 1954, French, 1960) yielded desirable teacher behavior patterns similar to those defined above by Ryans.

French's study closely examined student ratings of college instructors in an attempt to describe concepts of effective teachers. It was found that the characteristics comprising Pattern X tended to become less important while characteristics such as those making up Patterns Y and Z tended to take on greater significance as students progressed in school. French found that college students were concerned with their instructors' ability to interpret abstract ideas clearly, get students interested in the subject, increase skills in thinking, broaden interests, make good use of examples and illustrations and motivate the

student to do his best work, and less concerned with the instructors' sense of humor, avoidance of embarrassment of the student, friendliness of manner, and such. One may have implied from these results that when changing focus from the elementary teachers' performance through high school to university teaching, Pattern X seemed to become less important and Patterns Y and Z seemed to attain greater significance.

According to Peterson and Walberg (1979), the competency or performance-based teacher education model was developed to distinguish between the effective and ineffective teaching behavior. The model assumed that the effective teacher differed from the ineffective one primarily in that he/she had command of a larger repertoire of competencies - skills, abilities, knowledge, etc. that contributed to effective teaching.

In sum, the actions of teachers were related to the amount of learning that took place in a classroom, and were thus related to teacher effectiveness.

#### Implications of teacher behavior

When analyzing teacher behavior, Ryans (1960) contended that certain implications must have been recognized. The first implication was that teacher behavior was social behavior. That was, in addition to the teacher, there were learners who were in constant interaction and each was

influenced by the other's behavior.

Data from Stallings' study suggested that when examining student achievement in relation to teacher behavior, more gain was achieved in students' work in classrooms where there was more interactive instruction. When teachers used texts, workbooks, or similar instructional materials, and when they spent more time instructing, discussing homework, and providing immediate supportive feedback, students gained in cognitive skills. Also, Rosenshine and Furst (1971) concluded that task oriented, businesslike behaviors and large amounts of content covered in class (student-engaged time) were also positively correlated with student achievement gains.

Medley (1979) described the learning environment in the class of the effective teacher as orderly, psychologically supportive, and requiring relatively little effort on the teacher's part. He found that

The effective teacher devotes more class time to academic activities with the class organized in one large group and devotes less class time to small group activities and independent seatwork than the ineffective one (p. 24).

He also stressed that even though effective teachers devoted less time to pupil seatwork, they supervised pupils engaged in seatwork more closely than ineffective teachers did.

According to Peterson (1979, p. 58), Rosenshine termed this academic focus, teacher-centered focus, little student



choice of activity, use of large groups rather than small groups for instruction, and use of factual questions as "direct instruction", and suggested that direct instruction, in lieu of "open instruction", was the most effective way of teaching. Open instruction was defined by Peterson (p. 58) as "a style of teaching involving flexibility of space, student choice of activity, richness of learning materials, and more individual or small group than large group instruction". After conducting experiments with students in both open and direct environments, Peterson (p. 67) concluded that

...although (the) direct approach may be slightly better on the average than the open approach for increasing students' achievement, an open approach appears to be better than a direct approach for increasing students' creativity, independence, curiosity and favorable attitudes toward school and learning. In addition...some kinds of students may do better in an open approach and others may do better in a more direct approach. The implication is that if educators want to achieve a wide range of educational objectives, and if they want to meet the needs of all students, then direct instruction alone nor open classroom teaching alone is sufficient.

Medley (1979) found that, contrary to common belief, teachers who used more low level questions and fewer high level ones, whose pupils initiated fewer questions and got less feedback, and who tended not to amplify or discuss what pupils said were the most effective ones.

Robert Feldman (1979) reported on the social implications of nonverbal teacher behavior on student

achievement and within teacher-student interaction. From his study, he discovered that teachers appeared to respond differently to students according to the expectations they held regarding the students' ability. A similar study by Chaikin, Sigler, and Derlega (1974), for example, showed that teachers communicated their expectations of different students in different ways. Teachers of "bright" students smiled more, had more eye contact, and nodded their heads more than teachers of "dull" students. Lujan (1981) also emphasized this point by suggesting that differential treatment of students by teachers (degree of warmth and friendliness) helped to account for the failure of low achieving students. Thus, these differential treatments seemed to promote student performance congruent with the teachers' expectations.

Similarly, students had expectations of their teachers that stemmed from the latter's race, sex, physical appearance, or from rumors heard from former students or from other individuals. Just as the teachers' expectations could be communicated to students, so could students' expectations be communicated to teachers, and could ultimately lead to the expected teacher behaviors.

Ryans stated that a second implication of teacher behavior was that it was relative. "What a teacher does is a product of social conditioning and is relative to the

cultural setting in which the teacher teaches" (1960, p. 16). Teacher behavior was good or bad, acceptable or unacceptable, only in relation to the extent to which it conformed to a value system or set of objectives relating to what was expected of the teacher, the desired pupil learning, and the teaching methods used to bring about this learning.

#### Assumptions of teacher behavior

In developing a theory of teacher behavior, Ryans (1960, p. 16) suggested that two major assumptions were necessary. First, teacher behavior was a "function of situational factors and characteristics of the individual teacher". More simply, teacher behavior was a function of certain environmental influences and were learned and unlearned characteristics of the individual teacher. Second, teacher behavior was observable. When an attempt was made to study teacher behavior, it was assumed that this behavior may have been identified either through direct observation or through indirect approaches such as the use of tests of teacher abilities and knowledge and the use of inventories or interviews.

### Evaluations of Teacher Effectiveness

Since it was logical to assume that individuals had certain competencies that could be identified and described, Peterson and Walberg (1979) stated that one major and widely used method for the empirical study of teaching had been the investigation of teacher traits and competencies. These competencies may have been expressed in terms of techniques used in carrying out the teaching/learning process and the attainment of measurable learner outcomes. When examining the nature of effective teaching, the measure used most often was the success of learners in the world of work (Hildebrand, 1973).

When examining this "learner success", Stallings (1981) presented a vivid picture of why teacher effectiveness was so important. The problem of illiterate high school students - graduated students who could not fill out job applications or pass reading exams given by the U.S. Army was painfully brought to public attention in several malpractice suits during the 1970s. The result was that extensive and intensive programs had to be developed to help teachers learn how to more effectively meet the needs of the students in the classrooms of the day.

Sawyers (1977) maintained that an effective teacher must have been able to develop an optimal student teacher relationship. This facilitating relationship was a factor

that helped students develop favorable attitudes toward school. The teacher must have encouraged students to do their best, must have treated students as responsible individuals, must have been willing to listen to students' opinions, must have understood students, must have been willing to employ students' suggestions, and must have helped students develop effective study and work habits (p. 16).

Crawford and Bradshaw (1973, p. 1) viewed the effective teacher as one who must have been able to:

1. encourage and promote student understanding,
2. develop study skills,
3. mold desirable attitudes toward the ideals of education,
4. contribute to the educational adjustment of the pupil.

In order to identify the attributes that characterize effective teachers, a summary of many investigations attempting to discover the perceptions of those most closely associated with the educational process, - students, teachers, and parents (the public), of effective teacher characteristics follow.

### Student evaluations

Kulik and Kulik (1979, p. 70) contended that

College students represent the select group of students who have mastered the basic skills taught at the lower levels and are prepared to learn how to make subtle discriminations, use complex concepts and symbols, and form independent judgements.

Therefore, students have often been selected to judge their teachers' effectiveness. Students were the ultimate consumers of higher education and it was in their interest that a teacher improved his/her teaching skills; students were the only ones who regularly saw a teacher at work every day, and it was easier and less expensive to have them, rather than any other group, describe and evaluate teachers. It was also stressed by Redfern (1980, p. 155) that the purpose of obtaining reactions from students should have been to get a better perception of how they felt with regard to what went on in class and with regard to teacher-learner relationships.

Peck, Fox and Blattstein (1978) found student evaluations of teachers to have been both reliable and valid even across different classes and in different subject matter. These authors stated that "Student evaluations appear to be not merely subjective reactions or popularity votes, but a significant reflection of their teachers' real attributes and behavior" (p. 1). Riley et al. (1950, p. 22) summed up the value of student evaluations with the

following quote. One professor stated, "I have always recognized student opinion as a valuable guide to the teacher....My teaching methods and course organization have definitely been influenced and guided by such comments".

In contrast, O'Tuel (1979, p. 7) found that teachers who met their students' expectations received higher ratings from them, and teachers who did not meet their students' expectations received lower ratings. Therefore, student evaluations and the qualities which they ascribed to "good teachers" were usually discounted by faculty and administrators on the grounds that students tended to be too easily swayed by "superficialities such as showmanship and lenient grading" (Wilson et al., 1973, p. 31). O'Tuel suggested that unless student expectations could be controlled or at least assessed, caution should be taken in making decisions based on student evaluations.

When observing students' perceptions of the attributes of good teachers, Braskamp, Ory and Pieper (1980), Goldsmid et al. (1977a), Feldman (1976) and O'Tuel (1979) found that students perceived factors such as instructor ability to communicate, instructor knowledge of the field, and the instructor's ability to stimulate student learning to be important. In addition, O'Tuel (p. 6) found that students perceived effective teachers to:

1. Show enthusiasm about teaching and about subject,

2. Present a well-organized course,
3. Relate knowledge of subject matter to solutions of practical problems, and
4. Communicate ideas clearly.

O'Tuel stressed that characteristics which students ranked as most important for an ideal professor for a course corresponded to what they perceived they gained - knowledge and competence in the subject and relating knowledge to solutions of practical problems.

Goldsmid et al. (1977a) stated that the attributes of the most effective teacher mentioned most often by students were:

1. thorough knowledge of subject matter,
2. well-planned and organized lectures,
3. enthusiastic, energetic, lively interest in teaching,
4. student-oriented, friendly, willing to help students (p. 14).

Redfern (1980, p. 157) found that students perceived such items as teaching style, relations with students in class, and teacher attitudes as important, and contended that these items should definitely have been included in a list of effective teacher characteristics.

When comparing the personal characteristics of students with the characteristics they attributed to effective



teachers, Medley (1979, p. 22) stated that most of the teacher behaviors found to be effective with students of low socioeconomic status were found to be ineffective with students of high socioeconomic status and vice-versa.

Tollefson et al. (1981) also found that student and class characteristics influenced end-of-course ratings of instructors. Upper division students (juniors and seniors) as a group, assigned higher ratings than lower division students (freshmen and sophomores). Also, students expecting to earn As or Bs in a course rated their instructors higher than students expecting Cs, Ds, or Fs.

Professional characteristics of instructors such as age, academic rank, college degrees, and publications were examined by Riley, Ryan and Lifshitz (1950) to determine if they were related in any way to student ratings of good teachers. When observing age, results indicated that younger instructors were overwhelmingly rated superior by students in areas of tolerance, organization of subject matter, ability to explain and to speak, enthusiasm for the subject, and fairness in examinations. Riley et al. (p. 99) attributed these differences between younger and older teachers to improved standards of teacher training and the stronger selection processes by which the younger teachers were chosen. Goldsmid et al. (1977b) offered the reasons that, among younger teachers, knowledge was more current,

having more in common with the students, younger teachers could communicate better, and because of certain pressures, younger faculty taught better because they had to (p. 6).

When observing the attribute of rank, Riley et al. (p. 100) found that students undoubtedly rated full professors above the median in knowledge of the subject matter, but in every other case, (i.e. enthusiasm for the subject, interest in the student, pleasant personality, ability to explain), higher rank tended to be associated with lower ratings.

When correlating academic degrees and student ratings, Riley et al. (1950) found that instructors with Ph.D.s. surpassed instructors with other degrees in nearly all areas, especially those such as knowledge of the subject and general teaching, but teachers possessing bachelor's degrees surpassed those with master's degrees in such areas.

Riley and his coauthors found that published research appeared to have a positive effect on students' conceptions of good teaching.

In summary, students tended to think that the most effective teacher was lively, enthusiastic, vigorous, joyous in teaching, and was concerned most of all for the student - both as a student, and as a human being.

### Teacher evaluations

In the early 1920s, Knight and Somers sought to discover the qualities that should have been considered as guides in selecting teachers, and found that opinions of teachers respecting the effectiveness of their colleagues' work were important, and Knight (1922) found that teachers' estimates of their colleagues' work were reliable. Wilson, Dienst, and Watson (1973) also found that college professors believed their colleagues were the only persons truly qualified to judge their competence. But in contrast, Doyle and Crichton (1978) suggested that peer ratings should be suspect because of the colleagues' limited opportunity to observe classroom instruction.

In 1923, interest in teacher effectiveness was evident when Somers (p. 32) presented four major items and twelve subordinate items that teachers perceived as desirable characteristics of teachers. The four major items were:

1. Personal qualities
2. Teaching qualities
3. Managing qualities
4. Community force qualities

The twelve subordinate qualities were:

1. Ability to meet people
2. Self-control and poise
3. Promptness and dependability

4. Ready command of language
5. Cheerfulness
6. Sense of humor
7. Good judgement
8. Initiative and originality
9. Accuracy and honesty
10. Tact and adaptability
11. Fairness
12. Force

A more recent study was conducted by Wilson et al. (1973) to examine the dimensions faculty members associated with being a good teacher. They found that "research activity and recognition, participation in the academic community, intellectual breadth, relations with students, and concern for teaching" were named most often. Wilson et al. also found that faculty with heavier teaching loads were more likely to assign high scores on "concern for teaching" and low scores on "research activity and recognition" to the teacher they nominated as effective (p. 31).

Peterson (1964) questioned seventy-two teachers about their work careers, and found that age may have determined relationships between teachers and students. The findings suggested that different types of behavior were required for effectiveness at different ages. The middle-aged teacher who yearned for close relationships with students was

probably less successful than colleagues who adjusted their behavior to their age.

By 1930, the teacher rating scale, a criterion for evaluating teacher competence, had come into widespread use. In Medley's study, 209 scales were located and analyzed to get some idea of what educational leaders regarded as characteristics of effective teachers. The most frequently mentioned characteristics included cooperation (helpfulness, loyalty), personal magnetism, personal appearance, breadth and intensity of interest, considerateness, and leadership (1979, p. 13).

Ryans (1964, p. 82) observed that teachers' scores on rating scales correlated with early childhood experiences, age, sex, and size of school. With regard to early experience, he found that certain teacher characteristics were traceable to behaviors that were expressed long before an individual entered teaching as a profession. Significant differences were obtained for the behaviors of individuals who participated in activities such as "playing school", "reading to children", or "taking charge of class for the teacher", and those who did not. Early childhood participation in teaching-like activities were found to be associated with behaviors and characteristics such as understanding, friendly, responsible, imaginative, and favorable attitudes toward pupils, administration, and other

school personnel.

When observing age, Ryans (1964) obtained results similar to those of Riley et al. (1950). He found that, generally speaking, scores of teachers fifty-five years of age and above were very low when compared to the scores of younger teachers in all behavioral areas except systematic, businesslike, and learning centered. He found that differences between the sexes, often insignificant at the elementary level, were fairly general and pronounced among secondary school teachers. Women generally received significantly higher scores than men on scales measuring understanding, friendly, businesslike, stimulating, favorable attitudes toward pupils, permissive educational viewpoints, and verbal understanding. Men scored significantly higher on emotional stability.

In relation to school size, Ryans found that teachers in large schools (seventeen to fifty or more teachers) scored higher than those from small schools (three to five teacher schools) in areas of verbal understanding, friendly, classroom behavior, stimulating, imaginative, emotional stability, and favorable attitudes toward administrative and other school personnel.

Goldsmid, Gruber, and Wilson (1977a, p. 427) examined characteristics deemed important and desirable by colleague nominators of faculty for superior college teaching awards,

and found that at least a third of the nominators named, above all, "concern for student mastery of course materials" as the important teacher attribute. They also named "treat subject matter enthusiastically", and "show genuine interest in students as persons" as important variables. Fewer nominators (but more than 10%) mentioned "teacher's command of subject matter", "enthusiasm in teaching", "demands the teacher placed on him-herself", "ability to stimulate students to work beyond the minimum requirements" and "teacher encouragement of student participation". Goldsmid et al. also found that faculty tended to nominate instructors from departments with more undergraduate offerings and with lesser stress on professional training, and those who carried heavier workloads than others. Results supported their notion that quality of teaching peaked in mid-career, with a tougher grading pattern and an increase in publication. In sum, teachers seen as superior by their colleagues were clearly those who were competent in their field, concerned for students' intellectual growth, and enthusiastic in bringing the field and students together (p. 438).

Doyle and Crichton (1978, p. 821) found that teachers' colleagues' ratings and their self-ratings were positively correlated as attributes of good teaching. Variables were:

1. Clearly presented subject matter

2. Was approachable
3. Got students interested
4. Raised challenging questions
5. Overall teaching ability
6. How much students learned

Ryans (1960) also examined principals' perceptions of superior teacher characteristics. Understanding and kindness were found to be foremost in their perceptions. Other perceptions were systematic, responsible behavior and ability to teach subject matter.

In summary, teachers tended to think that the most effective teacher was enthusiastic about his/her field, the students, and about his/her professional growth and development.

#### Public evaluations

This researcher found only one study that examined perceptions of the public on effective teacher characteristics. In 1978, the public was asked in the annual Gallup poll to name the characteristics they would look for if they could choose their child's teacher. The qualities named most often were:

1. The ability to communicate, to understand, to relate
2. The ability to discipline, be firm and fair



3. The ability to inspire, motivate the child
4. High moral character
5. Love of children, concern for them
6. Dedication to teaching profession, enthusiasm
7. Friendly, good personality
8. Good personal appearance, cleanliness (Elam, 1978, p. 278).

### Summary

Teacher behavior, actions of teachers in the learning environment, was described in the literature reviewed as an important determinant of teacher effectiveness.

When questioned about characteristics most desired in a teacher, students, teachers and the public tended to agree that an effective teacher should have had good relations and communicative skills with students. Students and teachers also thought that the effective teacher should have been enthusiastic about his/her field. Furthermore, students thought that the effective teacher should have been able to relate knowledge of subject to solutions of practical problems and teachers thought that good teachers should have been involved in research activity, and should have participated in the academic community. In summary, students, teachers, and the public seemed to have thought

that good teachers should have been concerned with their students, but teachers also thought that good teachers should have been concerned about their professional development.

## CHAPTER III - METHODOLOGY

### Introduction

In the review of literature, the studies cited generally described characteristics of good or effective teachers. In the present study, however, respondents were asked to recall the one best teacher they had ever known and to name the attributes that made that teacher outstanding. The purposes of this study were to determine the perceptions of students, teachers, and the public of the characteristics of that best teacher, and to inform teacher educators and future teachers of these expressed perceptions so that they might better be able to meet societal expectations.

### Instrumentation

The research methodology for this study incorporated the use of survey research, defined by Borg and Gall (1979, p. 282) as "...a method of collecting information...to explore relationships between different variables". The questionnaire and the interview were the methods used for collecting the data.

The teacher, student, and public respondents each received a different questionnaire. The first questionnaire was designed to obtain the attitudes of the general public about education in Iowa. The development of the general

public's questionnaire began in August, 1979, when Dr. Virgil S. Lagomarcino, Dean of the College of Education, and Dr. Richard D. Warren, Director of the Research Institute for Studies in Education (RISE) at Iowa State University examined Gallup polls, community surveys and pertinent publications concerning education. Judge Kornegay, a graduate assistant in RISE completed a detailed literature search to discover public attitudes of education.

Drs. Lagomarcino and Warren conducted personal interviews and held informal conversations with personnel in the College of Education, the Department of Sociology, and the Survey Laboratory at Iowa State to obtain ideas and suggestions about what could be included in a questionnaire concerning education in Iowa. With the review of literature and the informal conversations as a basis, a questionnaire was developed. Suggestions about deletions and inclusions were received from personnel in the College of Education, the Department of Sociology, and the Statistical Laboratory. After making revisions, and after conducting a successful pilot test of the questionnaire, a final draft was designed by Dean Virgil Lagomarcino and Dr. Richard Warren from the College from Education, and by Dr. Roy Hickman, and Mrs. Hazel Cook from the Statistical Laboratory.

The student questionnaire was designed as a follow-up instrument to obtain attitudes concerning the Teacher

Education program at Iowa State University. In order to design this questionnaire, previous research reports completed by Drs. Lynn Glass and Pat Keith, and an extensive study designed by Dr. William Hunter, with the assistance of other members in the College of Education, were reviewed by a committee composed of Drs. Harold Dilts, Ann Thompson, Pat Keith, and Richard Warren. The student questionnaire was then designed by the above named committee.

The teacher questionnaire was developed by Drs. Lagomarcino, Dilts, and Warren by using portions of the public questionnaire and portions of the student questionnaire.

All three questionnaires proposed to examine factors that indicated and/or influenced the quality of education in Iowa. The present study dealt solely with one question asked of all three groups. The public and teachers were asked to respond to the following open-ended question: "Please think about the best teacher you know or have known. What were the characteristics that made that teacher outstanding?" Students were asked to, "Please think about the best elementary or secondary teacher you know or have known. What were the characteristics that make/made that teacher outstanding?"

### Selection of the Sample

The Iowa State University Committee on the Use of Human Subjects in Research reviewed this project and concluded that the rights and welfare of the human subjects were adequately protected, that risks were outweighed by the potential benefits and expected value of the knowledge sought, that confidentiality of data was assured and that informed consent was obtained by appropriate procedures.

One thousand, one hundred and sixty-three public respondents were selected in a stratified random sampling of the 99 counties in Iowa, and 800 public school teachers were selected in a stratified random sampling of the counties, districts, and teaching levels in Iowa to participate in "The Attitudes about Education in Iowa" survey. All of the student graduates of the Teacher Education Program at Iowa State University during fall quarter, 1980, through summer quarter, 1981 (N=439) were chosen to participate in the Teacher Education follow-up study. Seven hundred sixty members of the public (65%), 597 teachers (75%), and 318 (72%) Iowa State University students responded to their respective questionnaire. All returned the mail questionnaire with the exception of 334 public respondents who responded in a telephone interview.

For the purposes of this study, 698 public responses, 562 teacher responses, and 294 student responses were

tabulated and used. Sixty-two members of the public, 35 teachers, and 24 students were nonrespondents to the best teacher question. They, therefore, were discarded from the sample.

In testing hypothesis 2, [there was no significant difference in the perceptions of those recently trained in and currently engaged in education (students and teachers respectively), and the perceptions of the general public as to the characteristics of the best teacher], 54 of the public respondents to the best teacher question (7.4%) were also trained in and working in education. Based on the 1979-80 census data, 1.4% of Iowa's public population 18 years of age and older were involved in education as teachers or administrators (Iowa Library Commission, 1981). Using the above percentage, the 54 educators (7.4%), were an overrepresentation of educators in Iowa's public in this sample. Dillman, (1978, p. 44) stated that a researcher should be concerned that an overrepresented portion does not skew the sample data. Since only approximately 1.4% of the 698 public respondents should have represented the educators in the public, 10 of these respondents were randomly selected to be counted in the sample. The other 44 respondents were discarded.

For hypothesis 4 only, in testing the relationship between perceptions of the best teacher and type preparatory

institution attended, 14 teachers were discarded from the sample because they attended both a public and a private institution.

Of the 1675 returned questionnaires, data for this study were gathered from 1554 of them. In total, 93% percent of the questionnaires contained usable responses.

#### Preparation of the Data

The given responses to the best teacher question were coded into categories (Appendix D) by RISE graduate assistants. They used a numerical code that was developed by Valerie Broughton, a RISE researcher. The data were keypunched at the Statistical Laboratory at Iowa State University. However, a new code was later developed by RISE containing six major categories (Appendix D), and the new data had to be keypunched on the computer terminal through the Wylbur system by graduate assistants in RISE.

#### Treatment of the Data

In order to develop the major categories of best teacher characteristics, the following procedures were used:

1. A content analysis of the responses to the best teacher question was conducted and major categories were formed from this analysis.
2. From the literature reviewed, key descriptors of



best teacher characteristics were recorded.

3. All similar descriptors were grouped into major categories and were given generic classifications. Six major categories, designed to include all major aspects of student-teacher relationships and their numerical code were developed. They were:

- 01 - Pupil and Class Management
- 10 - Intelligent, Content Knowledge,  
Professional
- 20 - Communicate Subject Materials
- 30 - Student Relations
- 40 - Personal Characteristics
- 50 - Interpersonal Communication/Other

#### Methods of Analysis

Frequency counts, percentages, and the chi-square ( $\chi^2$ ) parametric statistic were used throughout this study for analyzing the research findings. According to Nie et al. (1975, p. 233), the chi-square test "...helps to determine whether a systematic relationship exists between two variables".

In answering the best teacher question, some respondents gave as few as one answer and some gave as many as five answers, but for the purposes of this study, a

maximum of three responses were coded. The multiple responses were used in descriptive tables where only frequencies and percentages were tabulated. Only the first response, however, was used in the chi-square analyses to test for perceptual differences among groups and for the relationships between perceptions and within group differences since the first answer represented the first best teacher characteristic that came to the respondent's mind.

For the chi-square computations, if the computed value exceeded the critical value found in the  $\chi^2$  table (Hinkle et al., 1979, p. 467), the null hypothesis was rejected. If the computed value was less than the table value, the null hypothesis was accepted. The asterisk (\*) was used in the tables to denote significant differences at the .05 level, and the double asterisks (\*\*) were used to denote significant differences at the .01 level.

## CHAPTER IV - RESEARCH FINDINGS AND ANALYSES

## Characteristics of the Sample

The findings of this research study are presented in this chapter. The data were analyzed by comparing responses from the three sample groups (students, teachers, and the public), to the best teacher question, and by comparing their responses to within group characteristics.

Students' demographic characteristics selected to be compared to perceived characteristics of the best teacher in this study were sex, educational rank, and occupation of parents.

The majority of the 294 student respondents to the best teacher question were females (77%), and had college graduating grade point averages above 3.00 (54%). Their fathers were mainly employed as professionals (24%), or as farmers (32%), and their mothers worked mainly as homemakers (59%). The number and percentage of student characteristics examined in this study can be discerned from Table 1.

Teachers' demographic characteristics selected to be compared to perceived attributes of the best teacher were sex, highest degree obtained, type of institution attended, and annual family income.

Data in Table 2 indicated that the teacher respondents, like the student respondents, were mainly females (60%). A

TABLE 1. SELECTED CHARACTERISTICS OF STUDENT RESPONDENTS

CHARACTERISTIC	NUMBER	PERCENT
<b>SEX</b>		
Female	225	76.5
Male	69	23.5
TOTAL	294	100.0
<b>EDUCATIONAL RANK (College graduating grade point average)</b>		
3.51-4.00	53	18.0
3.01-3.50	106	36.1
2.51-3.00	120	40.8
2.00-2.50	15	5.1
TOTAL	294	100.0
<b>FATHER'S OCCUPATION</b>		
Farmer, Farm Manager	94	32.0
Professional, Technical	69	23.5
Manager, Official	48	16.3
Crafts, Operatives	37	12.6
Service Worker	23	7.8
Sales	16	5.4
Clerical, Kindred	7	2.4
TOTAL	294	100.0
<b>MOTHER'S OCCUPATION</b>		
Homemaker	172	58.5
Professional, Technical	61	20.7
Clerical, Kindred	26	8.8
Service Worker	18	6.1
Manager, Official	5	1.7
Sales	5	1.7
Crafts, Operatives	4	1.4
Farmer, Farm Manager	3	1.0
TOTAL	294	100.0

preponderance of them (70%) had earned the bachelor's degree, while 28 percent had attained a degree beyond the bachelor's. These degrees were mainly earned at a public institution.

When reporting their total annual family incomes, 60 percent of the teachers reported incomes exceeding \$20,000.

Demographic characteristics of the public respondents compared to their perceptions of the characteristics of the best teacher were sex, age, educational level, and annual family income.

The public respondents for this study were also mainly females (54%). Half of them ranged from 18-39 years of age, and 53 percent had attained a high school diploma. When reporting their annual family incomes, 55 percent of them reported incomes less than \$20,000 (Table 3).

#### Testing of Hypothesis 1

Each group was questioned about the qualities they thought characterized the best teacher they had known. Some respondents gave as few as one answer and some respondents gave as many as five responses. For the purpose of this research, however, a maximum of three responses were coded. The frequency of multiple responses and percentages for the three sample groups are presented in Table 4.

Results indicated that the largest percentage of

TABLE 2. SELECTED CHARACTERISTICS OF TEACHER RESPONDENTS

CHARACTERISTIC	NUMBER	PERCENT
<b>SEX</b>		
Female	355	59.5
Male	237	39.7
Not Given	5	0.8
	-----	-----
TOTAL	597	100.0
<b>HIGHEST DEGREE OBTAINED</b>		
Less than Bachelor's	10	1.7
Bachelor's Degree	418	70.0
Master's Degree	158	26.5
Specialist Degree	5	0.8
Ed.D./Ph.D. Degree	3	0.5
Not Given	3	0.5
	-----	-----
TOTAL	597	100.0
<b>TYPE INSTITUTION ATTENDED</b>		
Public	346	58.0
Private	234	39.2
Both	14	2.3
Not Given	3	0.5
	-----	-----
TOTAL	597	100.0
<b>ANNUAL FAMILY INCOME</b>		
Less than \$10,000	14	2.3
\$10,000 to \$19,999	213	35.7
\$20,000 to \$29,999	181	30.9
\$30, to \$49,999	158	26.5
\$50,000 and over	19	3.2
Not Given	12	2.0
	-----	-----
TOTAL	597	100.0

TABLE 3. SELECTED CHARACTERISTICS OF PUBLIC RESPONDENTS

CHARACTERISTIC	NUMBER	PERCENT
<b>SEX</b>		
Female	407	53.6
Male	345	45.4
Not Given	8	1.0
<b>TOTAL</b>	<b>760</b>	<b>100.0</b>
<b>AGE</b>		
18-29	198	26.1
30-39	180	23.7
40-49	109	14.3
50-65	164	21.6
Over 65	93	12.2
Not Given	16	2.1
<b>TOTAL</b>	<b>760</b>	<b>100.0</b>
<b>HIGHEST DEGREE OBTAINED</b>		
None	99	13.0
High School	403	53.0
Trade, Business, Technical	77	10.1
Associate Degree	41	5.4
College Degree	79	10.4
Professional Degree	28	3.7
Graduate Degree	26	3.4
Not Given	7	0.9
<b>TOTAL</b>	<b>760</b>	<b>100.0</b>
<b>ANNUAL FAMILY INCOME</b>		
Less than \$10,000	158	20.8
\$10,000 to \$19,999	268	35.3
\$20,000 to \$29,999	173	22.8
\$30, to \$49,999	84	11.1
\$50,000 and over	29	3.8
Not Given	48	6.3
<b>TOTAL</b>	<b>760</b>	<b>100.0</b>

respondents in each group tended to think that the best teacher had good student relations, and the smallest percentage of respondents in each group considered interpersonal communication skills to be an important attribute. Students and teachers also considered intelligence, content knowledge and professionalism to be important.

The public respondents deemed good personal characteristics and good pupil and class management as other attributes of the best teacher.

In order to test for significant differences, the first answer given by respondents was categorized in one of the six categories outlined on page 45, and significance was determined.

Hypothesis 1: There was no significant difference in the observed and expected frequencies of the perceptions of students, teachers, and the general public as to the characteristics of the best teacher.

The chi-square value computed in Table 5 indicated that Hypothesis 1 was rejected since there was a significant difference in the perceptions of the three sample groups regarding the characteristics of the best teacher. The largest percentage of student, teacher, and public respondents characterized the best teacher as one who exhibited good student relations (34%, 37%, and 44%, respectively). Students and teachers further considered



TABLE 4. MULTIPLE PERCEPTIONS OF STUDENT, TEACHER, AND PUBLIC RESPONDENTS OF THE CHARACTERISTICS OF THE BEST TEACHER

CHARACTERISTIC	STUDENTS N=777	TEACHERS N=1355	PUBLIC N=1421	TOTAL
Pupil and class management	112 (14.4)	220 (16.2)	221 (15.6)	553 (15.6)
Intelligent, content knowledge,	162 (20.8)	337 (24.9)	207 (14.6)	706 (19.9)
Communicate subject materials	72 (9.3)	80 (5.9)	169 (11.9)	321 (9.0)
Student relations	222 (28.6)	440 (32.5)	510 (35.9)	1172 (33.0)
Personal characteristics	188 (24.2)	224 (16.5)	282 (19.8)	694 (19.5)
Interpersonal communication/Other	21 (2.7)	54 (4.0)	32 (2.3)	107 (3.0)

intelligence, content knowledge, and professionalism to be attributes of the best teacher, and the public considered the best teacher's personal characteristics and pupil and class management skills important.

All groups deemed a teacher's interpersonal communication skills to be of least importance.

**TABLE 5. COMPARISON OF PERCEPTIONS OF STUDENTS, TEACHERS, AND THE GENERAL PUBLIC OF THE CHARACTERISTICS OF THE BEST TEACHER**

CHARACTERISTIC	STUDENTS N=294	TEACHERS N=562	PUBLIC N=698
Pupil and class management	36 (12.2)	80 (14.2)	117 (16.8)
Intelligent, content knowledge, professional	61 (20.7)	133 (23.7)	31 (4.4)
Communicate subject materials	17 (5.8)	20 (3.6)	75 (10.7)
Student relations	101 (34.4)	205 (36.5)	304 (43.6)
Personal characteristics	74 (25.2)	100 (17.8)	167 (23.9)
Interpersonal communication/Other	5 (1.7)	24 (4.3)	4 (0.6)
$\chi^2=267.827^{**}$	alpha .05, 10df=18.307		

### Testing of Hypothesis 2

The observed frequencies and percentage of best teacher characteristics named by respondents are presented in Table 6 for students and teachers and for the general public.

Hypothesis 2: There was no significant difference in the observed and expected frequencies of the perceptions of those recently trained in and currently engaged in education (students, teachers) and the perceptions of the general public.

The sample of public respondents included 54 educators--an overrepresentation in Iowa's public. Therefore, to have a representative sample, 10 of these educators were randomly selected to be counted in the sample so that there would be an accurate representation of the 1.4 percent of educators in Iowa's public.

When the perceptions of these two groups were tested for this hypothesis, a significant difference was found to exist, indicating that the observed perceptions of the characteristics of the best teacher of those trained in and engaged in education did tend to differ from the observed perceptions of the general public.

Both groups perceived the best teacher as one who had good student relations and one who exhibited good personal characteristics. However, those trained in and engaged in education further considered intelligence, content knowledge, and professionalism to be important, while only 4 percent of the public respondents considered this to be an important attribute.

While 17 percent of the public respondents considered good pupil and class management skills important, only 7 percent of those trained in education considered it to be an important attribute. These data may be observed in Table 6.

When listing the specific characteristics of the best teacher as mentioned by students, data in Table 7 revealed

TABLE 6. COMPARISON OF BEST TEACHER CHARACTERISTICS NAMED BY RESPONDENTS TRAINED IN AND ENGAGED IN EDUCATION (STUDENTS, TEACHERS) AND THE GENERAL PUBLIC

CHARACTERISTIC	TRAINED/ENGAGED IN EDUCATION (N=856)	PUBLIC (N=654)
Pupil and class management	116 (13.6)	113 (17.3)
Intelligent, content knowledge, professional	194 (22.7)	25 (3.8)
Communicate subject materials	37 (4.3)	73 (11.2)
Student relations	306 (35.7)	282 (43.1)
Personal characteristics	174 (20.3)	159 (24.3)
Interpersonal communication/Other	29 (3.4)	2 (0.3)
$\chi^2=337.320^{**}$ alpha .05, 5 df=18.307		

that over 20 percent of the students thought that the best teacher they had ever known loved and liked children, was devoted, dedicated, and enthusiastic, and was patient, kind and understanding. Less than 3 percent of the respondents (not outlined in the Table) named characteristics such as communicated subject materials well, intelligent, wise and smart as best teacher characteristics.

**TABLE 7. CHARACTERISTICS OF THE BEST TEACHER (MULTIPLE RESPONSES) BY STUDENT RESPONDENTS**

CHARACTERISTIC	NUMBER	PERCENT OF RESPONSES <sup>1</sup> N=777	PERCENT OF CASES <sup>1</sup> N=294
Loves, likes children	91	11.7	31.0
Dedicated, enthusiastic	62	8.0	21.1
Patient, kind, understanding	61	7.9	20.7
Discipline, firm, fair	51	6.6	17.3
Knowledgeable, keeps current in field	44	5.7	15.0
Creative, imaginative	44	5.7	15.0
Listens to students	38	4.9	12.9
Good personality, warmth	37	4.8	12.6
Interest in individual student	36	4.6	12.2
Sense of humor	35	4.5	11.9
Organized, businesslike	30	3.9	10.2
Makes lessons interesting	28	3.6	9.5
Interest in student learning, challenging	27	3.5	9.2
Moral character	22	2.8	7.5
Adaptable, flexible	19	2.4	6.5
Builds confidence, positive reinforcement	16	2.1	5.4
Variety of learning experiences	13	1.7	4.4
Earns respect of students	11	1.4	3.7
Individualized materials	10	1.3	3.4
Other categories	94	12.2	32.6

<sup>1</sup>"Percent of Responses" were based on the total number of multiple responses given. "Percent of Cases" were based on the total number responding to the question.

### Testing of Hypothesis 3

Hypothesis 3: There was no significant difference in the expected and observed frequencies of students' perceptions of the characteristics of the best teacher in relation to respondents' sex, educational rank, and occupation of parents.

#### Sex

In order to test hypothesis 3, within group characteristics of students were compared to their perceptions of the best teacher. It can be discerned from Table 8 that the sex of the student respondents was not related to their perceptions. The percentage of responses by males and females in almost every category was very similar. More than 20 percent of the male and female respondents thought that the best teacher maintained good student relations, was intelligent, had content knowledge, was professional and exhibited good personal characteristics.

#### Educational rank

When educational rank of respondents (college graduating grade point average) was compared to their perceptions of the characteristics of best teacher, data in Table 9 indicated that students had similar perceptions regardless of grade point average. The characteristic mentioned most often by all groups was good student relations followed by good personal characteristics.

TABLE 8. BEST TEACHER CHARACTERISTICS BY SEX OF STUDENT RESPONDENTS

CHARACTERISTIC	SEX	
	MALE N=69	FEMALE N=225
Pupil and class management	7 (10.1)	29 (12.9)
Intelligent, content knowledge, professional	15 (21.7)	46 (20.4)
Communicate subject materials	5 ( 7.2)	12 ( 5.3)
Student relations	23 (33.3)	78 (34.7)
Personal characteristics	16 (23.2)	58 (25.8)
Interpersonal communication/ Other	3 ( 4.3)	2 ( 0.9)
$\chi^2=4.58448$ alpha .05, 5df=11.070		

Parents' occupation

The perceptions of students were analyzed according to their parents' occupations. When perceptions of the characteristics of the best teacher were compared to the father's occupation, all students, with the exception of those whose father was employed in a clerical field thought that the best teacher maintained good student relations. Forty-three percent of those students whose father had a clerical job thought that the best teacher demonstrated good

TABLE 9. BEST TEACHER CHARACTERISTICS BY COLLEGE GRADUATING GRADE POINT AVERAGE OF STUDENT RESPONDENTS

CHARACTERISTIC	GRADE POINT AVERAGE			
	2.00-2.50	2.51-3.00	3.01-3.50	3.51-4.00
Pupil and class management	2 (13.3)	18 (15.0)	11 (10.4)	5 (9.4)
Intelligent, content knowledge, professional	0 (0.0)	23 (19.2)	22 (20.8)	16 (30.2)
Communicate subject materials	1 (6.7)	8 (6.7)	6 (5.7)	2 (3.8)
Student relations	7 (46.7)	37 (30.8)	38 (35.8)	19 (35.8)
Personal characteristics	4 (26.7)	33 (27.5)	26 (24.5)	11 (20.8)
Interpersonal communication/ Other	1 (6.7)	1 (0.8)	3 (2.8)	0 (0.0)
$\chi^2=13.79174$		alpha .05, 15df=24.996		

pupil and class management skills. Results may be observed in Table 10.

When students' perceptions were compared to the occupation of their mother, data in Table 11 indicated that while perceptions varied, mothers' occupations and perceptions were not related. The largest percentage of students' whose mother was involved in a professional, sales, service work, or homemaking job thought that the best



TABLE 10. BEST TEACHER CHARACTERISTICS BY FATHER'S OCCUPATION

CHARACTERISTIC	FATHER'S OCCUPATION						
	PROP.	FARMER	MANAGER	CLER.	SALES	CRAFTS	SERV. WORK
Pupil and class management	7 (10.1)	11 (11.7)	7 (14.6)	3 (42.9)	2 (12.5)	3 ( 8.1)	3 (13.0)
Intelligent, content knowledge, professional	17 (24.6)	17 (18.1)	9 (18.8)	2 (28.6)	5 (31.3)	5 (13.5)	6 (26.1)
Communicate subject material	4 ( 5.8)	6 ( 6.4)	3 ( 6.3)	0 ( 0.0)	0 ( 0.0)	2 ( 5.4)	2 ( 8.7)
Student relations	24 (34.8)	30 (31.9)	17 (35.4)	1 (14.3)	7 (43.8)	15 (40.5)	7 (30.4)
Personal characteristics	17 (24.6)	27 (28.7)	11 (22.9)	1 (14.3)	2 (12.5)	11 (29.7)	5 (21.7)
Interpersonal communication/Other	0 ( 0.0)	3 ( 3.2)	1 ( 2.1)	0 ( 0.0)	0 ( 0.0)	1 ( 2.7)	0 ( 0.0)

$\chi^2=19.06133$                       alpha .05, 30df=43.7730

teacher had good relations with his/her students. Students whose mother was involved in a clerical job thought that the best teacher was intelligent, exhibited content knowledge, and was professional.

TABLE 11. BEST TEACHER CHARACTERISTICS BY MOTHER'S OCCUPATION

CHARACTERISTIC	MOTHER'S OCCUPATION				
	CLER.	SALES	SERV.	PROF.	HOMEMAK.
Pupil and class management	4 (15.4)	1 (20.0)	3 (16.7)	10 (15.2)	18 (10.4)
Intelligent, content knowledge, professional	8 (30.8)	2 (22.2)	3 (14.3)	13 (19.7)	35 (20.3)
Communicate subject material	2 ( 7.7)	0 ( 0.0)	1 ( 4.3)	6 ( 9.1)	8 ( 4.7)
Student relations	6 (23.1)	3 (33.3)	8 (38.1)	24 (36.1)	60 (34.9)
Personal characteristics	6 (23.1)	3 (33.3)	6 (28.6)	2 (18.2)	47 (27.3)
Interpersonal communication/Other	0 ( 0.0)	0 ( 0.0)	0 ( 0.0)	1 ( 1.5)	4 ( 2.3)
$\chi^2=10.0334$	alpha .05, 20 df=31.410				

It was concluded that when students' sex, educational rank, and their parents' occupation were compared to their perceptions of the characteristics of the best teacher, no

significant relationships were found. Therefore, Hypothesis 3 was affirmed.

The specific characteristics of the best teacher named by teachers are listed in Table 12. From the data, it can be discerned that more than 20 percent of the respondents thought that the best teacher loved and liked children, was knowledgeable, kept current in his/her field, had class discipline, was strict, firm and fair, and had a good personality. The smallest percentage of teachers (not outlined in the Table) thought that the best teacher individualized materials and had a good personal appearance.

#### Testing of Hypothesis 4

Hypothesis 4: There was no significant difference in the expected and observed frequencies of teachers' perceptions of the characteristics of the best teacher in relation to respondents' sex, educational level, preparatory institution attended, and income level.

#### Sex

When respondents' perceptions of the characteristics of the best teacher were compared to their sex, the percentage of responses to the best teacher question was highest in the student relations category for both male and female teachers (34 and 39 percent). The smallest percentage of responses fell in the communicate subject materials category. Other categories, observed frequencies, and percentages,

TABLE 12. CHARACTERISTICS OF THE BEST TEACHER (MULTIPLE RESPONSES) BY TEACHER RESPONDENTS

CHARACTERISTIC	NUMBER	PERCENT OF RESPONSES <sup>1</sup> N=1355	PERCENT OF CASES <sup>1</sup> N=562
Loves, likes children	293	21.6	52.1
Knowledgeable, keeps current in field	222	16.4	39.5
Discipline, firm, fair	161	11.9	28.6
Good personality, warmth	118	8.7	21.0
Devoted, enthusiastic	52	3.8	9.3
Patient, kind, understanding	48	3.5	8.5
Sense of humor	44	3.2	7.8
Interest in student learning, challenging	41	3.0	7.3
Interest in individual student	35	2.6	6.2
Communicates subject matter well	34	2.5	6.0
Creative, imaginative	34	2.5	6.0
Organized, businesslike	30	2.2	5.3
Listens to students	28	2.1	5.0
Makes lessons interesting	26	1.9	4.6
Easily relates to people in general	21	1.5	3.7
Motivates students	19	1.4	3.4
Builds confidence in students	18	1.3	3.2
Earns respect of students	17	1.3	3.2
Intelligent, wise, smart	14	1.0	2.5
Moral character	11	0.8	2.0
Other categories	89	6.5	11.0

<sup>1</sup>See Table 7.

classified by sex of the respondents, were outlined in Table 13. No significant differences were found in this comparison, indicating that sex was not related to teachers' perceptions of the characteristics of the best teacher.

TABLE 13. BEST TEACHER CHARACTERISTICS BY SEX OF TEACHER RESPONDENTS

CHARACTERISTIC	SEX	
	MALE N=214	FEMALE N=329
Pupil and class management	36 (16.8)	43 (13.1)
Intelligent, content knowledge, professional	48 (22.4)	78 (23.7)
Communicate subject materials	9 ( 4.2)	11 ( 3.3)
Student relations	72 (33.6)	127 (38.6)
Personal characteristics	37 (17.3)	58 (17.6)
Interpersonal communication/Other	12 ( 5.6)	12 ( 3.6)
$\chi^2=3.61283$ alpha .05, 5df=11.070		

### Educational level

Of the teachers who responded to the best teacher question, six of them had less than a bachelor's degree, four of them had attained a specialist degree, and two had an Ed.D. or Ph.D. degree. Some respondents had earned a number of credit hours beyond the bachelor's and master's degrees.

For the purposes of this analysis, respondents were divided into groups by degree obtained and by number of hours beyond the bachelor's or master's in intervals of 15 semester hours. Results in Table 14 indicated that, regardless of educational attainment, respondents mainly considered the best teacher to be one who maintained good relations with his/her students. Most respondents also considered intelligence, content knowledge, and professionalism to be attributes of the best teacher.

No significant differences were computed in this analysis, indicating that educational attainment was not related to teachers' perceptions regarding the characteristics of the best teacher.

### Institution attended

Sixty percent of the teachers attended a public institution, and forty percent attended a private institution. Fourteen of the teachers attended both a public and private institution. They were discarded from

TABLE 14. BEST TEACHER CHARACTERISTICS BY EDUCATIONAL LEVEL OF  
TEACHER RESPONDENTS

CHARACTERISTIC	HIGHEST LEVEL		
	Less than BACHELOR'S	BACHELOR'S	BACHELOR'S + 15-29 SEM. HRS.
Pupil and class management	0 ( 0.0)	33 (14.9)	19 (14.6)
Intelligent, content knowledge, professional	1 (16.7)	53 (24.0)	27 (20.8)
Communicates subject materials	0 ( 0.0)	7 ( 3.2)	6 ( 4.6)
Student relations	4 (66.7)	78 (35.3)	51 (39.2)
Personal characteristics	1 (16.7)	40 (18.1)	22 (16.9)
Interpersonal communication/Other	0 ( 0.0)	10 ( 4.5)	5 ( 3.8)
$\chi^2=15.517$ alpha .05, 35df=44.188			

OF EDUCATION				
B.A./B.S. + 30 SEM.HRS. OR MORE	MASTER'S	MASTER'S + 15-29 SEM.HRS.	M.A./M.S. + 30 SEM HRS. OR MORE	SPEC./ DOCTORATE
7 (19.4)	14 (15.7)	5 (15.2)	1 ( 4.2)	0 ( 0.0)
8 (22.2)	20 (22.5)	10 (30.3)	8 (33.8)	1 (16.7)
1 ( 2.8)	4 ( 4.5)	1 ( 3.0)	1 ( 4.2)	0 ( 0.0)
12 (33.3)	33 (37.1)	10 (30.3)	7 (29.2)	4 (66.7)
7 (19.4)	12 (13.5)	7 (21.2)	6 (25.0)	1 (16.7)
1 ( 2.8)	6 ( 6.7)	0 ( 0.0)	1 ( 4.2)	0 ( 0.0)



the sample.

No significant differences were found in teachers' perceptions of the characteristics of the best teacher when they were compared to institution attended. Both groups mainly thought that the best teacher had good student relations (Table 15).

TABLE 15. BEST TEACHER CHARACTERISTICS BY TYPE INSTITUTION ATTENDED BY TEACHER RESPONDENTS

CHARACTERISTIC	TYPE INSTITUTION	
	PUBLIC N=326	PRIVATE N=221
Pupil and class management	50 (15.3)	29 (13.1)
Intelligent, content knowledge, professional	73 (22.4)	55 (24.9)
Communicate subject materials	11 ( 3.4)	9 ( 4.1)
Student relations	114 (35.0)	86 (38.9)
Personal characteristics	60 (18.4)	36 (16.3)
Interpersonal communication/Other	18 ( 5.5)	6 ( 2.7)
$\chi^2=4.23415$ alpha .05, 5df=11.070		

### Annual family income

Total annual family incomes for the teacher respondents ranged from less than \$10,000 to more than \$50,000. The largest percentage of the family incomes, however, fell in the category, \$10,000-\$19,999. Perceptions of the best teacher's characteristics were not found to differ due to family income. The largest percentage of teachers in each income bracket thought that the best teacher maintained good student relations. These results can be discerned from Table 16.

After teachers' sex, educational level, institution attended, and annual family incomes were compared to the respondents' perceptions of the characteristics of the best teacher, no significant relationships were identified. Therefore, Hypothesis 4 was affirmed.

Table 17 contains the specific characteristics of the best teacher as named by the general public. As did the other groups, most of the public respondents tended to think that the best teacher loved and liked children. More than 20 percent of the respondents also thought that the best teacher maintained good classroom discipline, was strict, firm and fair, portrayed a good personality, and was knowledgeable and kept current in his/her field. One percent or fewer of the respondents (not outlined in the Table) considered the best teacher to be organized and

TABLE 16. CHARACTERISTICS OF THE BEST TEACHER BY INCOME LEVEL OF TEACHER RESPONDENTS

CHARACTERISTIC	INCOME LEVEL				
	<\$10,000	\$10,000- 19,999	\$20,000- 29,999	\$30,000- 49,999	\$50,000>
Pupil and class management	2 (14.3)	34 (16.9)	19 (11.9)	22 (15.2)	2 (11.8)
Intelligent, content knowledge, professional	5 (35.7)	46 (22.9)	40 (25.2)	30 (20.7)	3 (17.6)
Communicate subject materials	0 ( 0.0)	11 ( 5.5)	4 ( 2.5)	3 ( 2.1)	2 (11.8)
Student relations	3 (21.4)	64 (31.8)	62 (39.0)	59 (40.7)	8 (47.1)
Personal characteristics	4 (28.6)	36 (17.9)	27 (17.0)	24 (16.6)	2 (11.8)
Interpersonal communication/ Other	0 ( 0.0)	10 ( 5.0)	7 ( 4.4)	7 ( 4.8)	0 ( 0.0)
$\chi^2=16.75905$		alpha .05, 20df=31.410			

businesslike, creative and imaginative, adaptable and flexible, and one who individualized materials.

#### Testing of Hypothesis 5

Hypothesis 5: There was no significant difference in the perceptions of the characteristics of the best teacher in relation to respondents' sex, age, educational level, and income level.

TABLE 17. CHARACTERISTICS OF THE BEST TEACHER (MULTIPLE RESPONSES) BY PUBLIC RESPONDENTS

CHARACTERISTIC	NUMBER	PERCENT OF RESPONSES <sup>1</sup> N=1421	PERCENT OF CASES <sup>1</sup> N=698
Loves, likes children	295	20.8	42.3
Discipline, firm, fair	197	13.9	28.2
Good personality, warmth	190	13.4	27.2
Knowledgeable, keeps current in field	150	10.6	21.5
Communicates subject matter well	129	9.1	18.5
Interest in student learning, challenging	84	5.9	12.0
Patient, kind, understanding	57	4.0	8.2
Interest in individual student	54	3.8	7.7
Devoted, enthusiastic	37	2.6	5.3
Listens to students	28	2.0	4.0
Makes lessons interesting	26	1.8	3.7
Motivates, inspires	26	1.8	3.7
Builds confidence, self-esteem, praise	22	1.5	3.2
Moral character	19	1.3	2.7
Earns respect of students	15	1.1	2.1
Easily relates to people in general	13	0.9	1.9
Variety of learning experiences	11	0.8	1.6
Intelligent, wise, smart	10	0.7	1.4
Other categories	58	4.1	7.8

<sup>1</sup>See Table 7.

### Sex

It can be observed in Table 18 that most males and females thought that the best teacher had good student relations (33% and 38%, respectively), followed by good personal characteristics and good pupil and class management skills. No significant differences in perceptions due to sex were found.

### Educational attainment

Table 19 illustrated that the majority (54%) of the general public respondents had attained a high school diploma. Thirty-five percent of them had continued beyond high school. Most of the respondents in each educational grouping thought that the best teacher maintained good student relations. The second largest percentage of respondents who had not completed high school thought that the best teacher exhibited good pupil and class management skills and had good personal characteristics. The second largest percentage of respondents who had completed high school or a trade, business, technical, or associate degree thought that the best teacher exhibited good personal characteristics. The second largest percentage of respondents who had completed a college degree or higher thought that the best teacher was intelligent, had content knowledge, and was professional.

TABLE 18. BEST TEACHER CHARACTERISTICS BY SEX OF PUBLIC RESPONDENTS

CHARACTERISTIC	SEX	
	MALE N=320	FEMALE N=371
Pupil and class management	62 (19.4)	58 (15.6)
Intelligent, content knowledge, professional	40 (12.5)	40 (10.8)
Communicate subject materials	37 (11.6)	39 (10.5)
Student relations	106 (33.1)	141 (38.0)
Personal characteristics	68 (21.3)	87 (23.5)
Interpersonal communication/ Other	7 ( 2.2)	6 ( 1.6)
$\chi^2=3.80807$ alpha .05, 5df=11.070		

Data in this table indicated that a significant relationship did exist between perceptions and the educational level of public respondents.

#### Age

Public respondents ranged in age from 18 to 93 years. Sixty-eight percent of them were 18-49 years of age, and 32 percent were 50 years of age or older. Regardless of age,

TABLE 19. BEST TEACHER CHARACTERISTICS BY HIGHEST DEGREE OBTAINED BY PUBLIC RESPONDENTS

CHARACTERISTIC	DEGREE OBTAINED			
	NONE	H.S.	TRDE, BUS., ASSOC.	COLL. PROF.
Pupil and class management	17 (22.7)	69 (18.5)	21 (18.1)	13 ( 9.9)
Intelligent, content knowledge professional	4 ( 5.3)	35 ( 9.4)	9 ( 7.8)	34 (26.0)
Communicate subject materials	5 ( 6.7)	51 (13.7)	14 (12.1)	6 ( 4.6)
Student relations	32 (42.7)	126 (33.8)	39 (33.6)	49 (37.4)
Personal characteristics	17 (22.7)	83 (22.3)	32 (27.6)	26 (19.8)
Interpersonal communication/Other	0 ( 0.0)	9 ( 2.4)	1 ( 0.9)	3 ( 2.3)
$\chi^2=48.97839^{**}$	alpha .05, 15df=24.996			

most of the public respondents thought that the best teacher exhibited good relations with his/her students. But an equal percentage of respondents 65 years of age and older thought that the best teacher had good pupil and class management skills. The smallest percentage of public respondents in this comparison deemed the best teacher to have good interpersonal communication skills. These percentages can be observed in Table 20.

TABLE 20. BEST TEACHER CHARACTERISTICS BY AGE OF PUBLIC RESPONDENTS

CHARACTERISTIC	AGE				
	18-29	30-39	40-49	50-65	65+
Pupil and class management	20 (10.4)	31 (18.0)	16 (15.5)	31 (21.4)	21 (27.6)
Intelligent, content knowledge, professional	20 (10.4)	22 (12.8)	13 (12.6)	19 (13.1)	7 ( 9.2)
Communicate subject materials	28 (14.5)	15 ( 8.7)	15 (14.6)	13 ( 9.0)	4 ( 5.3)
Student relations	75 (38.9)	66 (38.4)	36 (35.0)	47 (32.4)	21 (27.6)
Personal characteristics	47 (24.4)	34 (19.8)	23 (22.3)	32 (22.1)	20 (26.3)
Interpersonal communication/ Other	3 ( 1.6)	4 ( 2.3)	0 ( 0.0)	3 ( 2.1)	3 ( 3.9)
$\chi^2=27.99257$		alpha .05, 20df=31.410			

#### Annual family income

A total of 665 public respondents indicated their total family income and responded to the best teacher question (Table 21). The largest percentage of respondents (39%) had incomes between \$10,000 and \$19,999. When describing the best teacher, the largest percentage of respondents in each income group named the characteristics of good student relations, personal characteristics and good pupil and class



management skills.

TABLE 21. CHARACTERISTICS OF THE BEST TEACHER BY INCOME OF PUBLIC RESPONDENTS

CHARACTERISTIC	INCOME LEVEL			
	< \$10,000	\$10,000- 19,999	\$20,000- 29,999	> \$30,000
Pupil and class management	22 (15.8)	42 (16.3)	31 (19.6)	23 (20.9)
Intelligent, content knowledge, professional	14 (10.1)	31 (12.0)	11 ( 7.0)	20 (18.2)
Communicate subject materials	11 ( 7.9)	30 (11.6)	20 (12.7)	12 (10.9)
Student relations	53 (38.1)	92 (35.7)	61 (38.6)	30 (27.3)
Personal characteristics	33 (23.7)	58 (22.5)	35 (22.2)	23 (20.9)
Interpersonal communication/ Other	6 ( 4.3)	5 ( 1.9)	0 ( 0.0)	2 ( 1.8)
$\chi^2=20.077042$		alpha .05, 15df=24.996		

Hypothesis 5 required four separate tests - the perceptions of the public respondents compared to their sex, age, educational level, and income level. No significant relationships between the public's perceptions of the best

teacher and their sex, age, or income level were observed. A significant relationship did exist, however, between respondents' perceptions and their educational attainment. Therefore, hypothesis 5 was rejected.

**CHAPTER V - SUMMARY, CONCLUSIONS, RECOMMENDATIONS**

The effectiveness of an educational program depends on the effectiveness of its teaching personnel. However, the review of selected literature revealed several divergent perceptions of what characterized effective teaching.

This study was perceptual in nature. Its purpose was to determine what were the characteristics of the best teacher as perceived by selected sample groups. To accomplish this aim, the perceived attributes of what students, teachers, and the general public considered to characterize effective teaching were examined.

Respondents based their perceptions on judgements and values to recall the best teacher they had known and to name the characteristics that made that teacher outstanding.

Several comparisons were made in this study using the responses given by the sample groups. The responses were codified by key concepts identified in the literature, and chi-square tests of significance were computed to determine if the perceptions of these groups differed, if the perceptions of those trained in education differed from those of the general public, and if these perceptions were related to selected social variables.

### Summary

Results derived from this comparison of perceptual responses indicated that the three groups held different ideas about what characterized the best teacher. Most students tended to think that the best teacher maintained good student relations (34%). However, other characteristics of the best teacher, named by more than twenty percent (20%) of the students were pleasing personal characteristics (25%), and intelligence, content knowledge, and professionalism (21%).

A listing of the multiple characteristics within the six major categories indicated that most students ranked the specific characteristics: loves, likes children, dedicated, devoted, enthusiastic, patient, kind and understanding, ability to discipline, and knowledgeable in his/her field as the best teacher's characteristics. It is apparent that these data supported the findings of Goldsmid et al. (1977a), Redfern (1980), and O'Tuel (1979), that students perceived the best teacher to be one who was concerned about students and one who was enthusiastic about and knowledgeable in his/her field. No significant within group differences in perceptions among students were found in this study, as were found by Tollefson et al. (1981) and Medley (1979).

When teachers' perceptions of the best teacher's characteristics were examined, results indicated that, like students, teachers perceived good student relations, intelligence, and personal characteristics to be most important.

A listing of the multiple characteristics within the six major categories indicated that teachers ordered the best teacher's characteristics as: loves, likes children, knowledgeable, keeps current in his/her field, ability to discipline, and good personality. These data also supported the findings of Wilson et al. (1973), and Goldsmid (1977a). Variables such as sex, educational level, institution attended, and income level were not found to be significantly related to teachers' perceptions in this study.

The findings of the national Gallup poll (Elam, 1978) were also supported in this study. The largest percentage of the public respondents ranked the categories, student relations (44%), personal characteristics, (24%), and pupil and class management skills (17%) as best teacher characteristics. A listing of the multiple answers within categories indicated that public respondents ranked loves, likes children, ability to discipline, a good personality, and knowledgeable and current in his/her field as the best teacher's characteristics.

The data also indicated that the public, as the other respondent groups, perceived the best teacher to be one who was concerned about students, and one who exhibited good personal characteristics. But the general public rated having classroom control as a more important attribute (17%), than having content knowledge. When specific selected social variables were examined, sex and family income level were not found to be related to the public's perceptions. However, a significant relationship was found to exist when the educational level of the public respondents was compared to their perceptions. All groups of the public respondents, regardless of their educational attainment, perceived the major characteristic of the best teacher to be evidence of good relations with his/her students. Also, twenty-three percent (23%) of the public respondents with no educational degree further ranked the best teacher's characteristics as having ability to discipline and having pleasing personal characteristics. Twenty-three percent (23%) of the respondents with a high school diploma, and twenty-eight percent (28%) with a trade, business, or associate degree further ranked pleasing personal characteristics and pupil and class management skills as most important. Twenty-six percent (26%) of the public respondents with a college degree further ranked intelligence, content knowledge, professionalism, and good

personal attributes as characteristics of the best teacher.

Comparisons were also made to determine if the perceptions of those trained in education differed significantly from those of the general public. As indicated above in individual group comparisons, those trained in and engaged in education (students, teachers) perceived the best teacher to have exhibited good student relations (36%), and to be intelligent and professional (23%). Also, good personal characteristics (20%) and pupil and classroom management skills (14%) received moderate ratings as best teacher characteristics from those trained in education. The public, however, ranked the best teacher's characteristics in a different order, and gave precedence to such characteristics as good student relations (43%), good personal characteristics (24%), and pupil and classroom management skills (17%).

This researcher noted that when observing the multiple characteristics of the best teacher named by all respondents, a common thread of agreement existed. Data in tables 7, 12, and 17 revealed that all three groups named loves, likes children, discipline, firm, fair, and knowledgeable, keeps current in his/her field as their top choices of best teacher characteristics. A strength of this study may be that it revealed that generally, the three sample groups have very similar holistic perceptions of

attributes that characterize effective teachers.

### Conclusions

Results derived from testing for significant differences in the perceptions of students, teachers, and the general public led to the following general conclusions.

#### Methodology and samples used in determining teacher characteristics

The methodology of this study incorporated the use of survey research. The open-ended question in the questionnaire and interview were used to obtain the wide variety of perceptions of the sample groups regarding attributes they considered to characterize best teachers. Also, the student sample consisted of select Iowa State University students who had completed the Teacher Education program at the University, and teacher and public respondents who were all Iowa residents.

Respondents were to think of a teacher holistically and name any attributes that made that person the best teacher. In contrast, other studies cited in the review of literature (i.e. Medley, 1979, Ryans, 1964, and Tollefson et al. 1981) had incorporated the use of rating scales with varied samples to determine teacher characteristics. Respondents were given a list of characteristics and were asked to rate a teacher according to his/her effectiveness. A comparison



of results using different methodologies and different samples led to the conclusion that different methods of research and the use of select samples yielded different results.

No significant relationships between perceptions of teacher characteristics and students' educational rank were found in this study as were found in the study by Tollefson et al.; and no significant relationships between students' perceptions of teacher characteristics and their socioeconomic status (occupation of parents) were found in this study as were found in Medley's study.

#### Findings concerning group perceptions

A review of the literature revealed that very few studies had examined the perceptions of the general public concerning what characterized effective teaching. This study did examine the public's perceptions, and it was revealed that students, teachers, and public respondents had similar perceptions when observing best teacher characteristics holistically (note Tables 7, 12, 17). But significant differences were found among first perceptions of students, teachers, and the public.

Since there is an increased demand for accountability, and since there is an ever increasing need for public support of education, it was therefore concluded that there should be a shift from the major methods of educational

evaluation by students, teachers, and administrators (Zax, 1971), and more attention should be focused on what the public has to say. The Gallup poll (Elam, 1978) revealed that in general, the public has favorable attitudes toward education, but since this study pointed out that first perceptions of the public differ from those of teachers and students, the public should be given a chance to express their views if their dollars are to remain a public trust, and if education is to continue to be for the masses.

With regard to attributes named by respondents that characterized best teachers, teachers questioned in a study by Lortie (1975, p. 27) stated that they were attracted to the teaching profession because it called for "protracted contact with young people". In this study, some respondents named professionalism, having content knowledge, and having ability to discipline as the most important attributes of the best teacher. But the first answer given by the majority of respondents in each sample group was that students should be a teacher's primary concern. It was therefore concluded that students are deemed to be education's most important constituent, and the best teachers are those who see the importance of good student teacher relations.

### Recommendations for Further Study

This study raised several questions with regard to attributes that characterize effective teaching.

Consequently, it is recommended that other studies focus on:

1. Other social variables that may be related to the differences in the perceptions of students, teachers, and the public regarding the characteristics of the best teacher.
2. Variables such as sex, age, grade level, size of school, and subject area of the teacher being characterized.
3. The perceptions of those trained in education and those not trained in education regarding the characteristics of the best teacher.
4. The perceptions of teacher educators and school administrators regarding the characteristics of the best teacher.
5. Variables that jointly characterize an educational program's effectiveness and a teacher's effectiveness.
6. The teaching level and area of teacher respondents compared to the teaching level and area of the best teacher being characterized by them.

7. Influences that may be related to the differences in perceptions of the characteristics of the best teacher and the educational attainment of public respondents.
8. Further investigation into the meaning of "good student-teacher relationships".
9. Differences between teacher effectiveness and teaching effectiveness.

The aim of this study was not to determine ideal characteristics for teachers to follow; rather this study used a holistic approach to identify attributes that students, teachers, and the public perceived to characterize the best teacher they recall. From the findings, it is further recommended that, if public support of education continues to be needed, and if educational leaders and decision makers continue to be accountable, serious consideration should be given to the results of this study so that society's expectations can better be met.

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**APPENDIX A- PUBLIC ATTITUDES ABOUT EDUCATION IN IOWA  
QUESTIONNAIRE**

Iowa State University *of Science and Technology* Ames, Iowa 50011



*Research Institute for Studies in Education  
College of Education  
The Quadrangle  
Telephone 515-294-7009*

Education in Iowa's elementary, junior high and high schools is of vital importance to every citizen. During the 1980's, our schools must meet the challenge of educating young people to live and work successfully in our changing society. There are many current issues in education which affect all Iowans. For this reason, the College of Education at Iowa State University is conducting a study of a representative group of Iowa citizens to find out what they think about our educational system. In particular, we want to know how Iowans would rate the quality of their public schools, how they think public school programs may be improved, and what they perceive to be the important problems in education. This information will be valuable to educators, school boards, citizen groups and our state legislators in planning for the future.

During our telephone call to your home last evening, you were selected to participate in our study. Enclosed is the questionnaire which we would like you to complete and return to us. For our results to truly represent the thinking of the people of Iowa, it is important that each questionnaire be completed and returned. Your voluntary cooperation will help make the results useful in planning the educational programs in our public schools.

You may be assured of complete confidentiality. The questionnaire has an identification number to be used only for record-keeping purposes. It enables us to check your name off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

Return postage on the questionnaire has been prepaid, so you need only drop the completed questionnaire in a mailbox. If you have any questions, please write or call us collect at 515-294-7009.

We thank you in advance for your cooperation and the part you will play in helping to shape the future of education in Iowa.

Sincerely,

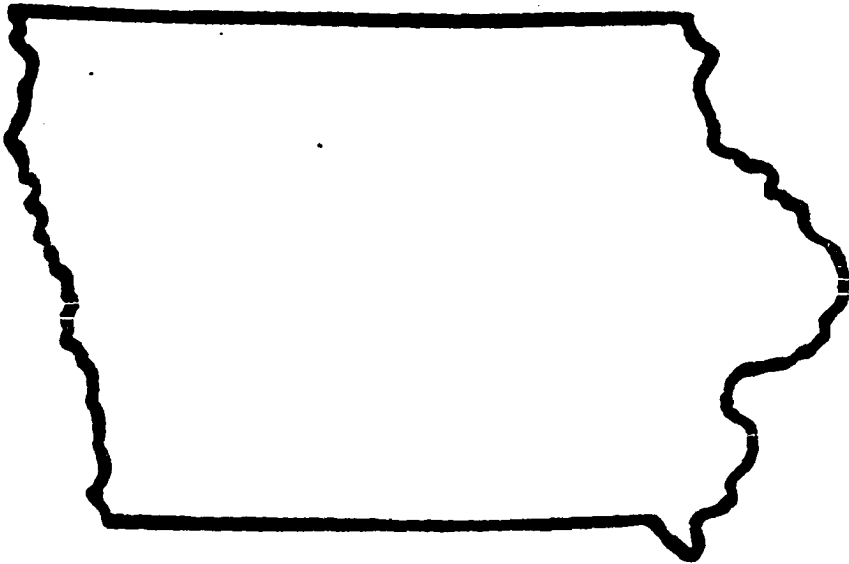
Virgil S. Lagomarcino  
Dean, College of Education

Richard D. Warren  
Director, Research Institute for Studies in Education

**We are interested in  
what you think**

## **Education in Iowa**

A statewide study by Iowa State University  
Research Institute for Studies in Education,  
College of Education



First, we want you to think about your local school district.

Students are often given the grades of A, B, C, D or F to evaluate the quality of their work. Suppose the public schools in your school district were graded on the quality of the job they are doing.

1. What grade would you give the "Public schools" in your school district:  
 A. B, C, D or F? .... \_\_\_\_\_

Now we would like you to grade some different groups within your school district. Please circle the grade you would give each group. If you don't feel you know enough about the group to grade it, you may circle "Don't know" - this is a perfectly legitimate response.

	Grade (circle your answer)					Don't know
a. Public elementary schools in <u>your</u> district .	A	B	C	D	F	DK
b. Public secondary schools in <u>your</u> district. .	A	B	C	D	F	DK
c. Your local School Board. . . . .	A	B	C	D	F	DK
d. Parent-teacher organizations in your district . . . . .	A	B	C	D	F	DK
e. Area Community College . . . . .	A	B	C	D	F	DK

Now think about all the schools in Iowa. How would you grade these schools in the state of Iowa?

f. Iowa public schools in general . . . . .	A	B	C	D	F	DK
g. Iowa public universities . . . . .	A	B	C	D	F	DK
h. Iowa private colleges and universities . . .	A	B	C	D	F	DK

2. We have listed below three organizations. Please check whether you are familiar with the organization, and if you are, circle the grade you would give it.

	Familiar?		Grade (circle your answer)				
	Yes	No	A	B	C	D	F
a. Area Education Agency in your district.	<input type="checkbox"/>	<input type="checkbox"/>	A	B	C	D	F
b. State of Iowa Department of Public Instruction . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	A	B	C	D	F
c. Iowa State Education Association. . . .	<input type="checkbox"/>	<input type="checkbox"/>	A	B	C	D	F

3. What do you think is the most serious problem in the public schools in your school district?

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

4. Listed below are some potential problems of public schools. Please rate how serious each problem is in your local district on a scale of 0 to 10. Use the following scale to indicate how serious you think the problem is in your district.

No problem at all 0 1 2 3 4 5 6 7 8 9 10 Very serious problem

A response of 0 means no problem at all. A response of 10 means a very serious problem. The intermediate responses indicate varying degrees of seriousness. Please rate each problem.

Your rating

- a. Discipline in schools
b. Amount of financial support for schools
c. School facilities in general.
d. Alcohol abuse
e. Drug abuse.
f. Lack of public interest
g. Collective bargaining of teachers
h. Lack of students' interest in learning.
i. Size of classes
j. Local School Board policies
k. Lack of involvement and participation by parents.
l. Lack of communication between the school and the community
m. Lack of classes and programs for adults
n. Busing for the purpose of integration

5. Next, we would like to ask about your sources of information about the public schools' programs and activities.

Do you receive information from ...

Please circle your answer
------------------------------

- |  |     |    |
|--|-----|----|
| a. Talking with your children? . . . . .                     | Yes | No |
| b. Talking with students other than your children? . . . . . | Yes | No |
| c. Talking with parents of school age children? . . . . .    | Yes | No |
| d. Talking with teachers? . . . . .                          | Yes | No |
| e. Talking with school administrators? . . . . .             | Yes | No |
| f. Talking with others in the community? . . . . .           | Yes | No |
| g. The radio? . . . . .                                      | Yes | No |
| h. The local newspapers? . . . . .                           | Yes | No |
| i. Television? . . . . .                                     | Yes | No |
| j. School publications and newsletters? . . . . .            | Yes | No |
| k. Parent-teacher conferences? . . . . .                     | Yes | No |
| l. Parent-teacher organization meetings? . . . . .           | Yes | No |
| m. School Board meetings? . . . . .                          | Yes | No |

6. Of the sources we have listed above, which one has been most informative?

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7. Now, we want you to grade specific programs and personnel in your local public schools. How would you grade the public elementary and secondary schools in your school district on each of the following?

Grade (circle your answer)	Don't know
-------------------------------	---------------

- a. Preparing students for jobs after high school. . . . . A B C D F DK
- b. Preparing students for college. . . . . A B C D F DK
- c. Preparing students for additional vocational-technical training beyond high school . . . . . A B C D F DK
- d. Teaching of basic skills - reading, writing, arithmetic. . . . . A B C D F DK
- e. Quality of the total learning experience. . . . . A B C D F DK
- f. Competitive athletic program for boys . . . . . A B C D F DK
- g. Competitive athletic program for girls. . . . . A B C D F DK
- h. Other extracurricular activities, such as music, drama, student publications, speech and debate. . . . . A B C D F DK
- i. Providing for students with special needs, such as physically or mentally handicapped, gifted and talented and emotionally disabled . . . . . A B C D F DK
- j. Counseling and vocational guidance. . . . . A B C D F DK
- k. Quality of the elementary school teachers . . . . . A B C D F DK
- l. Quality of the secondary school teachers. . . . . A B C D F DK
- m. Quality of school counselors. . . . . A B C D F DK
- n. Quality of school administrators. . . . . A B C D F DK
- o. Use of tax dollars. . . . . A B C D F DK

8. In your opinion, what are the public schools in your school district doing best?

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9. In your opinion, what is the main thing that the public schools in your community could do to improve the quality of education?

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10. If expenditures in your school district had to be reduced, what would you recommend be done?

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11. Listed below are some possible goals for public schools. Please use the following scale to indicate how important you think each goal should be in your local school.

Not important at all											Very important
0	1	2	3	4	5	6	7	8	9	10	

A response of 0 means the particular goal is not important. A response of 10 means the goal is very important. The intermediate responses indicate varying degrees of importance. Please rank each goal.

Your rating

- a. Teaching students to be good citizens? . . . . . \_\_\_\_\_
- b. Developing skills in reading, writing, speaking and listening? . . . . . \_\_\_\_\_
- c. Teaching the skills of family living? . . . . . \_\_\_\_\_
- d. Teaching students to respect and get along with people with whom they work and live? . . . . . \_\_\_\_\_
- e. Developing skills to enter a specific field of work? . . . . . \_\_\_\_\_
- f. Teaching students how to use leisure time? . . . . . \_\_\_\_\_
- g. Teaching the principles of health and safety? . . . . . \_\_\_\_\_
- h. Teaching students how to be good managers of money, property and resources? . . . . . \_\_\_\_\_
- i. Developing a desire for learning now and in the future? . . . . . \_\_\_\_\_

12. Here are some general statements about schools and communities. Please indicate your agreement or disagreement with each of these statements. Use the following response categories.

- Strongly agree . . . SA
- Agree. . . . . A
- Undecided. . . . . U
- Disagree . . . . . D
- Strongly disagree. . SD

Please circle your response

- a. Iowa public schools should offer a program for 4 year olds. . . . . SA A U D SD
- b. Iowa public schools should offer a program for 3 year olds. . . . . SA A U D SD
- c. Students today receive a better elementary education than I did . . . . . SA A U D SD
- d. Students today receive a better secondary education than I did . . . . . SA A U D SD
- e. In addition to meeting college requirements for a teacher's certificate, those wishing to be teachers should be required to pass a state board examination on the subjects they will teach . . . . . SA A U D SD
- f. Students should be required to pass competency tests before graduating from Iowa high schools . . . SA A U D SD
- g. Reports from Iowa schools to parents are adequate. . SA A U D SD

13. There are various services which affect the quality of life in a community. For your community, how would you rate the quality of each of the following services, again using the grades of A, B, C, D, or F.

	Grade (circle your answer)					Don't know
a. Health services? . . . . .	A	B	C	D	F	DK
b. Public transportation? . . . . .	A	B	C	D	F	DK
c. Social services? . . . . .	A	B	C	D	F	DK
d. Police protection? . . . . .	A	B	C	D	F	DK
e. Fire protection? . . . . .	A	B	C	D	F	DK
f. Leisure and recreation services? . .	A	B	C	D	F	DK

Now we would like to ask you some general questions about yourself.

14. How many years of schooling have you completed? \_\_\_\_\_ years

15. What is the highest diploma or degree you have received?

- None
- High school
- Trade, business or technical school diploma
- Associate degree (2 years)
- College degree (4 years)
- Professional degree (specify) \_\_\_\_\_
- Graduate degree

16. What was your age at your last birthday? \_\_\_\_\_

17. What is your marital status? Are you ...

- ... married,
- ... widowed,
- ... separated or divorced, or
- ... single, never married?

18. Are you currently employed?

Yes —> What type of work do you do? \_\_\_\_\_

No —> What is your status? Are you ...

- retired
  - unemployed
- } —> What was your principal occupation?  
\_\_\_\_\_
- a homemaker
  - a student
  - other (explain, please) \_\_\_\_\_
-

19. Do you presently live ... (Check one)
- ... on a farm?
  - ... in a non-farm country home?
  - ... in a small town (less than 5,000)?
  - ... in a town between 5,000 and 50,000?
  - ... in a city between 50,000 and a million?

20. How long have you lived in this community? \_\_\_\_\_ years

21. Do you have any children?
- Yes → Continue with Q. 22.
  - No → Skip to Q. 24, please.

22. This last school year, did you have any children who were enrolled in an elementary or secondary school in Iowa?

- Yes → How many children? \_\_\_\_\_
- No

23. How could we get a little more detail about your children's educational experiences? Have any of your children ever attended any of the following schools in the State of Iowa?

Have your children attended?  
(circle your answer)

a. Public elementary school? . . . . .	Yes	No
b. Parochial elementary school? . . . . .	Yes	No
c. Public secondary school? . . . . .	Yes	No
d. Parochial secondary school? . . . . .	Yes	No
e. Trade, business, technical school? . .	Yes	No
f. Area community colleges? . . . . .	Yes	No
g. Public universities? . . . . .	Yes	No
h. Private colleges or universities? . .	Yes	No

24. Which of the following categories best describes your total family income during 1979?

- Less than \$10,000
- \$10,000 to \$19,999
- \$20,000 to \$29,999
- \$30,000 to \$49,999
- \$50,000 and over

25. How would you describe yourself? Would you say you are ...

- ... very conservative,
- ... conservative,
- ... moderate,
- ... liberal, or
- ... very liberal?

26. Please think about the best teacher you know or have known. What were the characteristics that make that teacher outstanding?

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The Research Institute for Studies in Education here at Iowa State University appreciates the time you have taken to complete this questionnaire, and we hope your opinions will help improve the education of Iowa children in the future. Thank you.

If you would like a copy of the results of this study, please check this box.

Postage for the questionnaire is prepaid, so all you need do is drop it in a mail box.

**APPENDIX B- TEACHER ATTITUDES ABOUT EDUCATION IN IOWA  
QUESTIONNAIRE**

First, we want you to think about your local school district.

Students are often given the grades of A, B, C, D, or F to evaluate the quality of their work. Suppose the public schools in your school district were graded on the quality of the job they are doing.

1. We would like you to grade your school overall as well as some different groups within your school district. Please circle the grade you would give each. If you don't feel you know enough about the school or group to grade it, you may circle "Don't know"--this is a perfectly legitimate response.

	Grade (circle your answer)					Don't know
a. Public schools <u>overall in your district</u> . . .	A	B	C	D	F	DK
b. Public elementary schools in <u>your</u> district.	A	B	C	D	F	DK
c. Public secondary schools in <u>your</u> district . . .	A	B	C	D	F	DK
d. Your local School Board . . . . .	A	B	D	D	F	DK
e. Parent-teacher organizations in your district. . . . .	A	B	C	D	F	DK
f. Area Community College. . . . .	A	B	C	D	F	DK

Now think about all the schools in Iowa. How would you grade these schools in the state of Iowa?

g. Iowa public schools in general. . . . .	A	B	C	D	F	DK
h. Iowa public universities. . . . .	A	B	C	D	F	DK
i. Iowa private colleges and universities. . . . .	A	B	C	D	F	DK

2. We have listed below three organizations. How would you grade each of these organizations?

	Grade (circle your answer)					Don't know
a. Area Education Agency in your district. . . . .	A	B	C	D	F	DK
b. State of Iowa Department of Public Instruction . . . . .	A	B	C	D	F	DK
c. Iowa State Education Association. . . . .	A	B	C	D	<b>F</b>	DK



3. What do you think is the most serious problem in the public schools in your school district?

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

4. Listed below are some potential problems of public schools. Please rate how serious each problem is in your local district on a scale of 0 to 10. Use the following scale to indicate how serious you think the problem is in your district.

No problem at all 0 1 2 3 4 5 6 7 8 9 10 Very serious problem

A response of 0 means no problem at all. A response of 10 means a very serious problem. The intermediate responses indicate varying degrees of seriousness. Please rate each problem.

Your rating

- a. Discipline in schools
b. Amount of financial support for schools
c. School facilities in general.
d. Alcohol abuse
e. Drug abuse.
f. Lack of public interest
g. Collective bargaining of teachers
h. Lack of students' interest in learning.
i. Size of classes
j. Local School Board policies
k. Lack of involvement and participation by parents.
l. Lack of communication between the school and the community
m. Lack of classes and programs for adults
n. Busing for the purpose of integration

5. Now, we want you to grade specific programs and personnel in your local public schools. How would you grade the public elementary and secondary schools in your school district on each of the following?

	Grade (circle your answer)					Don't know
a. Preparing students for jobs after high school. . . . .	A	B	C	D	F	DK
b. Preparing students for college. . . . .	A	B	C	D	F	DK
c. Preparing students for additional vocational-technical training beyond high school . . . . .	A	B	C	D	F	DK
d. Teaching of basic skills - reading, writing, arithmetic. . . . .	A	B	C	D	F	DK
e. Quality of the total learning experience. . . . .	A	B	C	D	F	DK
f. Competitive athletic program for boys . . . . .	A	B	C	D	F	DK
g. Competitive athletic program for girls. . . . .	A	B	C	D	F	DK
h. Other extracurricular activities, such as music, drama, student publications, speech and debate. . . . .	A	B	C	D	F	DK
i. Providing for students with special needs, such as physically or mentally handicapped, gifted and talented and emotionally disabled . . . . .	A	B	C	D	F	DK
j. Counseling and vocational guidance. . . . .	A	B	C	D	F	DK
k. Quality of the elementary school teachers . . . . .	A	B	C	D	F	DK
l. Quality of the secondary school teachers. . . . .	A	B	C	D	F	DK
m. Quality of school counselors. . . . .	A	B	C	D	F	DK
n. Quality of school administrators. . . . .	A	B	C	D	F	DK
o. Use of tax dollars. . . . .	A	B	C	D	F	DK
p. In your opinion, what are the public schools in your school district doing <u>best</u> ?						

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7. In your opinion, what is the main thing that the public schools in your community could do to improve the quality of education?

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8. If expenditures in your school district had to be reduced, what would you recommend be done?

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9. Listed below are some possible goals for public schools. Please use the following scale to indicate how important you think each goal should be in your local school.

Not important at all		Very important								
0	1	2	3	4	5	6	7	8	9	10

A response of 0 means the particular goal is not important. A response of 10 means the goal is very important. The intermediate responses indicate varying degrees of importance. Please rank each goal.

Your rating

- a. Teaching students to be good citizens? . . . . . \_\_\_\_\_
- b. Developing skills in reading, writing, speaking and listening? . . . . . \_\_\_\_\_
- c. Teaching the skills of family living? . . . . . \_\_\_\_\_
- d. Teaching students to respect and get along with people with whom they work and live? . . . . . \_\_\_\_\_
- e. Developing skills to enter a specific field of work? . . . . . \_\_\_\_\_
- f. Teaching students how to use leisure time? . . . . . \_\_\_\_\_
- g. Teaching the principles of health and safety? . . . . . \_\_\_\_\_
- h. Teaching students how to be good managers of money, property and resources? . . . . . \_\_\_\_\_
- i. Developing a desire for learning now and in the future? . . . . . \_\_\_\_\_

10. Here are some general statements about schools and communities. Please indicate your agreement or disagreement with each of these statements. Use the following response categories.

Strongly agree . . . SA  
 Agree . . . . . A  
 Undecided. . . . . U  
 Disagree . . . . . D  
 Strongly disagree. . SD

Please circle your response

- a. Iowa public schools should offer a program for 4 year olds. . . . . SA A U D SD
- b. Iowa public schools should offer a program for 3 year olds. . . . . SA A U D SD
- c. Students today receive a better elementary education than I did . . . . . SA A U D SD
- d. Students today receive a better secondary education than I did . . . . . SA A U D SD
- e. In addition to meeting college requirements for a teacher's certificate, those wishing to be teachers should be required to pass a state board examination on the subjects they will teach . . . . . SA A U D SD
- f. Students should be required to pass competency tests before graduating from Iowa high schools . . . SA A U D SD
- g. Reports from Iowa schools to parents are adequate. . SA A U D SD

11. There are various services which affect the quality of life in a community. For your community, how would you rate the quality of each of the following services, again using the grades of A, B, C, D, or F.

	Grade (circle your answer)					Don't know
a. Health services? . . . . .	A	B	C	D	F	DK
b. Public transportation? . . . . .	A	B	C	D	F	DK
c. Social services? . . . . .	A	B	C	D	F	DK
d. Police protection? . . . . .	A	B	C	D	F	DK
e. Fire protection? . . . . .	A	B	C	D	F	DK
f. Leisure and recreation services? . .	A	B	C	D	F	DK

Now, we would like to ask you some questions about your teaching and teacher education preparation.

12. How long have you taught? \_\_\_\_\_.
13. At what level do you presently teach?
- \_\_\_ Kindergarten → Skip to Q. 16, please.
- \_\_\_ Elementary (grades 1 - 6) — Skip to Q. 16, please.
- \_\_\_ Junior High → Please continue with Q. 14.
- \_\_\_ High School → Please continue with Q. 14.
- \_\_\_ K - 12 — Please continue with Q. 14.
14. During your teacher education preparation, what were your major areas or specialization?
- Major \_\_\_\_\_ Minor \_\_\_\_\_
15. At the present time, in what subject area(s) do you teach?
- \_\_\_\_\_
16. When in life did you decide to become a teacher?
- \_\_\_ Elementary School
- \_\_\_ Junior High
- \_\_\_ High School
- \_\_\_ College
- \_\_\_ Other: Specify \_\_\_\_\_
17. If you had it to do over again, would you choose teaching as a career?
- \_\_\_ Yes
- \_\_\_ No
- \_\_\_ Undecided
18. Do you feel you are ...
- \_\_\_ ... an excellent teacher
- \_\_\_ ... a better than average teacher
- \_\_\_ ... an average teacher
- \_\_\_ ... a below average teacher
- \_\_\_ ... an inadequate teacher

19. Are you a member of a professional education association?

Yes → Please specify \_\_\_\_\_.

→ Please continue with Q. 20.

No → Skip to Q. 21, please.

20. (For members of professional education associations) Could we get a little more detail about your participation in your association(s)? Please indicate your activity for each of the following levels.

	Very Active (circle your answer)	Moderately Active	Not Active
Local	VA	MA	NA
State	VA	MA	NA
National	VA	MA	NA

21. In general, how important is it to belong to a professional education association? (circle your response)

Not important  
at all

Very  
important

0 1 2 3 4 5 6 7 8 9 10

22. How would you rate on a scale of 0 to 10 the quality of the teacher preparation program from which you graduated? (circle your response)

No quality

Very high  
quality

0 1 2 3 4 5 6 7 8 9 10

23a. How would you rate the overall quality of the institution from which you received the bachelor's degree? (circle your response)

No quality

Very high  
quality

0 1 2 3 4 5 6 7 8 9 10

23b. The institution I attended was . . .  public  private.

23c. The institution I attended was . . .  in state  out of state.

23d. The institution I attended had approximately . . . \_\_\_\_\_ students.

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24. Please indicate how adequate your professional education preparation program was in the following areas. Use the following response categories

Very Adequate . . . 5  
 Adequate. . . . . 4  
 Neutral . . . . . 3  
 Inadequate. . . . . 2  
 Very Inadequate . . 1  
 Not Applicable. . . N

Please circle your response

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| a. Planning units of instruction and individual lessons . . . . .                | 5 | 4 | 3 | 2 | 1 | N |
| b. Ability to prepare and use instructional media and equipment . . . . .        | 5 | 4 | 3 | 2 | 1 | N |
| c. Maintaining student interest in classroom activities . . . . .                | 5 | 4 | 3 | 2 | 1 | N |
| d. Understanding and dealing with behavior problems in the classroom . . . . .   | 5 | 4 | 3 | 2 | 1 | N |
| e. Methods of dealing with emotionally disturbed . . . . .                       | 5 | 4 | 3 | 2 | 1 | N |
| f. Methods of dealing with learning problems . . . . .                           | 5 | 4 | 3 | 2 | 1 | N |
| g. Diagnosis of learning disabilities . . . . .                                  | 5 | 4 | 3 | 2 | 1 | N |
| h. Skill in developing tests . . . . .   | 5 | 4 | 3 | 2 | 1 | N |
| i. Comprehension and use of standardized tests . . . . .                         | 5 | 4 | 3 | 2 | 1 | N |
| j. Content preparation in your area of specialization . . . . .                  | 5 | 4 | 3 | 2 | 1 | N |
| k. Comprehension of professional ethics and legal obligations . . . . .          | 5 | 4 | 3 | 2 | 1 | N |
| l. Knowledge of psychology of learning and its application to teaching . . . . . | 5 | 4 | 3 | 2 | 1 | N |
| m. Evaluating and reporting students work and achievement . . . . .              | 5 | 4 | 3 | 2 | 1 | N |
| n. Relating activities to interests and abilities of students . . . . .          | 5 | 4 | 3 | 2 | 1 | N |
| o. Knowledge of materials and resources in your specialty area . . . . .         | 5 | 4 | 3 | 2 | 1 | N |
| p. Evaluating your own instruction . . . . .                                     | 5 | 4 | 3 | 2 | 1 | N |

24. (continued)

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Very Adequate . . . . 5  
 Adequate. . . . . 4  
 Neutral . . . . . 3  
 Inadequate. . . . . 2  
 Very Inadequate . . . 1  
 Not Applicable. . . . N

Please circle your response

g.	Individualizing instruction . . . . .	5	4	3	2	1	N
r.	Selecting and organizing materials . . . . .	5	4	3	2	1	N
s.	Knowledge and skill with different techniques . . of instruction . . . . .	5	4	3	2	1	N
t.	Understanding teachers' roles in relation to administrators, supervisors, and counselors. . .	5	4	3	2	1	N
u.	Skill in working with parents . . . . .	5	4	3	2	1	N
v.	Skill in working with other teachers. . . . .	5	4	3	2	1	N
w.	Assessing and implementing innovations. . . . .	5	4	3	2	1	N

25. What is your long range career plan? (check all that apply)

- Remain in teaching position
- Change to a different teaching level
- Become a counselor
- Become an administrator
- A nonacademic job
- Fulltime homemaker
- Other (please specify) \_\_\_\_\_



26. How important is it that a job provide you with the following characteristics? Use the following response categories.

- Very important . . . 5
- Important. . . . . 4
- Neutral. . . . . 3
- Unimportant. . . . . 2
- Very unimportant . . 1

Please circle your response

a. Opportunity to be creative and original . . . . .	5	4	3	2	1
b. Opportunity to use special abilities or aptitudes . . .	5	4	3	2	1
c. Opportunity to work with people rather than things. . .	5	4	3	2	1
d. Opportunity to earn a good deal of money. . . . .	5	4	3	2	1
e. Social status and prestige. . . . .	5	4	3	2	1
f. Opportunity to effect social change . . . . .	5	4	3	2	1
g. Relative freedom from supervision by others . . . . .	5	4	3	2	1
h. Opportunity for advancement . . . . .	5	4	3	2	1
i. Opportunity to exercise leadership. . . . .	5	4	3	2	1
j. Opportunity to help and serve others. . . . .	5	4	3	2	1
k. Adventure . . . . .	5	4	3	2	1
l. Opportunity for a relatively stable and secure future	5	4	3	2	1
m. Fringe benefits (health care, retirement benefits). . .	5	4	3	2	1
n. Variety in the work . . . . .	5	4	3	2	1
o. Responsibility. . . . .	5	4	3	2	1
p. Control over what I do. . . . .	5	4	3	2	1
q. Control over what others do . . . . .	5	4	3	2	1
r. Challenge . . . . .	5	4	3	2	1

27. How important were each of the following in your decision to accept your present teaching position? Use the following response categories.

- Very important . . . 5
- Important. . . . . 4
- Neutral. . . . . 3
- Unimportant. . . . . 2
- Very unimportant . . 1
- Not applicable . . . N

Please circle your response

a. Desirable location. . . . .	5	4	3	2	1	N
b. Reputation of the school. . . . .	5	4	3	2	1	N
c. Salary offered. . . . .	5	4	3	2	1	N
d. Liked the community . . . . .	5	4	3	2	1	N
e. Friends teach in the school system. . . . .	5	4	3	2	1	N
f. Liked people I interviewed with . . . . .	5	4	3	2	1	N
g. Spouse has employment in the community. . . . .	5	4	3	2	1	N
h. Only position I was offered . . . . .	5	4	3	2	1	N
i. Other (please specify) _____	5	4	3	2	1	N

Now we would like to ask you some general questions about yourself.

28. What is your level of academic preparation for teaching?

- \_\_\_ Less than Bachelor's Degree
- \_\_\_ Bachelor's Degree, \_\_\_ semester hours beyond
- \_\_\_ Master's Degree, \_\_\_ semester hours beyond
- \_\_\_ Specialist degree
- \_\_\_ Ed.D. Degree
- \_\_\_ Ph.D. Degree

29. What is your marital status? Are you . . .

- \_\_\_ ... married,
- \_\_\_ ... widowed,
- \_\_\_ ... separated or divorced, or
- \_\_\_ ... single, never married?

30. Do you presently live ... (Check one)
- ... on a farm?
- ... in a non-farm country home?
- ... in a small town (less than 5,000)?
- ... in a town between 5,000 and 50,000?
- ... in a city between 50,000 and 250,000?
31. How long have you lived in this community? \_\_\_\_\_ years
32. Do you have any children?
- Yes → Continue with Q. 33
- No → Skip to Q. 34, please.
33. This last school year, did you have any children who were enrolled in an elementary or secondary school in Iowa?
- Yes → How many children? \_\_\_\_\_
- No
34. Which of the following categories best describes your total family income during 1979?
- Less than \$10,000
- \$10,000 to \$19,999
- \$20,000 to \$29,999
- \$30,000 to \$49,999
- \$50,000 and over
35. How would you describe yourself? Would you say you are ...
- ... very conservative,
- ... conservative,
- ... moderate,
- ... liberal, or
- ... very liberal?

36. Please think about the best teacher you know or have known. What were the characteristics that made that teacher outstanding?

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The Research Institute for Studies in Education here at Iowa State University appreciates the time you have taken to complete this questionnaire, and we hope your opinions will help improve the education of Iowa children in the future. Thank you.

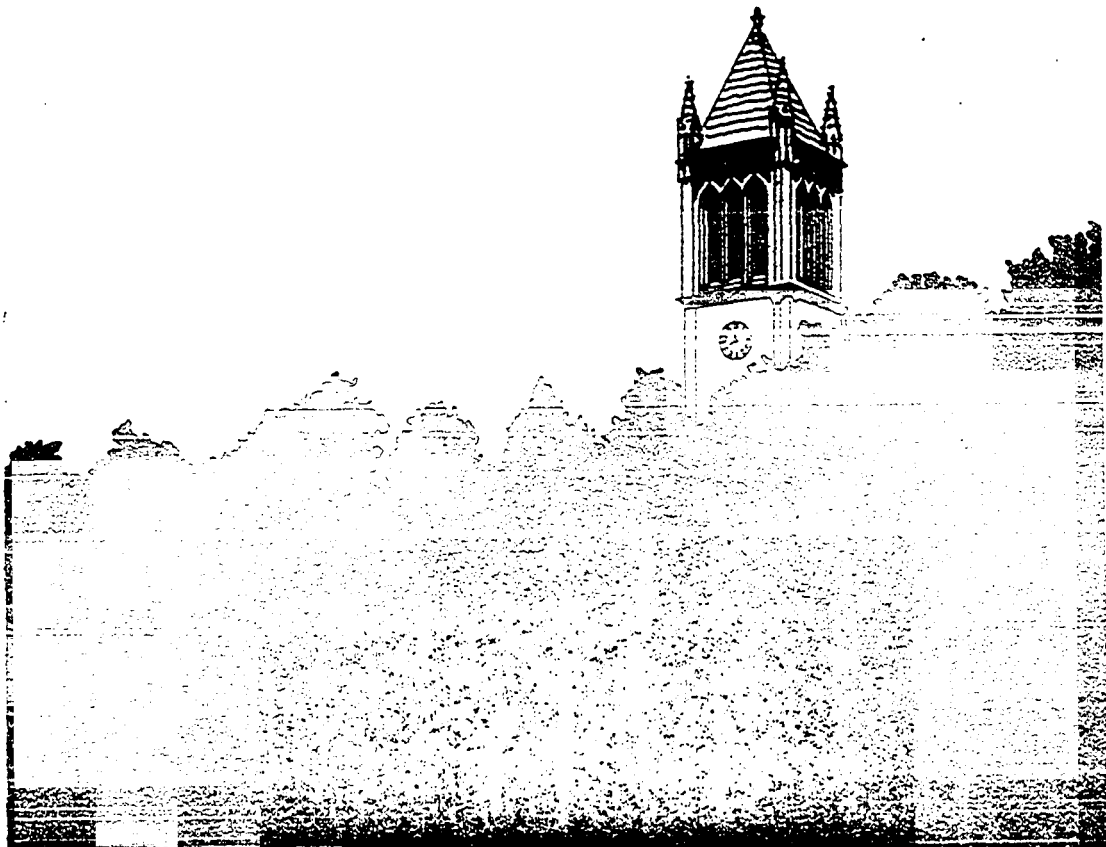
Postage for the questionnaire is prepaid, so all you need do is drop it in a mail box.

APPENDIX C- STUDENTS' TEACHER EDUCATION FOLLOW-UP  
QUESTIONNAIRE

**We are interested in  
what you think**

# **TEACHER EDUCATION PROGRAM**

A study by Iowa State University  
Research Institute for Studies in Education,  
College of Education



First, we would like information about your teacher preparation program.

1. How long did you student teach? (check one)

7 weeks or less

8 - 10 weeks

11 - 12 weeks

Over 12 weeks

2. Should student teaching have been longer or shorter?

How many weeks?

Longer → \_\_\_\_\_

Shorter → \_\_\_\_\_

About right ,

3. At what level did you student teach?

Nursery/Kindergarten → skip to Q. 6

Elementary → skip to Q. 6

Secondary → skip to Q. 5

K - 12 → Q. 4 then skip to Q. 6

4. (K - 12) In what teaching area of specialization do you expect to get a teaching certificate?

Art     Health     Music     P.E.

5. (Secondary) In what teaching area(s) of specialization do you expect to get a teaching certificate?

<input type="checkbox"/> Agricultural Education	<input type="checkbox"/> Health Education	<input type="checkbox"/> Music
<input type="checkbox"/> Art	<input type="checkbox"/> Home Economics	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Biology	<input type="checkbox"/> Education	<input type="checkbox"/> Physics
<input type="checkbox"/> Chemistry	<input type="checkbox"/> Industrial	<input type="checkbox"/> Psychology
<input type="checkbox"/> Earth Science	<input type="checkbox"/> Education	<input type="checkbox"/> Safety Education
<input type="checkbox"/> English	<input type="checkbox"/> Journalism	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Speech
<input type="checkbox"/> General Science		

If you checked more than one, what is your major area? \_\_\_\_\_

6. Using the rating scale below indicate how satisfied you were with aspects of your student teaching experience.

- Very satisfied. . . . 5
- Satisfied . . . . . 4
- Neutral . . . . . 3
- Dissatisfied. . . . . 2
- Very dissatisfied . . 1

Please circle your response

- a. Getting your choice of geographical location for your student teaching assignment. . . . . 5    4    3    2    1
- b. Your cooperating teacher. . . . . 5    4    3    2    1
- c. Your university supervisor. . . . . 5    4    3    2    1
- d. Based on your student teaching experience, what is your reaction to teaching as a career for you? . . . . . 5    4    3    2    1

7. At what age did you decide to become a teacher? \_\_\_\_\_ years old.

8. If you had it to do over again would you choose teaching as a career?

- Yes
- No
- Undecided

9. Do you feel you will be ...

- ... an excellent teacher,
- ... a better than average teacher,
- ... an average teacher,
- ... a below average teacher, or
- ... an inadequate teacher?



10. During your academic program at Iowa State University, have you done any work with computers or had training with applications of computers to teaching?

.... No

.... Yes → Please list experiences \_\_\_\_\_

11. Please indicate how adequate your professional education preparation program was in the following areas. Use the following response categories.

- Very Adequate . . . . 5
- Adequate. . . . . 4
- Neutral . . . . . 3
- Inadequate. . . . . 2
- Very Inadequate . . . 1
- Not Applicable. . . N

Please circle your response
-----------------------------

a. Planning units of instruction and individual lessons . . . . .	5	4	3	2	1	N
b. Ability to prepare and use instructional media and equipment. . . . .	5	4	3	2	1	N
c. Maintaining student interest in classroom activities. . . . .	5	4	3	2	1	N
d. Understanding and dealing with behavior problems in the classroom . . . . .	5	4	3	2	1	N
e. Methods of dealing with emotionally disturbed. . . . .	5	4	3	2	1	N
f. Methods of dealing with learning problems . . . . .	5	4	3	2	1	N
g. Diagnosis of learning disabilities . .	5	4	3	2	1	N
h. Skill in developing tests. . . . .	5	4	3	2	1	N
i. Comprehension and use of standardized tests. . . . .	5	4	3	2	1	N
j. Content preparation in your area of specialization . . . . .	5	4	3	2	1	N
k. Comprehension of professional ethics and legal obligations . . . . .	5	4	3	2	1	N

11. (continued)

- Very Adequate . . . 5
- Adequate. . . . . 4
- Neutral . . . . . 3
- Inadequate. . . . . 2
- Very Inadequate . . 1
- Not Applicable. . . N

Please circle your response

l. Knowledge of psychology of learning and its application to teaching . . . . .	5	4	3	2	1	N
m. Evaluating and reporting student work and achievement . . . . .	5	4	3	2	1	N
n. Relating activities to interests and abilities of students . . . . .	5	4	3	2	1	N
o. Knowledge of materials and resources in your specialty area. . . . .	5	4	3	2	1	N
p. Evaluating your own instruction . . . . .	5	4	3	2	1	N
q. Individualizing instruction . . . . .	5	4	3	2	1	N
r. Selecting and organizing materials. . . . .	5	4	3	2	1	N
s. Knowledge and skill with different techniques of instruction . . . . .	5	4	3	2	1	N
t. Understanding teachers' roles in relation to administrators, supervisors, and counselors. . . . .	5	4	3	2	1	N
u. Skill in working with parents . . . . .	5	4	3	2	1	N
v. Skill in working with other teachers. . . . .	5	4	3	2	1	N
w. Assessing and implementing innovations. . . . .	5	4	3	2	1	N

Now, we would like to ask some questions about your plans for the future.

12. What is your long range career plan? (Check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Remain in teaching positions at present level | <input type="checkbox"/> A nonacademic job      |
| <input type="checkbox"/> Change to a different teaching level          | <input type="checkbox"/> Military               |
| <input type="checkbox"/> Become a counselor                            | <input type="checkbox"/> Fulltime homemaker     |
| <input type="checkbox"/> Become an administrator                       | <input type="checkbox"/> Other (please specify) |
-

13. How important is it that a job provide you with the following characteristics? Please circle one number for each characteristic. Use the following response categories.

- Very Important . . . . 5
- Important. . . . . 4
- Neutral. . . . . 3
- Unimportant. . . . . 2
- Very Unimportant . . . 1

Please circle your response
-----------------------------

a. Opportunity to be creative and original. . .	5	4	3	2	1
b. Opportunity to use special abilities or aptitudes. . . . .	5	4	3	2	1
c. Opportunity to work with people rather than things. . . . .	5	4	3	2	1
d. Opportunity to earn a good deal of money . .	5	4	3	2	1
e. Social status and prestige . . . . .	5	4	3	2	1
f. Opportunity to effect social change. . . . .	5	4	3	2	1
g. Relative freedom from supervision by others.	5	4	3	2	1
h. Opportunity for advancement. . . . .	5	4	3	2	1
i. Opportunity to exercise leadership . . . . .	5	4	3	2	1
j. Opportunity to help and serve others . . . .	5	4	3	2	1
k. Adventure. . . . .	5	4	3	2	1
l. Opportunity for a relatively stable and secure future. . . . .	5	4	3	2	1
m. Fringe benefits (health care, retirement benefits). . . . .	5	4	3	2	1
n. Variety in the work. . . . .	5	4	3	2	1
o. Responsibility . . . . .	5	4	3	2	1
p. Control over what I do . . . . .	5	4	3	2	1
q. Control over what others do. . . . .	5	4	3	2	1
r. Challenge. . . . .	5	4	3	2	1

14. Do you plan to teach this year?

Yes ---> Please answer Part A.

No ---> Please answer Part B.

PART A (Plan to Teach)

Have you accepted a teaching position for this year yet?

No --- Skip to Q. 16 page 8

Yes

1. What will you be teaching? \_\_\_\_\_

Specify the level \_\_\_\_\_

2. Where will you be teaching? \_\_\_\_\_

Please go to Q. 15, page 7.

PART B (Do Not Plan to Teach)

a. Why do you plan not to teach this year? Check as many as apply.

Graduate study (Please specify \_\_\_\_\_).

Could not find a teaching position in location I wanted.

Better salaries in nonacademic jobs.

Prefer working with adults rather than children or youth.

Marriage/family obligations.

Had not planned to enter education.

Decided not to work in education because of experiences in student teaching.

Liked people I interviewed with in a nonacademic job.

b. Have you accepted a nonacademic position for this year?

No ---> Skip to Q. 16, page 8.

Yes

(1) What type of work will you be doing? (Please be specific)

(2) Where is it located? \_\_\_\_\_

Please go to Q. 15, page 7.

19. If you have accepted a teaching or non-teaching position for this year...  
 PART A How important was each of the following in your decision to accept your position for this year? Use the following response categories for Part A and Part B.

- Very Important . . . . 5
- Important. . . . . 4
- Neutral. . . . . 3
- Unimportant. . . . . 2
- Very Unimportant . . 1
- Not Applicable . . . . N

		Please circle your response					
a.	Desirable location . . . . .	5	4	3	2	1	N
b.	Salary offered . . . . .	5	4	3	2	1	N
c.	Type of assignment . . . . .	5	4	3	2	1	N
d.	Size of school organization. . . . .	5	4	3	2	1	N
e.	Reputation of school, firm or organization	5	4	3	2	1	N
f.	Liked people I interviewed with. . . . .	5	4	3	2	1	N
g.	Spouse has a job in the community. . . . .	5	4	3	2	1	N
h.	Only job I was offered . . . . .	5	4	3	2	1	N

PART B Rate the importance of the following in helping you obtain your job for this year. Continue using the same importance continuum as in Part A.

		Please circle your response					
a.	Faculty advisor or professor . . . . .	5	4	3	2	1	N
b.	College placement office . . . . .	5	4	3	2	1	N
c.	Direct personal application. . . . .	5	4	3	2	1	N
d.	State employment agencies. . . . .	5	4	3	2	1	N
e.	Private employment agencies. . . . .	5	4	3	2	1	N
f.	Family contacts. . . . .	5	4	3	2	1	N
g.	Want ads . . . . .	5	4	3	2	1	N
h.	Professional societies or contacts . . . . .	5	4	3	2	1	N
i.	Employer contacted you directly. . . . .	5	4	3	2	1	N

PART C If you have accepted a non-teaching position, did your teacher preparation program help you obtain your non-teaching position?

\_\_\_ No

\_\_\_ Yes → Please explain. \_\_\_\_\_

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Now we would like to ask you some general questions about yourself and your family.

16. Up to the present, where have you spent the majority of your life?
- ... on a farm?
  - ... in a non-farm country home?
  - ... in a small town (less than 5,000)?
  - ... in a town between 5,000 and 50,000?
  - ... in a city over 50,000?
17. Sex
- Male
  - Female
18. Age \_\_\_\_\_ years
19. Marital status
- Single (never married)
  - Married, no children
  - Married, one or more children
  - Divorced or separated
  - Widowed
20. What was your father's occupation most of the time while you were living at home? Please be specific.
- 
21. What was your mother's occupation most of the time while you were living at home? Please be specific.
- 
22. Was your mother employed outside the home at any of the following times? Check all that apply.
- Before you were age 6
  - When you were in grade school
  - When you were in high school
  - No, full-time homemaker
  - Other (please specify) \_\_\_\_\_

23. Please think about the best elementary or Secondary teacher you know or have known. What are/were the characteristics that make/made that teacher outstanding?

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The College of Education and the Research Institute for Studies in Education appreciates the time you have taken to complete this questionnaire.

Postage for the questionnaire is prepaid, so all you need do is drop it in a mailbox.

APPENDIX D- ORIGINAL AND REVISED CODE SHEETS



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variable column format

26. Please think about the best teacher you know or have known.  
What were the characteristics that make that teacher  
outstanding?

First answer

BESTT1 33 34 F2.0

Second answer

BESTT2 35 36 F2.0

Third answer

BESTT3 37 38 F2.0

CODE:

01 The ability to discipline, be strict, firm and fair

10 Knowledgeable, knows subject

20 Ability to communicate, good presentation, get subject  
across

30 Love children, liked children, concern for them;  
get along with

31 Ability to inspire, motivate

32 Dedication, enthusiasm, devotion

33 Interest in individual student

34 Interest in student learning, creating learning experience

35 Wants to see students do well in life

36 Athletic ability

37 Concern with parent communication

38 Building confidence and self-esteem

40 Good personality, patient, friendly, kind, understanding

41 Moral character, integrity, honest

42 Personal appearance

90 Other

98 Don't know

99 No answer

## (Revised Code Sheet)

## Directions

1. Code each phrase, not each word in a phrase.
2. If answers are listed across and down, go down to get the first three answers.

SERIES	CODE	DESCRIPTION
0		PUPIL AND CLASS MANAGEMENT
	01	<u>discipline</u> , strict, firm, fair, control, sets limits, equal treatment
	02	earns respect of students
	03	adaptable, <u>flexible</u>
	04	<u>organized</u> , businesslike behavior, prepared, set standards, academically focused
	09	other in '0' series
1		INTELLIGENT, CONTENT KNOWLEDGE, PROFESSIONAL
	10	<u>knowledgeable</u> , knows subject, loves subject, keeps current in field
	11	<u>intelligent</u> , wise smart
	12	<u>creative</u> , imaginative
	13	good educator, well qualified, <u>professional</u>
	14	devoted, <u>dedicated</u> , <u>enthusiastic</u> , love to teach, committed to education, lively
	19	other in '1' series
2		COMMUNICATE SUBJECT MATERIALS
	20	communicate subject matter well, gets subject across, can transfer knowledge, good explainer, knows how to teach, good presentation, <u>clear</u> presentation, <u>clarity</u>
	21	<u>variety</u> in learning experiences and activities
	22	use class time efficiently and effectively, spends ample time on important ideas, opportunity to learn material
	23	makes lessons <u>interesting</u> , keeps attention
	24	<u>individualized</u> materials
	29	other in '2' series
3		STUDENT RELATIONS
	30	<u>love/like students</u> or children, concerned, caring, understanding toward children, compassionate, friendship
	31	<u>motivate</u> , inspire
	32	interest in <u>individual</u> student, whole student, even beyond the classroom
	33	interest in student <u>learning</u> , <u>challenging</u> , <u>demanding</u> , helpful builds confidence, <u>positive reinforcement</u> , self esteem, praise, does not criticize or embarrass
	35	listens to students, <u>communication</u> /rapport with students, student-teacher relations
	39	other in '3' series

SERIES	CODE	DESCRIPTION
4		PERSONAL CHARACTERISTICS
	40	<u>good personality</u> , warmth, magnetic
	41	<u>moral character</u> , honest, active in church, temperate habits
	42	good personal <u>appearance</u>
	43	athletic ability
	44	age
	45	patient, kind, understanding, sincere, friendly
	46	sense of humor
	49	other in '4' series
5		INTERPERSONAL COMMUNICATIONS
	50	good communication, easy to relate to
	51	concern with parent relations and communication
	52	leadership
	59	other in '5' series
9		
	90	other that does not fit into any of the 5 series
	98	don't know
	99	no answer

APPENDIX E- STEPS IN DEVISING A QUESTIONNAIRE FOR SURVEY  
RESEARCH

(Taken from Dillman, Don. Mail and Telephone Surveys, The Total Design Method. 1978, pages 133-165)

1. The questionnaire should be printed as a booklet.
2. The questionnaire should be printed in a photographically reduced form.
3. The questionnaire booklet should be reproduced on white or off-white paper by a printing method that provides quality very close to the original typed copy.
4. The questions should be ordered from "easy" to more difficult.
5. Lower case letters should be used in questions - upper case letters for answers.
6. Directions should be provided on how to answer.
7. Multiple columns should be used to conserve space.
8. Questions should be made to fit each page.
9. The front cover should be carefully designed. It should contain a study title, a graphic illustration, any needed directions, and the name and address of the study sponsor.
10. The back cover should consist of an invitation for any additional comments, a "thank-you", and plenty of white space.
11. The questionnaire should be pretested.
12. The questionnaire should be mailed with a cover letter - a letter that introduces the survey and motivates the respondents to answer and return the questionnaire.
13. The envelope should be unusual in size, shape, or color.
14. The mailed questionnaires should always be first class mail.
15. Questionnaires should be stamped with ID numbers.
16. Preaddressed, postage paid return envelopes should be used.
17. There should always be a carefully designed follow-up sequence.