

A Study of the Perceived Needs of Elementary
Teachers in Relation to Grade Level,
Educational Experience, and Teaching Experience

A DISSERTATION
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION
IN THE GRADUATE SCHOOL OF THE
TEXAS WOMAN'S UNIVERSITY

COLLEGE OF EDUCATION

BY
LA NELLE G. TROUT, B.A.T., M.Ed.

DENTON, TEXAS
DECEMBER, 1982

Thesis
-1982
T866s
C.2.

ACKNOWLEDGEMENT

This study is lovingly dedicated to my husband, Bob, for his understanding, encouragement and support through some very trying times.

My sincerest appreciation is given to Dr. Sam Ed Brown, my major professor, for his guidance and assistance. I am also indebted to Dr. A. D. Castle, Dr. Patricia Payne, Dr. Howard Stone, and Dr. Ed Wylie for their contributions and suggestions.

A special thanks goes to Dr. Dave Marshall for his assistance in interpreting the statistical results of this study.

Finally, I wish to thank my secretary and typist, Jeanie England, for her patience and her smiles.

1023

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....iii

LIST OF TABLES..... vi

LIST OF FIGURES.....vii

CHAPTER

I. INTRODUCTION..... 1

 Statement of the Problem

 Research Questions

 Significance of Study

 Procedures for Collection and Analysis of Data

 Hypotheses

 Instrumentation

 Limitations of the Study

II. REVIEW OF THE LITERATURE..... 18

 Stages of Development

 Problems and Concerns

 The Student Teaching Experience

 The Inservice Alternative

 Summary

III. METHODS AND PROCEDURES OF THE STUDY..... 37

 Purpose

 Instrumentation

 Methodology

 Population

 Acquisition of Data

 Hypotheses

 Treatment of Data

IV. ANALYSIS OF THE DATA..... 45

V. SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS.....	75
Summary	
Conclusions	
Recommendations and Implications	
APPENDICES.....	82
REFERENCE NOTES.....	98
REFERENCES.....	99

List of Tables

Table	Page
1. Numerical Data for Assignment Level	40
2. Numerical Data for Educational Level	40
3. Numerical Data for Years of Experience	41
4. Results of Factor Analysis Indicating Presence of Construct Validity on Questionnaire	47
5. Analysis of Data Indicating Instrument Construct Validity and Thematic Clustering	50
6. Rankings of Items of Highest Perceived Needs	52
7. Significant Predictor Variables by Assignment Levels	59
8. Significant Predictor Variables by Education Levels	61
9. Significant Predictor Variables by Years of Experience	62
10. Coefficients for Canonical Variables of the Second Set	64
11. Perceived Needs of Teachers by Educational Level and Assignment Level	65
12. Result of Stepwise Discriminate Analysis by Educational Level	66
13. Result of Stepwise Discriminate Analysis by Years of Experience	70
14. Canonical Discriminate Functions by Assignment Level	72

List of Figures

Figure	Page
1. Group Means by Educational Level	68
2. Group Means by Years of Experience	71
3. Group Means on Canonical Discriminate Functions by Assignment Level	73

CHAPTER I

INTRODUCTION

Each classroom teacher is faced with the dilemma of developing an environment and a curricula which fulfills administrative and parental expectations while also satisfying student desires for an interesting challenging educational experience. This often is perceived by teachers as an almost unattainable challenge requiring tremendous dedication and committment. According to Thomas and Crescimbeni (1967), the key to quality education lies in committment, for without it, "the efforts of children and their dedicated teachers can become a wasteland of misguided effort" (p. 7).

This study examines the perceived needs of three entities which constitute the initial educational experiences: preschool through kindergarten, primary grades (1-3), and upper elementary grades (4-6). The early childhood movement is in its infancy when compared to other educational programs. The past 40 years, particularly, have been years of tremendous change in our society. Two world wars, economic depression, a shifting of populations from rural to urban locales, our entrance into the nuclear age, and the beginning of the space program have changed life in the United States. These changes have influenced the philosophy and pratices of education for young children.

Perhaps early childhood development should be the preferred term as opposed to early childhood education because too often education becomes synonymous with intellectual growth to the exclusion of all else. Development, as a broader term addresses not only intellectual growth, but all of the factors that affect the child in his development as an individual. One must consider health, the child's outlook on life, his concept of himself, and the way he interacts with and reacts to others.

Over the last hundred years of the existence of early education programs many changes have taken place including influences by Maria Montessori in the early 1900's, and later by Patty Smith Hill, John Dewey, and William Heard Kilpatrick (Spodek, 1973). The result of this growth, change, and development is our current system of public school early childhood education providing the foundation upon which primary and elementary level educators must build.

Statement of the Problem

The cliché that "teachers are born, not made" has created controversy through the entire history of teacher education and is still discussed in light of the current competency testing debate. While the cliché runs contrary to all we know about human development, its existence is worth examining as it highlights the confusion over how teachers actually learn to teach.

While most new teachers enter their first classroom with high excitement and dedication, this commitment to teaching and a long-term career is not high. Over 50% of those who receive certification upon graduation are not teaching two years later. Over half of the first year teachers do not intend to be teaching five years later (Bush, 1965).

Reports by Mason (1961) indicate that a high percentage of first year teachers do not expect to continue their work in schools for over five years, and only 21% expected to stay in the profession until retirement. Another study by Charters (1956) indicated that of the 10% of the graduates of a large teacher education program that decided to teach, 50% left the profession during the first two years, and only 10% taught for a decade. These findings suggest that many teachers need assistance with the complex and demanding tasks of beginning teaching. These studies, though conducted in excess of 20 years ago, are consistent with current findings (Kidd, 1982).

Texas schools continue to hire more teachers than the teacher education programs can produce. In 1978-1979, 10,304 new teachers graduated, and school districts hired 12,568 teachers without experience. In 1979-1980, 9,634 teachers received initial certification, and 13,284 inexperienced teachers were hired (Kidd, 1982). As is apparent from these statistics, the pool of

certified teachers appears to be in a diminishing state, moving farther and farther away from the demand numerically. Lewin and Associates, a private research firm, conducted a six year study of teacher supply from 1972 to 1978. This study, which was commissioned by the National Center for Education Statistics, concluded that 20% of the teacher graduates across the nation are not serious about entering the job market. Another 20% made only one application for a teaching position before deciding that there were no available positions. The remaining 60% of graduates represent serious candidates for teaching positions (Kidd, 1982).

In the state of Texas, there also seems to be a problem with retention of teachers, particularly in the field of kindergarten. The Texas Education Agency Information Analysis Division (Note 1) provides the following data regarding the retention of kindergarten teachers. In 1979, there were 6,909 kindergarten teachers in Texas public schools. In 1980, 5,638 of this 6,909 remained as kindergarten teachers. Of those not returning as kindergarten teachers, 642 left teaching entirely, and 629 changed to a different teaching field. From these data, it can be seen that 18.4% of the kindergarten teachers in this particular school year left that teaching field. Of this 18.4%, 9.1% changed to another field, with 9.29% leaving the teaching field entirely.

In 1978, there were approximately 100,000 new teachers in the nation's school systems (Howey & Bents, 1979). Because of the disparity in geographic supply and demand, many of these first year teachers may find themselves teaching in unexpected fields. Schools often move personnel from one position to another as the demand deems necessary. These changes may occur immediately prior to the opening of school, leaving no time for a reassigned teacher to complete additional course work. Thus, the emergency certification program does not insure that the teacher will receive the necessary training prior to teaching in the new situation assigned.

This emergency certification presents the problem of inadequately trained teachers teaching on a temporary basis until they finish the requirements for full certification. In Texas, approximately 12,000 to 15,000 teachers hold emergency permits in any one school year. In the 1980-1981 school year, over 1,000 kindergarten and elementary level emergency certificates were issued in Texas (Kidd, 1982). For the inexperienced teacher, being assigned to a field for which she has had little, if any, preparation can create seemingly insurmountable problems. According to Kidd, these problems appear to be of two major origins: lack of overall experience in various instructional situations and, incomplete training as all coursework for full certification has not been completed.

Thus, it appears that educators are faced with a multi-faceted problem. There is an ever increasing number of emergency permits being issued, many of these to inexperienced teachers. The demand for teachers is growing faster than universities can produce qualified applicants. Many of the positions are available in isolated geographical regions, or in less desirable locales. Only a small percentage of those qualified are actually entering the field, and of those that do teach, up to 50% may not remain past the second year.

Research Questions

Investigation of this topic gives rise to several questions to be considered.

1. What are the most pressing concerns of teachers?
2. Are the needs of most beginning teachers the same?
3. Do these needs vary according to experience or educational levels?
4. Can the specific needs of teachers of young children be documented?
5. If these needs can indeed be identified, which should be addressed through preservice or inservice training?

Purpose

The purpose of this study was to analyze the data obtained on the perceived needs of public school teachers in preschool through sixth grade (preschool through kindergarten, grades 1-3, and grades 4-6) by experience and educational levels. The data were gathered by use of the questionnaire described in Procedures for Collection and Analysis of Data. A copy of the questionnaire is located in Appendix B.

Significance of Study

Numerous studies (Fuller, Parsons, & Watkins, 1973; Ingersol, 1976; Serck, 1981) have documented the difficulties experienced by classroom teachers. Howie and Bents (1979) express concern regarding the effect of the experiences during the first year of teaching.

The conditions under which a person carries out the first year of teaching has a strong influence on the level of effectiveness which that teacher is able to achieve and to sustain--over the years; on the attitudes which govern teacher behavior over even a forty year career; and indeed, on a decision on whether or not to continue in the teaching profession (p. 36).

An earlier study by Solnit and Stark (1967) produced similar conclusions.

We learned that the first two or three years of full-time teaching are crucial in the professional development of young, inexperienced teachers. In a

classroom the full professional responsibility of helping 20 to 25 children learn the basic tools of communication and the beginnings of conceptual thinking presents a challenge that is often overwhelming if the teacher does not have appropriate supervision and opportunities for inservice training. We have seen a bright, witty young person who was given no supervisory help at mastering difficult work problems turn into a frustrated, sarcastic, yelling teacher. With supervision and conferences, the challenges a new teacher faces can be stimulating rather than overwhelming and they can result in professional growth rather than constriction (p. 22).

A telephone interview with the current (1981-1982) President of the Texas Kindergarten, Elementary, and Nursery Educators yielded some enlightening insights into the problems of first year early childhood teachers. Early childhood teachers, according to Dr. Jeanne Callahan (Note 2), feel they are appreciated less, that other educators reflect an anyone can do that attitude toward their job. In direct contrast, most early childhood teachers felt their job actually required more ability and greater knowledge rather than less, as the first year student has very few skills upon entering the classroom for the first time. The early childhood teacher must start from scratch and put it all in. Other expressed concerns dealt with extensive after school experiences and with the tendency of administrators to select faculty members in more traditionally academic programs to serve on instructional curriculum committees. These personal frustrations, coupled with the difficult job of teaching tend to wreck havoc not only with the beginning teacher, but often with even the most experienced.

Although five year old children in Texas have been eligible to attend kindergarten since September, 1973, attendance is not compulsory. However, it is mandatory that school districts offer the program. By law, State funded kindergarten must:

Develop in children the appropriate language skills as a base for later development;

Prepare children to participate in the world of their peers and in the broader cultural stream into which they will eventually move;

Begin to develop every child's mental and physical skills and a cooperative attitude necessary for adequate performance in school;

Gain an appreciation of each child's cultural and family traditions;

Develop in children an awareness and appreciation of the broader world in which they live; and,

Begin to develop each child's uniquely individual character and personality (Texas Education Code, 21:131-135, 1978).

The Texas Education Agency (1975) provides both general and specific charges for educators in the Goals for Public School Education in Texas.

The public schools should help each student to develop personal knowledge, skills, and competence to maximum capacity, and to learn behavior patterns which will make each a responsible member of society (Appendix A).

With such clearly defined charges, it seems that teachers of young children and university training programs alike would have few differences in actual performance. However, as in almost any activity in which two or more individuals are involved, there seems

to be some conflict and disagreement surrounding the field of early education.

Trow (1963) lists 11 sub-roles of the teacher--"custodian, clerk, foster parent, disciplinarian, examiner, audio-visual technician, librarian, student adviser, therapist, recreation leader, and responsible citizen" (p. 149). Ironically, Trow fails to list either instructor or educator as roles of the teacher.

Cruickshank and Thompson (1979) describe the varied instructional expectations of teachers as the "everchanging hodgepodge--the patchwork curriculum" (p. 127). They list some of the most recent additions to the curriculum as career education, consumer education, bilingual education, moral education, and multicultural education. The reason for these additions is "mostly because society-at-large and local communities confront present-day challenges and problems, and viewing schools as a primary agency for socialization, call upon them to focus the attention of youth on these matters" (p. 127). After interviewing teachers regarding the implementation of the patchwork curriculum, Cruickshank and Thompson (1979) reached the following four conclusions.

1. Teachers seem to prefer to work in their own classes. Consequently, curriculum requiring an interdisciplinary approach will have difficulty making it.
2. Teachers are disturbed that many things find their way into the curriculum without regard to whether or not they are related to the school philosophy or purpose.

3. Often because the new demands are not explained or not accepted, teachers subvert the system. Teachers generally do this by giving new topics only passing, if any, attention.
4. Some teachers sought university help either in the form of workshops or further course work (p. 127).

While teachers may turn to a university or to existing research for answers to their problems with the curriculum, there may be a difficulty in reconciling research findings which tend to contradict each other. These contradictions leave a wide area for speculation on the part of the teacher. Additionally, in spite of all the progress, there is still considerable confusion over what should be the objectives of education and how those objectives can best be accomplished. This confusion appears to exist from preschool through higher education.

Elkind (1969) writes of a "battle between the traditional middle class nursery school teachers who see preschool education as development from within and the new breed of preschool workers who see education as enforcement from without" (p. 323). He identifies one of these polarizations as instruction and the other as enrichment. The enrichment position supports the belief that readiness is determined by the child's own rate of development, that academic pressure adds increased and unnecessary burdens upon the child, and finally that one of the prime aims of the early childhood program is to foster self-expression and creativity. Regarding instructional goals, Elkind believes that early academic stimulation

results in superior achievement without negative effects, that we have underestimated the abilities of our children, and that children's creative as well as intellectual energies should be challenged more appropriately.

Burgess (1965) pointed out that early kindergarten teachers were "expected to be delighted participants in children's activities" (p. 49). Others in education have expected teachers of young children to maintain objectivity, to stand back and observe in order to encourage independent learning. Maria Montessori's program emphasizes the teacher's role as a helper, rather than as a teller. Programs such as the commercially available Distar kit cast the teacher in a very directing and authoritarian role.

The controversy is no less energetic when discussing the education of the older elementary children. "Teaching has been generally considered as a process of transferring information and skill from the living to the living by the living" (Bradley, 1974, p. 9). Regardless of the definition one chooses, all will be controversial for with each is a set of ideas about "what is to be taught, how it is to be taught, who is to be educated, and so on" (Bradley, 1974, p. 9).

Silberman (1972) claims the "most pervasive but often overlooked aspect of school life is its institutional quality" providing a curriculum designed to mold children's behavior to the

"requirements of institutional living" (p. 27). Others express a more positive outlook. Carl Rogers (1967) notes an effective elementary teacher who was a "vital person with convictions, with feelings. It is her transparent realness which was...one of the elements that made her an exciting facilitator of learning" (p. 34).

Edyth Margolin (1969) has pointed out that conflicting ideologies may not be apparent during the planning and development of an educational program for young children. The point of no return will be evident when educators put the program into action. This is particularly apparent when one observes two teachers who completed identical teacher training programs at the same university, yet their classroom and instructional styles are radically different. Margolin identifies five issues that ultimately must be faced in the development of an educational program for young children if all the effort and money invested is to be of benefit.

1. The erroneous impression that a division exists between intellectual pursuits and exploratory play behavior, that one has "mind-making" properties and the other does not because the latter is less systematically presented.
2. The noticeable neglect of subsidized grants toward the study of aesthetic development in young children because it is difficult to measure gains in self-expression.
3. The narrow interpretation of what childhood is, as a psycho-social entity.
4. That the nursery school teacher is not consulted often enough for the insight she can provide in the definition of research problems.

5. That a compendium or set of guidelines is needed urgently as a representative work which synthesizes divergent views of major people in early childhood education. An assessment and statements refuting or justifying certain positions are needed to inform those in and outside the early childhood education field on the nature of its contemporary growth and development (p. 504).

These and other related issues have not been resolved, and as long as the disparity exists, these conflicting purposes and goals will lead to different outcomes. While differences are not necessarily detrimental, one of the problems arising from lack of continuity in educational programs is the confusion which exists for inexperienced teachers. The new teacher comes fresh from the university methods courses with the "how to do it" guide. In practice she sees experienced and seemingly successful teachers following an entirely different format, or even a conglomeration of many different formats. Some of the "guaranteed to work" ideas she had planned failed dismally. The resulting confusion and frustration resulting from these unmet needs is a focus of this study.

Procedures for Collection and Analysis of Data

Data were gathered through the utilization of a questionnaire (Instructional Services Advisory Committee - Staff Development Needs Assessment, Appendix B) administered by the Region IX Education Service Center during the 1981-1982 school year. Questionnaires

completed by teachers from preschool through sixth grade were selected for analysis. Confidentiality was ensured as participants were not identified by either name or school district. Thirty-five school districts participated in the survey. Results were analyzed by three major variables.

Assignment levels:	Preschool - kindergarten Grades 1 - 3 Grades 4 - 6
Years of experience:	First Year 1 - 3 Years 4 - 7 Years 8 - 15 Years 15 or more Years
Educational levels:	Bachelor's degree Bachelor's degree + 18 hours Master's degree or higher

Hypotheses

The hypotheses which were tested in this research were:

Ho₁ There are no significant differences between the three designated assignment level sub-dimensions of preschool through kindergarten, grades 1-3, and grades 4-6, with regard to perceived needs as measured on the Staff Development Needs Assessment.

Ho₂ There are no significant differences between the five designated years of experience sub-dimensions of first year, 1-3 years, 4-7 years, 8-15 years, and 15 or more years with regard to perceived needs as measured on the Staff Development Needs Assessment.

Ho₃ There are no significant differences between the three designated educational level sub-dimensions of Bachelor's degree, Bachelor's degree plus 18 hours, and Master's degree or higher with regard to perceived needs as measured on the Staff Development Needs Assessment.

Ho₄ There are no significant differences among or between the categories of assignment level, years of experience, and educational level with regard to perceived needs as measured by the Staff Development Needs Assessment.

Instrumentation

One instrument, Staff Development Needs Assessment, was administered to teachers, aides, and administrators by the Region IX Education Service Center located in Wichita Falls, Texas during the 1981-1982 school year. This survey, developed by Dr. Joan Shirley, (Note 3) was compiled from existing surveys and questionnaires, from validated research studies, and from recommendations and writings of noted authorities in the field. Specific sources for the selection of each item is noted on the Questionnaire Validation by Item (Appendix C).

Information obtained on the questionnaire totaled 72 computer elements. For the purpose of this study, elements 1-4 and 19-70 were utilized. Other elements, 5-18 and 71-72, were used by the Education Service Center for "in-house" planning and location of

volunteers for the Region IX Advisory Committee. Because this study guaranteed anonymity of participants, this researcher substituted a revised cover sheet which provided only the relevant data and transposed that information from the original questionnaire cover sheet. A copy of the questionnaire is included in Appendix B.

Limitations of the Study

This study is limited by the geographical location and specific population specified. The results of this study are solely dependent upon the responses of the participants for the study and cannot be generalized beyond these limits. The findings are contingent upon the specific variables considered, the actual instrument utilized, and the unique conditions under which the data were collected.

CHAPTER II

REVIEW OF THE LITERATURE

There is pain and pleasure in learning. Confrontation with what we do not know can hurt. Struggling with the unknown can be uncomfortable. But there is also the satisfaction of masters, of being able to do something which before had eluded us. So it is with learning to teach (Ryan, 1970, p. 173).

Studies of the impact of the initial teaching experience provide strong impetus for those interested in strengthening the quality of the educational system. Almost every individual who has endured the first year in the classroom can recall the frustration, the difficulties, the loneliness, and perhaps for some, even the tears and humiliation. However, to know that a problem exists is not sufficient. One must examine the specifics of the problems to understand the particular aspects of managing a classroom that are troubling to teachers. The prospect of facing a large group of children in a classroom alone can be extremely traumatic. Classroom control or discipline is for the most part, an untried frontier. Whether experienced, or a novice, the beginning of each year brings a new disciplinary challenge until the teacher has established her authority over the group. At this point, many teachers begin to resign themselves to the isolation and lack of support they sometimes feel (Collins, 1969).

This feeling of isolation from other teachers is an issue revealed in many studies (Collins, 1969; Lortie, 1975; Ryan, 1970; Solnit & Stark, 1967). Lortie calls this the "Robinson Crusoe syndrome" (p. 59). Although schools are crowded with people, individual teachers are generally separated from each other. Teachers do not actually see each other teach except in rare instances. Therefore, there is little opportunity to observe the master teacher, and no impetus for discussion of common successes and problems. Howey and Bents (1979) contend the reason teachers have difficulty in their first year is "because they are essentially untrained for the demands of their work" (p. 36). They note Ralph Waldo Emerson's descriptive comment on higher education. "We are students of words; we are shut up in schools, and colleges, and recreation rooms, for ten or fifteen years, and come out at last with a bag of wind, a memory of words, and we do not know a thing" (p. 36-37).

In a comparison of teacher education to the preparation of other professions and trades, Howey and Bents (1979) are concerned with quality.

While the number of teachers trained is large, the cost per "unit" is quite small. The amount of money a university spends to train a teacher is among the lowest of any category of graduates. Much of the professional training is done through large lectures....Although there is almost uniformly an apprenticeship...it is quite primitive in comparison to many of the crafts and highly skilled trades...an electrician...has had a much richer and carefully supervised entrance into his work. He

has gone through a chain of training experiences and opportunities with different individuals and under varying conditions. On the other hand, the new teacher often has only a semester or quarter of student teaching, an experience notorious for its lack of definition and range of effectiveness (p. 36-37).

Concerns, such as those expressed by Howie and Bents, are also reflected in the results of the recent performance by 535 first year teachers in the Dallas, Texas school system on the Wesman Personnel Classification as they were outscored by a group of high school students (Note 4). Half of the Houston, Texas school system's teacher applicants scored lower in mathematical achievement than the average high school junior (Note 5).

In 1951, Wey conducted one of the first major studies on the problems of beginning teachers. He reported the following as problem areas.

1. Handling problems of pupil concern and discipline
2. Adjusting to deficiencies in school equipment, physical conditions and materials
3. Adjusting to the teaching assignment
4. Adapting to needs, interests, and abilities of pupils
5. Motivating pupil interests and responses (pp. 36-40).

In 1963, Dropkin and Taylor reported six areas of frequent problems for beginning teachers. These were discipline, relations with parents, methods for evaluating teaching, planning, general classroom routines, and obtaining materials and resources.

Approximately one year later, Broadbent and Cruickshank (1965) reported teachers of varying experience were troubled by problems with evaluation of students, methods of teaching, discipline, relations with parents, establishing classroom routines and managing instructional materials, and dealing with personal problems due primarily to lack of self-confidence.

Donald Cruickshank (1978) examined numerous studies and identified five areas of concern representing unfulfilled goals of teachers which were "affiliation with colleagues, classroom control, parent relations, student successes, and time management". Additionally, he found teachers' problems to be similar regardless of years of teaching experience. "All have problems that are much more alike than different. They differ only slightly in their perceptions of the frequency and severity of the problem" (p. 402).

Cruickshank (1978) compiled 12 generalizations from these studies which are of value to administrators and university personnel when planning either preservice or inservice programs.

1. Teachers have problems and they will admit to them.
2. Some problems are frequently occurring, some problems are bothersome, and some are both.
3. Teacher problems are relatively stable.
4. Teacher problems can be grouped.
5. Teacher problems are not entirely unlike the problems of other people.

6. Teacher problems seem related to teacher personality characteristics.
7. Teachers need help.
8. Teacher problems can be reproduced.
9. Teachers can be taught skills in problem solving.
10. Some theory related to teacher problems is available for use.
11. Teacher problems are a reasonable focus for preservice and inservice education.
12. And finally, there are several ways we can reduce or eliminate teacher problems (pp. 402-403).

In 1978, Cruickshank examined teacher competencies on a needs-versus-proficiency basis. He also considered sources from which proficiency was obtained. Teachers indicated that ability to maintain classroom order had a number one priority. Only eight percent of the teachers said they developed needed proficiencies in this area through experiences at teacher education institutions. Seventy-one percent indicated these skills were obtained on the job in a trial and error format. Ability to motivate students was ranked second in terms of need and ninth in terms of proficiency. The ability to utilize audio-visual equipment was ranked first in terms of proficiency and fifth in terms of need. The ability to individualize instruction was ranked 3.5 in terms of need and twelfth in terms of proficiency.

Gorton (1973) indicated that major difficulties which beginning teachers encountered with students during their first year of work

were in four major areas. These were motivating students, coping with student indifference, planning and managing student make-up work after absences, and handling discipline problems.

In Ryker and Vierkant's study (1972), teachers indicated that their training was inadequate to cope with mental health issues, and that they lacked supportive services from the school system. The teachers welcomed assistance from mental health consultants, counselors, and special education staffs.

A recent study by Candler, Sowell, and Waggoner (1980) conducted at Texas Technological University entitled "Problems of a First Year Teacher" involved 82 teachers and identified several specific concerns. Of particular interest to this research were the following responses. (Numbers indicated number of responses.)

1. What were your major problems with planning?

22	Didn't know what to teach
34	Had too few teaching materials
24	Preparing individual plans (p. 7)

2. What were your major problems with discipline?

25	Not enough knowledge about managing behavior
29	Too much time spent with disruptive child (p. 9)

3. What were your major problems in working with parents?

46	Parents disinterested
42	Parents' lack of support
39	Inconsistent training of child at home (p. 11)

Stages of Development

We all want to be good teachers. And we're all nervous and we all have our share of hangups. We've found out the hard way that we're untaught to teach and most certainly not prepared to mold. That was hard for me to face. Now that I know it, what happens? Do I run? Or hang in there and try to learn how to teach? (Bower, 1973, pp. 34-35).

Combs (1965) identified five criteria as descriptive of the effective teacher. These criteria are "rich, extensive, and available perceptions of his field, accurate perceptions of what people are like, perception of self leading to adequacy, accurate perceptions of the purposes and processes of learning, and personal perceptions about appropriate methods for carrying out purposes" (p. 65).

To attain such competencies requires understanding, compassion, and assistance from all those coming in contact with the inexperienced teacher. Research suggests that these competencies are acquired in phases or stages.

Research has delineated periods of change in beginning teachers which usually lead to either a successful career or a career change. Liagana (1970) used the Minnesota Teacher Attitude Inventory to measure teachers' attitudes toward teaching as a profession and toward their students. He found that during teacher training and student teaching, attitudes became more positive. However, during the first four months of the initial year of teaching, the beginning

teacher's attitude takes a definite downward turn, Liagana called this negative trend the Curve of Disenchantment. After this period the attitude begins to plateau, and ultimately makes an upward turn. Unfortunately, the attitude never returns to the pre-teaching high.

Fuller and Bown (1975) identified three stages through which the teacher progresses. The first stage, which generally corresponds to the first year of teaching, is called the survival stage. The first year, it appears from this study, the new teacher is not truly concerned with uplifting children's lives, or with instructional goals, but rather with surviving in the classroom. The first year teacher is preoccupied with handling discipline problems, coping with imagined happenings, with finding a system that works, and with keeping the job.

The second stage is called the stage of mastery. While the concern here is still with self, much of the activities are directed toward becoming a more effective teacher by discovering new strategies, better ways to present content, and improved methods of instruction. The third stage is the time when the teacher is confident enough in the basics to focus in on whether or not "he is having a positive impact on students and what it is that the individual students need from the instructional situation" (p. 47).

As a National Teacher Education and Professional Standards Conference, Lortie (1975) reported that the:

data point to a year, and possibly two, of the day-to-day coping with immediate demands--a kind of struggle simply to get through without major damage to students or self. As the teacher gains some mastery over the demands of his role, he begins to branch out somewhat, to innovate, to try different approaches. (During this phase, he may try practices which attract unfavorable attention from administrators, who may signal him to draw back to more conventional ways.) A third stage--crysallization--occurs when the teacher settles into a more or less stable set of routines and practices. It seems that after five years teachers tend to become more conservative and more resistant to change. With each succeeding interval of experience, our Southern teachers show a higher percentage of opposition to system-induced change (p. 59).

Katz (1977) indentified four stages of teacher development and has also suggested developmental tasks and training needs for each stage. Stage one is survival, lasting through the first year when the teacher is primarily concerned with lasting through each day and each week. For this stage, Katz recommends on-site classroom support, comfort, guidance, and instruction in specific skills. Stage two is called consolidation. Those teachers who have survived the first year "consolidate their gains" and begin to focus on the needs of the children. During this stage, the training needs are for specialists and consultants to strenghten knowledge and for sharing time with colleagues.

Stage three is a time of renewal. Generally, this is experienced during the third or fourth year of teaching when the

routines established for initial survival begin to become tiresome. This is the time, according to Katz that professional journals, conferences and workshops are most welcome. The most appropriate inservice activities are visits to other classes or programs, and perhaps meetings at teacher centers to learn new skills and to exchange new ideas.

Finally, maturity, the fourth stage will usually be reached. Katz says some teachers will attain this level within three years, while others may teach five or more years. This stage is evidenced by the asking of questions regarding the nature of learning and educational theories, and of working toward advanced degrees.

Problems and Concerns

Fuller and Bown (1975) recognized that teacher concerns were related to the phases or stages identified. These were of two types--concern about self, and concerns about pupils. Self concerns dealt with such areas as adequacy in subject matter, class control, and finding ones own space in the school power structure. These self concerns were most evident in beginning and preservice teachers. Concerns for pupils were seen much more often with experienced teachers, and dealt with areas of pupil learning, pupil progress, and ways the teacher could improve and increase the levels of pupil progress. Thus, these concerns were labeled with regard to teaching

experience. Self concerns were considered early concerns. Pupil concerns were considered later concerns.

Problems involving instruction and methods of teaching constitute a major area of concern of teachers. Serck (1981) summarized several studies, concluding that instructional activities and methods were a concern of teachers, but there was no significant difference between experienced and inexperienced teachers regarding the general category. Ingersol (1976) reported that the most important area in which both experienced and inexperienced teachers perceived a need for help was in the affective or social-emotional domain. Ingersol used a Teacher Needs Assessment Survey to measure expressed needs of teachers and found some differences in needs based upon experience factors. Teachers with less than four years of experience rated individualized instruction and discipline as areas of need significantly more frequently than did teachers with more than five years of experience. Later he repeated this study with a revision of the survey and again found a relationship between number of years of experience and training needs.

Pisetsky (1980) used the Teacher Needs Assessment Survey to identify four categories in which years of experience in the classroom was a factor. There were planning instruction, conducting and implementing instruction, performing administrative duties, and communicating and interacting.

Grade level assignment has been identified by many researchers as a possible area of division. Ryans (1960) expressed this in the following manner. "It was recognized that teachers of grade one and grade six, who deal with children so different in developmental level might conceivably be characterized by quite different classroom behaviors, interests, and other traits" (p. 63). Most studies tend to group elementary school teachers together for comparison to junior high and high school teachers. Pisetsky (1980) found that teachers in grades four through six rated four areas of higher concern than did teachers in grades nine through twelve. These were assessing and evaluating student behavior, planning instruction, conducting and implementing instruction, and performing administrative duties.

Elementary level teachers indicated a greater need for assistance in individualizing instruction than did teachers of junior high or high school according to Ingersol (1976). Anderson, in her study of teacher burn-out in 1981, found significant differences between elementary level and secondary level teachers with regard to personal needs. Elementary teachers perceived their esteem needs, their self-actualization needs, and their social needs to be more satisfied than did the higher grade teachers.

Finally, some researchers have attempted to examine the question of initial ability level and/or educational level attained as they relate to teacher needs. Dropkin and Taylor (1963) utilized

a questionnaire to compare problem areas and grade point average in professional education courses. They found beginning teachers with highest grade point averages perceived themselves as having greater difficulties in the areas of classroom management, materials and resources, planning, and discipline than did teachers whose grade point averages had been lower. Based on these findings, the researchers posed the following questions.

Are they really having more difficulties, or do they understand the educational process more deeply than students who did not perform as well in professional course work? Might not these findings suggest that beginning teachers who feel they have many problems are operating from a broader set of understandings of the educational process? (p. 389).

Lortie (1975) expressed a similar concern:

One cannot help but wonder whether beginning teachers differ in their sensitivity and standards of performance; it is theoretically possible that the abler ones, already possessing higher standards, are more ready to sense their own deficiencies while the mediocre ones are content with what it (p. 64).

As early as 1932, Phillips had made the observation that "generally speaking, the more developed are a young teacher's professional ideals and sense of professional responsibility, the more vividly does she feel her inadequacy" (p. 242). Hunter (1979) also found a relationship between educational level of teachers and perceived intensity of problems. Of the problems examined in her study, 72% were considered more bothersome by teachers holding a master's degree than by teachers with only a bachelor's degree.

The Student Teaching Experience

In Biting the Apple, Ryan (1980) discusses some of the problems associated with student teaching.

First, the kinds of classes that would truly shake up student teacher would rarely, and only mistakenly, be used for what is supposed to be a training experience. Colleges training teachers normally place student teachers with teachers in schools where they will receive good training, where they can learn skills and strategies and ideally, where some of the professionalism and polish of a master teacher will rub off. Second, a student teacher's class belongs to the regular teacher. And while the student may not be very mindful of that subtlety, the students are, especially those who are tempted to make his life miserable. They know that if they go too far, the real teacher, like an avenging angel, will deal with them (p. 5).

Caruso (1977) has identified six phases in student teaching through which all pass, and which "affect the development of both their personal and professional self-identities" (p. 57). These phases are:

1. Anxiety/Euphoria--The anxiety exists with regard to the concerns of acceptance by the principal, the cooperating teacher, and the children. The euphoria is linked to the excitement of finally achieving a goal long sought--teaching in a classroom.
2. Confusion/Clarity--As soon as the student teacher is assigned to a group, perhaps for reading, the questions arise--what to do, how to begin, how long should the lesson take? Then, miraculously, some of the theory and knowledge seems to gel and little by little some sense is made of it all.

3. Competency/Inadequacy--When the first group begins to show progress, the student teacher feels that indeed she is sufficiently competent to cope. However, as discipline problems begin to arrive, the feelings of inadequacy creep back on the scene.
4. Criticism/New Awareness--This phase is characterized by the student teacher thinking, "If it were my classroom, I would do..." In identifying these perceived weaknesses in the cooperating teacher, the student is beginning to gain the awareness that she does indeed know how to be a teacher and manage a class.
5. More Confidency/Greater Inadequacy--At this point the student has passed beyond the question of survival and is able to critically analyze how she is functioning. At the same time, she is still competing with the cooperating teacher for the "best lessons".
6. Loss/Relief--While pleased to have finally completed this last step in preparation, student teachers experience sadness and often frustration at leaving the class. The frustration comes from the fact that there is no closure as one would normally experience as the school year winds down (pp. 57-62).

Caruso (1977) stresses that these phases are not mutually exclusive. There is much overlapping, spiraling, and repeating of feelings through the course of the student teaching experience. Through awareness of these changes to be experienced, perhaps all parties involved can participate more effectively.

In a national survey (Howard, 1968) of ten major teacher training programs graduating over 1,100 teachers annually, not one had a separate department to meet the needs of the teacher preparing for the early childhood programs. These programs were

located in the states of Arizona, California, Florida, Illinois, Maryland, Michigan, New York, and Tennessee, with two programs in Massachusetts. In each, the program was subsumed under either the elementary education or home economics/child development departments. Of the 10 programs, the mean number of hours in early childhood courses was 10 hours. Such data might provide some insight and explanation for the lack of preparedness which teachers express when faced with their first class assignment.

In a similar study of 630 institutions conducted by Warnat (1980), a total of 927 degrees related to early childhood were offered. While there seems to be a consensus among early childhood educators on the need for comprehensive, multi-disciplinary efforts, only three percent of all the institutions examined offered such training. Rather than working together to provide better training for teachers, many programs appeared to be in direct competition. Of the institutions, 55 provided two distinct degree programs in early childhood--one in home economics, and another in education.

According to conclusions drawn by Auerback (1979), first year teachers are frequently uncertain about what they should be doing on the job or are unprepared to do those things necessary. The lack of practical ability is especially "common in program planning and management, personnel development and training for individual needs, and parent involvement" (p. 49).

Howie and Bents (1979) summarized studies on the problems of new teachers that were not resolved through the student teaching experience. These following five recommendations were suggested as ways to meet these needs.

1. New teachers are given a reduced workload during the first year of entry into the profession.
2. New teachers are given time to continue their studies in relationship to their work; this study includes an analysis of what is happening in their classrooms.
3. New teachers are given time to assist in better understanding their relationships with other staff and with the community and are able to observe other teachers working.
4. Opportunities for peer discussions among new teachers are provided in an atmosphere that encourages openness and problem/feeling sharing.
5. A mentor is available and willing to work with each new teacher. Preferably this is someone who works with the same grade level of students or in the same curriculum area. The support of this fellow teacher must not be related to the evaluation of the novice teacher (p. 49).

The Inservice Alternative

A multitude of inservice plans have been tried, modified, adapted, and often abandoned. Fuller and Bown (1975) stated that "the early inservice years may offer the best opportunity for improved teaching, an opportunity soon lost. Teaching effectiveness seems to rise rapidly during the first years of teaching and then

to level off or decrease" (p. 46). In earlier studies, Fuller, Parsons, and Watkins (1973) identified stages of development of teachers which can be applied to inservice needs. They suggested that survival training be offered to those in the initial stages as this group has some similar concerns. However, there are implications for several distinct groups with very different needs.

Four groups of inservice teachers might exist. One wants survival training only. Another wants survival training and also performance skills. A third wants to find out how to make more impact on pupils but is open to learning some performance skills. The fourth is only concerned about increasing what pupils learn (p. 47).

A three year study conducted by Aspy and Roebuck (1980) indicated that when teachers were involved in planning their own inservice program, the results were both greater teacher satisfaction with the training and improved student performance. Mohan and Hull (1975) cite four stages which should be followed for successful inservice programs--planning, implementation, evaluation, and follow-up. Eliminating any one will decrease the effectiveness of the entire process.

Jackson (1971) identified two modes of inservice training. The defect approach focuses on skill acquisition while the growth approach assumes the teacher is an active participant. He recommends as most powerful, the approach in which the teacher is an active participant.

Summary

In conclusion, it appears that many factors are operating on the beginning teacher as she attempts to become a competent professional. Both preservice and inservice training are areas for improvement. Some researchers consider the beginning teacher to be the individual in the first year of teaching, while others have encompassed up to the first three years of classroom life. In reviewing the literature, it appears that these inexperienced teachers may have some similar concerns and problems to be overcome. In this process, researchers have identified several stages or phases which must be completed. Relationships have been suggested between grade level taught and perceived problems. Both grade point average and educational level attained have been examined as possible interrelated factors affecting the problems of teachers. Teaching is a complex, intricate activity which appears to be affected by a multitude of factors.

CHAPTER III

METHODS AND PROCEDURES OF THE STUDY

Purpose

This study examined the perceived needs of three entities which constitute the initial educational experiences: preschool through kindergarten, primary grades (1-3), and upper elementary grades (4-6). The purpose of this study was to analyze the data obtained on the perceived needs of public school teachers in preschool through sixth grade by experience and educational levels.

Several questions were asked in the initial inquiry into the problem. What are the most pressing concerns of teachers? Are the needs of most beginning teachers the same? Do these needs vary according to experience or educational levels? Can the specific needs of teachers of young children be documented? Should these needs be addressed through preservice or inservice training? The first four items can be answered statistically. The fifth question, assumably will be answerable from generalizations and projections from statistical data obtained.

Instrumentation

Data were gathered through the utilization of a questionnaire (Instructional Services Advisory Committee--Staff Development Needs

Assessment, Appendix B) administered by the Region IX Education Service Center in Wichita Falls, Texas during 1981-1982.

Questionnaires were distributed by Region IX to every educator within the forty school districts. However, for the purposes of this study, only those respondents in grades preschool through sixth grade were analyzed. Confidentiality was insured by the researcher to both the Education Service Center and participants. Participants were not identified by either name or school district.

The questionnaire was developed by Dr. Joan Shirley, currently with the Texas Education Agency, Division of Personnel Preparation. The questionnaire was compiled from existing surveys and questionnaires, from validated research studies, and from recommendations and writings of noted authorities in the field. Specific sources for selection of each item is noted on the Questionnaire Validation by Item (Appendix C).

Methodology

Survey research in the form of a questionnaire was utilized in this study designed to measure the concerns of teachers. According to Kerlinger (1975), "Survey research is considered to be a branch of social scientific research..." (p. 410). Various types of surveys are used by researchers including personal interviews, mailed questionnaires, telephone interviews, and observations. Kerlinger feels that of all these options, "...the personal interview far

overshadows the others as perhaps the most powerful and useful tool of social scientific survey research" (p. 412).

The questionnaires were distributed under the auspices of the Region IX Education Service Center by means of an existing van delivery system to each school district. The surveys were packaged together and delivered to each campus principal for distribution to the teachers. Because the completed surveys were returned to the building principal, the return rate by teachers was almost 100%. Of the 298 questionnaires distributed to the teachers in the preschool through sixth grade, 293 were returned. This provided a return rate of 98.32% of the specified population. Of the possible 40 school districts, 35 participated in the survey.

Population

The population included in this study consisted of the 293 teachers from 35 school districts. The school districts participating were in the Region IX Education Service Center catchment area which is composed of 12 counties: Archer, Baylor, Clay, Ford, Hardeman, Jack, Knox, Montague, Throckmorton, Wichita, Wilbarger, and Young (Appendix D).

Of the 293 teachers included in the study, 26 had teaching assignments at the preschool (ages 3-5) or kindergarten level in the public schools. There were 151 teachers in grades 1-3, and 116 assigned to grades 4-6 (Table 1).

Table 1
Numerical Data for Assignment Level

Assignment	Numbers	Percentages
Pre-school--Kindergarten	26	8.9%
Grades 1-3	151	51.5%
Grades 4-6	116	39.6%
Totals	293	100.0%

The subjects in the survey were also classified by educational level and by years of experience. This information is depicted in Table 2 and Table 3, respectively.

Table 3
Numerical Data for Educational Level

Degree Completed	Numbers	Percentage
Bachelor's	191	65.2%
Bachelor's + 18 hours	57	19.5%
Master's or higher	45	15.3%
Totals	293	100.0%

Table 3
Numerical Data for Years of Experience

Experience	Number	Percentage
First Year	38	13.0%
1-3 Years	59	20.1%
4-7 Years	71	24.2%
8-15 Years	81	27.7%
15 + Years	44	15.0%
Totals	293	100.0%

All teachers selected for the survey were in regular academic instructional settings. Those teachers assigned to special education classes, remedial or Title I classes, physical education or exclusively music or art classes were not selected for the study. Because of either unique demands or expanded opportunities for instructional flexibility these subjects would be anticipated to have perceived needs which differ widely from those in traditional academic settings. Therefore, it was determined that these subjects constituted groups sufficiently atypical from the sample as to decrease homogeneity of needs. However, further research with any of these groups could provide valuable data.

Acquisition of Data

For the purpose of this study, the .05 level of significance was utilized. Responses were tabulated and analyzed by computer at the Texas Woman's University Computer Center. On each of the 51 questionnaire items (19-70), five responses were possible. Four responses indicated actual participant concern at some level. One response was considered to be no answer or missing answer. The values assigned to each were:

Missing/No Response	Value - 0
No Interest	Value - 1
Limited Interest	Value - 2
Moderate Interest	Value - 3
High Priority Interest	Value - 4

Throughout the analyses of data, an attempt was made to examine intercorrelations both between the general categories of assignment level, educational level, and years of teaching experience, but also within the sub-dimensions of each category. Assignment level was divided into three sub-dimensions which were preschool through kindergarten, grades 1-3, and grades 4-6. Years of experience was sub-divided into first year, 1-3 years, 4-7 years, 8-15 years, and 15 or more years. Educational level was divided by those holding Bachelor's degrees, those with a Bachelor's degree plus 18 hours, and those with a Master's degree or higher.

Hypotheses

The hypotheses which were tested in this research were:

Ho₁ There are no significant differences between the three designated assignment level sub-dimensions of preschool through kindergarten, grades 1-3, and grades 4-6, with regard to perceived needs as measured on the Staff Development Needs Assessment.

Ho₂ There are no significant differences between the five designated years of experience sub-dimensions of first year, 1-3 years, 4-7 years, 8-15 years, and 15 or more years with regard to perceived needs as measured on the Staff Development Needs Assessment.

Ho₃ There are no significant differences between the three designated educational level sub-dimensions of Bachelor's degree, Bachelor's degree plus 18 hours, and Master's degree or higher with regard to perceived needs as measured on the Staff Development Needs Assessment.

Ho₄ There are no significant differences among or between the categories of assignment level, years of experience, and educational level with regard to perceived needs as measured by the Staff Development Needs Assessment.

Treatment of Data

Several statistical analyses were utilized to examine all possible correlates and variables. The instrument itself was

analyzed to evaluate the presence of construct validity and of internal validity. An item analysis, factor analysis, and an analysis of correlation coefficients were conducted as well as both an analysis of variance and a multi-variate analysis of variance. Computations were performed when appropriate to obtain values for the chi square, wilks lambda, and eigenvalue. A multiple stepwise correlation analysis was conducted to answer the question, "How is assignment level/educational level/years of experience related to the 51 items?" Each subdimension was regressed in a stepwise manner on the 51 items. Finally, a canonical correlation analysis and a canonical discriminate analysis were performed on the data to examine inter-and intra-group relationships.

CHAPTER IV
ANALYSIS OF THE DATA

The purposes of this research were to examine the data in an attempt to identify perceived needs of additional training by public school teachers in preschool through the sixth grade. The population from which the information was obtained consisted of 293 public school teachers in the North Texas area.

Treatment of Data

The use of a principal axis, varimax rotated factor matrix provided empirical statistical support for construct validity for the instrument used in this research in that it does indeed identify six clusters of skills which measure unique qualities. The factor analysis is useful in validating the existence of six dimensions by demonstrating that these constructs or concepts seem to emerge mathmatically. There seems to be further proof of internal validity of the instrument in the correlational sense that the items expected to cluster did so. The items were considered clustered if they received a loading of .4 or greater. This type of analysis enables the researcher to examine the interaction on two perspectives, clustering by six instrument categories, and clustering by themes.

While not every item clustered as expected, the great majority of items did indeed fall as expected within the appropriate categories,

This analysis also serves as an item analysis in that it is possible to determine which items of the subset do not "load in" with the other items. This provides tentative evidence which can be used for the possible elimination of items which seem to be inappropriate in their placement, or which do not correlate with the expected subsets. Identifying those items which did statistically adhere together enables one to identify subdimensions within the test. The items which did cluster under the expected questionnaire divisions and also achieved a loading of .4 or greater are noted in Table 4. There were 11 items which did not cluster as expected, These were:

- #21 Parent Involvement
- #24 Sharing Instructional Ideas
- #28 Mainstreamed Students
- #29 Creativity
- #37 Scheduling Time and Space
- #38 Discipline
- #39 Learning Theory
- #40 Translates Needs into Goals
- #45 Conducting Conferences
- #57 Questioning Techniques
- #59 Role Playing

Table 4
Results of Factor Analysis Indicating Presence of
Construct Validity on Questionnaire

Curriculum		Human Skills		Class Management	
19	25	30	34	35	42
20	26	31		36	43
22	27	32		40	44
23		33		41	

Evaluation Techniques		Curriculum Delivery Methods		Staff Organization	
46	51	55	61	66	
48	52	56	62	67	
49	53	58	63	68	
50	54	60	65	69	
				70	

Of the six items ultimately selected by participants as highest needs across all subsets of educational level, teaching assignment, or years of experience, four did not fall into the expected category. This does not necessarily mean that these are "bad" items, but rather that they apparently are either unique entities such as sharing instructional ideas, or that they more appropriately belong within a different subgroup or in an entirely new classification. This may well be the case with the other three items: discipline, creativity, and instructional games.

Analysis of the correlation coefficients, the resulting inverse of correlation matrix and the varimax rotated factor matrix yielded eleven possibly significant factors. These factors were evidenced by items which received a significant weighting of .4 or greater on any one rotated grouping. These factors represent a cross-correlation of the 51 questionnaire items without regard for the six questionnaire categories. A subsequent analysis of each group of items was conducted to determine any similarities or themes which might be evident in the actual questionnaire item descriptions.

An in-depth examination of these 11 factors produced seven major themes of expressed perceived need. These themes represent a combination of items from the total 51 questionnaire items. Table 5 provides item weightings, communalities, eigenvalues, and percent of variance for each of the seven major themes which were

identified. These themes represented various aspects of teaching and instructional skills. These themes or factors were identified by examining the specific questionnaire items and their descriptions to determine any commonalities which were evident in either the item title or the item description. Table 5 provides data with regard to where each item fell in relation to the thematic or factor clustering. In some instances, one item may have received significant weighting on more than one theme or factor. This is typical as teaching skills and human skills are somewhat nebulous and cannot be as clearly defined as areas such as statistics. The factors identified were:

Factor 1 - Planning and Evaluation

Factor 2 - Nurturing, Humanism

Factor 3 - Meeting Instructional Needs through Student Resources

Factor 4 - Meeting Instructional Needs through External Resources

Factor 5 - Technical Skills

Factor 6 - Utilizing Support Systems

Factor 7 - Adapting Curriculum

As can be seen from Table 5, Factor 1, Planning and Evaluation, accounts for 62.2% of the total variance of these factors. This is consistent with findings discussed later in this chapter regarding perceived needs of various subdimensions of the population.

Table 5
 Analysis of Data Indicating Instrument Construct Validity
 and Thematic Clustering

Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	h
19					.48			.47
20					.53			.47
21								.47
22					.47			.43
23					.55			.46
24								.18
25							.50	.55
26							.68	.54
27							.46	.59
28								.42
29								.43
30		.52						.54
31		.65						.56
32		.60						.57
33		.56						.49
34		.52						.53
35			.46					.45
36			.45					.59
37								.48
38								.47
39								.51
40	.49							.62
41	.42							.45
42	.59							.61
43	.44		.48					.59
44			.45					.55
45								.58
46	.46							.55
47								.55
48	.60							.61
49					.50			.60
50	.60							.60
51	.54							.51
52	.42							.51
53	.54							.42
54	.49							.51
55			.56					.49

Table 5 (cont.)

Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	h
56			.56					.51
57								.51
58			.56					.50
59								.65
60				.49				.37
61				.71				.56
62				.59				.65
63				.46				.62
64								.51
65				.43				.47
66						.54		.51
67						.50		.66
68						.63		.55
69	.43					.63		.58
70	.44					.42		.74
E	17.01	2.02	1.64	1.26	1.16	.87	.83	
%-Var.	62.20%	7.42%	6.00%	4.60%	4.20%	3.20%	3.00%	

Notes: Only those items with a significant weighting are shown for clarity.

E = Eigenvalues
 %-Var = Percentage of Variance
 h = Communalities

Frequency of response data were obtained on all items as a whole and by the subsets consisting of the elements of each of the dependent variables of educational level, assignment level, and years of experience. Items which received a minimum of 70% of the responses at a value of 3 - moderate priority, or 4 - high

priority, or a combination of the two, were selected for analysis. On the overall cumulative frequency of the 51 items as a whole, the following 10 items were rated at the significant percentage level. These items represent participant response without specific consideration for educational level, assignment level, or years of experience (Table 6).

Table 6
Rankings of Items of Highest Perceived Needs

Item	Percentage
Individualized Program Development	79.1%
Sharing Instructional Ideas	84.3%
Creativity	90.4%
Rapport/Empathy	75.6%
Student Self Concept Development	81.8%
Reinforcement Techniques	77.6%
Discipline Techniques	81.0%
Learning Environment	72.7%
Selection of Materials	77.6%
Compile/Use Instructional Games	78.4%

The items on the questionnaire were then divided into subsets consisting of the unique elements in each. With regard to assignment level, all respondents, regardless of grade level assignment, indicated the following nine items as most important.

1. Individualized Program Development
2. Sharing Instructional Ideas
3. Student Self Concept Development
4. Reinforcement Techniques
5. Compile/Use Instructional Games
6. Creativity
7. Rapport/Empathy
8. Discipline Techniques
9. Selection of Materials

Teachers at the preschool through kindergarten level listed six additional items as areas of high concern. Four of these six, indicated by the asterik (*), were selected exclusively by this group.

- *1. Counseling Techniques
- *2. Diagnosis of Learning Problems
- *3. Utilizes Community Resources
- *4. Utilizing Multimedia
5. Learning Environment
6. Learning Centers

Teachers at the first through third grade level identified five additional items, three of which were unique from the other two groups. These were:

- *1. Grouping for Instruction
- *2. Achievement/Motivation
- *3. Test Interpretation
4. Learning Environment
5. Learning Centers

Teachers in grades four through six identified only two items of high concern in addition to the overall concerns. Both were selected exclusively by this group. These two items were Knowledge of Content Area and Questioning Techniques.

Examining the data with regard to the second dependent variable, Educational Level, seven items were identified by all groups regardless of level of education completed. These were:

1. Individual Program Development
2. Sharing Instructional Ideas
3. Discipline Techniques
4. Student Self Concept Development
5. Creativity
6. Selection of Materials
7. Rapport/Empathy

Teachers with a Bachelor's degree indicated an additional four items of importance. None of these concerns were unique to this group. These items were;

1. Reinforcement Techniques
2. Learning Environment
3. Learning Centers
4. Instructional Games

Teachers with Bachelor's degrees and at least 18 additional hours selected five concerns. Three of those, as indicated by the asterik (*), were unique to this educational level.

- *1. Knowledge of Content Areas
- *2. Conducting Parent Conferences
- *3. Student Tutoring
4. Learning Environment
5. Instructional Games

Those teachers having at least a Master's degree indicated a need for five additional areas, with three of these being unique to their educational level.

- *1. Grouping for Instruction
- *2. Achievement/Motivation
- *3. Utilizing Multimedia
4. Learning Centers
5. Reinforcement Techniques

Finally, the data were analyzed as to response of groups selected according to years of teaching experience. Five groups were identified, first year, 1-3 years, 4-7 years, 8-15 years, and 15 + years. First year teachers indicated only one additional concern to those overall needs which was Rapport/Empathy. The items selected unanimously by all groups were:

1. Individualized Program Development
2. Sharing Instructional Ideas
3. Student Self-Concept Development
4. Selection of Materials
5. Creativity
6. Reinforcement Techniques
7. Discipline Techniques
8. Instructional Games

Teachers with one to three years of experience selected the following six additional areas of perceived need. Those items unique to the group are indicated by an asterik (*).

- *1. Utilizes Community Resources
- *2. Learning Centers
- *3. Utilizes Multimedia
4. Rapport/Empathy
5. Grouping for Instruction
6. Crisis Intervention

Teachers with four to seven years of experience identified only two additional areas of perceived needs. These were Multidisciplinary Approaches and Learning Environment.

Teachers with eight to 15 years of experience selected the highest number of additional concerns. Four concerns were in common with at least one other group, and four were unique to this experience level. These concerns were:

- *1. Questioning Techniques
- *2. Conducting Parent Conferences
- *3. Independent Learning
- *4. Team Planning
5. Rapport/Empathy
6. Crisis Intervention
7. Learning Environment
8. Counseling Techniques

Finally, teachers in the highest experience category, 15 or more years, identified a total of six areas of concern. Three of these were unique to this group.

- *1. Knowledge of Content Areas
- *2. Multidisciplinary Approaches
- *3. Student Tutoring
4. Rapport/Empathy
5. Learning Environment
6. Grouping for Instruction

After completing these within group analyses, all responses were then cross tabulated by assignment level, by educational level and by years of experience. Initially, results were examined with regard to overall cumulative frequency of the 51 items as a whole, producing 10 items of significance. After examining each group response to the items by the subsets within the groups (assignment level/3, educational level/3, years of experience/5), six of the 51 items remained as the unanimous choice of every subgroup. These were:

1. Individualized Program Development
2. Sharing Instructional Ideas
3. Creativity
4. Student Self Concept Development
5. Discipline Techniques
6. Selection of Materials

A multiple stepwise correlation analysis was conducted to answer the question, "How is assignment level/educational level/years of experience related to the 51 items?" Tables 7, 8 and 9 depict the Pearson multiple correlation coefficient for each of the three dependent variables. The Pearson multiple correlation coefficient, described as R, provides information on the correlation between actual criterion scores and predicted scores on each of the three variables. The R^2 value provides information on the percent of variance accounted for by each dependent variable.

Assignment level was regressed in a stepwise manner on the 51 questionnaire items. Six significant predictor variables emerged (Table 7). These predictor variables, as noted on Table 7, provide data necessary for making projections of teacher responses. This correlation analysis indicates that those teachers who are assigned to grades 4-6 are most concerned with items #41 Achievement/Motivation and #49 Test Construction. Conversely, those teachers assigned to the preschool through kindergarten level would tend to rate these items as a low priority.

Table 7

Significant Predictor Variables by Assignment Levels

Variable	B	Se B	Beta	T	Sig T
149	.23	.04	.39	5.90	.0001
155	-.13	.04	-.21	-3.53	.0005
139	-.12	.04	-.19	-2.74	.0067
137	-.11	.04	-.17	-2.68	.0078
141	.11	.05	.16	2.32	.0212
119	-.09	.05	-.13	-1.99	.0474
Constant	2.73	.17	----	15.77	.0000

$R = .46$, $R^2 = .21$, $F(6, 282) = 10.73$, $p < .0001$

Other items on Table 7 show a negative correlation regarding assignment level. This indicates that teachers in grades 4-6 are least interested in items #37 Scheduling Time and Space, #39 Learning Theory, and #55 Learning Centers. It is possible to further project that these items are high priority concerns of teachers in the lowest grades. While these projections are not absolute, they do indicate a trend developing in the data.

Educational level was regressed in a stepwise manner on the 51 questionnaire items using the Pearson correlation. Four significant variables emerged as indicated on Table 8. The data shown on Table 8 further define the criteria which describe the needs of teachers by educational level. Teachers with a Masters degree or higher tend to select items #35 Grouping for Instruction and #53 Test Interpretation as areas of high priority in terms of need. Bachelor degreed teachers with no post graduate work would be expected to select four items as areas of perceived need. These are #19 Individualized Program Development, #28 Mainstreamed Students, #64 Instructional Games, and #66 Differentiated Staffing.

Table 8

Significant Predictor Variables by Education Levels

Variable	B	Se B	Beta	T	Sig T
128	-.13	.05	-.16	-2.56	.0110
166	-.42	.05	-.19	-2.69	.0077
153	.13	.52	.16	2.42	.0160
164	-.12	.05	-.15	-2.32	.0211
135	.15	.05	.20	2.93	.0037
119	-.13	.06	-.15	-2.14	.0329
Constant	2.218	.23	----	9.57	.0000

$R = .36$, $R^2 = .13$, $F(6, 242) = 10.73$, $p < .0001$

The final step in this particular statistical treatment (Pearson Correlation) was the regression of years of experience. Two factors emerged as significant, #21 Parent Involvement and #33 Reinforcement Techniques. Those teachers with eight or more years of experience indicate a need for training in increasing parental involvement. Those teachers with less than four years of teaching experience were most interested in receiving training in various reinforcement techniques.

Table 9

Significant Predictor Variables by Years of Experience

Variable	B	Se B	Beta	T	Sig T
133	-.22	.09	-.15	-2.39	.0279
121	.21	.09	.14	2.26	.0249
Constant	3.21	.36	----	8.80	.0000

R=-.19, $R^2=.04$, $F(2, 246)=4.76$, $p. <.0094$

A canonical correlation analysis was conducted on the data. The canonical correlation analysis consisted of a pairing of all three dependent variables: assignment level, educational level, and years of experience, simultaneously against all items on the questionnaire to attempt to identify a pattern developing among the items. The canonical correlation collapsed and summarized the information from the previous regression analysis involving the Pearson correlation. Of the three possibly significant results, this canonical correlation analysis identified one relationship that was significant at the .05 level.

Differences within the elemental items were more pronounced than when the data were previously aggregated across the pools of items. The discriminate analysis on the item subsets produced more valuable information than when the set as a whole was examined. The canonical correlation obtained on this data of .61633 was significant

at the .001 level. The chi square of 223.54 had 156 degrees of freedom. The analysis also yielded an eigenvalue of .37986 and a Wilks Lambda value of .36201.

On this canonical analysis, only assignment level and educational level achieved a positive correlation. The results of this correlation makes an interpretation of group needs possible. The variables were weighted as follows based on the canonical correlation.

Assignment Level	.90743
Educational Level	.32831
Years of Experience	-.02630

The positive correlation achieved on assignment level and educational level provides information regarding perceived needs of certain teachers. Table 10 provides values only for those items which indicated an interrelationship on the two positively weighted variables. These items were determined to be significant by taking the single largest value and dividing it in half. Any item achieving a weight approximately equal to this number was included in Table 10. A positive correlation on the items in Table 10 indicates that teachers in grades 4-6 with a Masters degree or higher feel a strong need for these items. Conversely, teachers working with preschool through kindergarten level with only a bachelor's degree express a need for those items receiving negative values. For clarity, Table 11 shows the specific items for each subgroup. Table 11 is based on values shown in Table 10.

Table 10

Coefficients for Canonical Variables of the Second Set

Item	CANVAR
Individual Program Development	-.35124
Knowledge of Content Areas	.24135
Curriculum Development Process	.33706
Grouping for Instruction	.37713
Scheduling Time and Space	-.33003
Discipline	-.33648
Achievement/Motivation	.24585
Student Involvement	.29192
Learning Environment	-.24527
Test Construction	.54434
Instructional Games	-.27286
Staff/Aide Selection	.24959
Curriculum Development Skills	-.27170

Only those items reaching significance are included. In examining the data, the highest value was a positive .54434. Any item achieving a weight approximately half as great as this value was considered significant.

Table 11

Perceived Needs of Teachers by
Educational Level and Assignment Level

Grades 4-6/Masters +	Pre--Kindg./Bachelor's
Knowledge of Content Areas	Individualized Program Dev.
Curriculum Development Process	Scheduling Time and Space
Grouping for Instruction	Discipline
Achievement/Motivation	Learning Environment
Student Involvement	Instructional Games
Test Construction	Curriculum Development Skills
Staff/Aide Selection	

Therefore, from these data it appears that teachers in upper grades with greater education have perceived needs in both the technical aspects of teaching, and also, to some degree, in the humanistic aspect of education. Teachers in lower grades with less education, however, are focusing almost entirely on the technical and organizational functions of the instructional process. Not one of their perceived needs, as based on the canonical correlations, fell in the Human Skills subsection of the questionnaire.

The canonical discriminate analysis using stepwise variable selection was conducted on groups of respondents by assignment levels. After a computer analysis involving thirty steps, the

eigenvalue problem failed to converge. Thus, the canonical discriminate analysis was abandoned as it produced no unique discriminating functions.

The stepwise discriminate analysis between educational level groups (Bachelor's, Bachelor's plus 18 hours, Master's and higher) on the 51 questionnaire items resulted in two significant standardized functions containing 22 discriminating variables. These items were determined to be significant by taking the single largest value in any function and dividing it in half. Any item achieving a weight approximately equal to this value is indicated by an asterik (*) on Table 12. Thus, the standardized function weights indicate 11 items of primary importance on Function I, and 11 items of primary importance on Function II. These indicate specific perceived needs of teachers as defined by educational levels. Teachers with Masters degrees or higher are concerned with those items achieving positive values and marked with an asterik on the Standardized Functions. Teachers with only a Bachelor's degree are more concerned with those items negatively weighted on the Standardized Functions as shown in Table 12.

The rotated function weights on Table 12 are indicative of thematic tendencies regarding perceived needs of teachers. Function 1 indicates a theme which is strong on traditional skills such as discipline, and weak on the nurturing or humanistic tendencies.

Table 12
 Result of Stepwise Discriminate Analysis by
 Educational Level

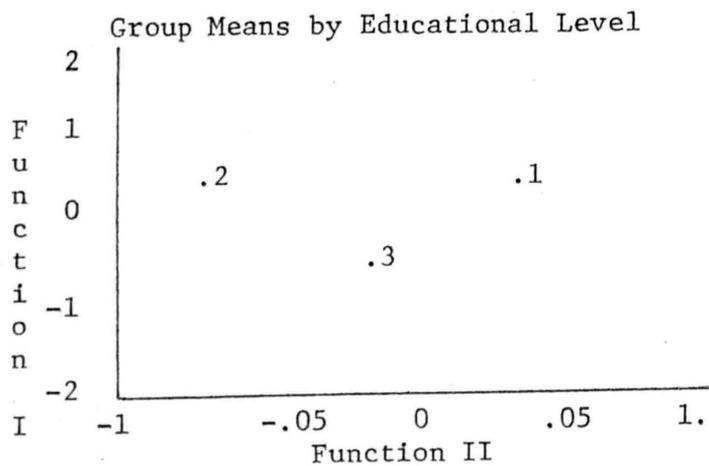
Item	Stand. Func.1	Rotated Func.1	Stand Func.2	Rotated Func.2	Raw Means		
					Bachelor	BA.+18	Mast./+
19	.33*	.21	.23	.35*	3.23	2.95	2.90
22	-.27	-.09	-.37*	-.45*	2.87	2.95	2.82
24	.15	-.01	.36*	.39*	3.52	3.22	3.35
27	-.22	-.07	-.33*	-.39*	2.64	2.61	2.53
28	.29	.16	.26	.35*	2.56	2.18	2.07
30	-.50*	-.54*	.22	.01	3.12	3.04	3.12
33	.20	.12	.17	.24	3.21	2.95	2.92
35	-.68*	-.67*	.11	-.16	2.92	2.88	3.05
37	.03	.19	-.39*	-.35*	2.70	2.80	2.46
38	.44*	.49*	-.22	-.02	3.37	3.29	2.92
40	.30*	.29*	-.05	.07	2.48	2.27	2.10
45	-.01	.15	-.38*	-.35*	2.86	2.90	2.58
47	.30*	.25	.07	.18	2.85	2.59	2.46
48	.11	.35*	-.62*	-.53*	2.67	2.63	2.30
50	-.01	-.23	.55*	.50*	2.31	2.02	2.10
52	.20	.10	.23	.29	2.80	2.50	2.35
53	-.44*	-.44*	.12	-.07	2.33	2.27	2.46
55	-.32*	-.46*	.43*	.27	3.03	2.68	3.17
61	-.33*	-.37*	.16	.02	3.15	2.90	3.15
64	.39*	.52*	-.41*	-.23	3.27	3.16	2.89
66	.56*	.47*	.12	.33*	2.74	2.45	2.20
69	-.08	.11	-.47*	-.46*	2.46	2.34	2.26
70	-.05	-.32*	.68*	.60*	2.60	2.25	2.38

Items achieving significant values are indicated by an asterik (*).

Function 2 seems to be identifying a strong theme relating to professional development. Function 1 is significant at the .0001 level, and Function 2 is significant at the .02 level.

A plot of group means for these two rotated functions provides a pictorial representation for observed tendencies. Teachers with a Bachelor's degree and also those with an additional 18 hours tend to be indicating a stronger need for the traditional skills, while the Master's level teachers indicate somewhat of an adverse reaction to additional training in this area. On Function II, Bachelor's degreed teachers are again high on the need for professional development, while Master's or higher teachers are showing negative tendencies. Those teachers doing post-Bachelor's work are the lowest of the three groups (Figure 1).

Figure I



	Function I	Function II
1 Bachelor's	.24	.28
2 Bachelor's + 18 hr.	.20	-.88
3 Masters or higher	-1.27	-.21

The stepwise discriminate analysis between years of experience sub-groups (First year, 1-3 years, 4-7 years, 8-15 years, and 15 or greater years) on the 51 questionnaire items resulted in two significant functions containing 15 discriminating variables (Table 13). Again, considering variables with standardized function weight of approximately half as large as the largest weight, six variables on Function I and 10 variables on Function II emerge as areas of primary importance. Thematic tendencies observed upon investigation of the rotated function weights yields a Function I theme which is strongly related to a need for improved professional growth. Function II seems to be high on identifying ways to meet individual student needs.

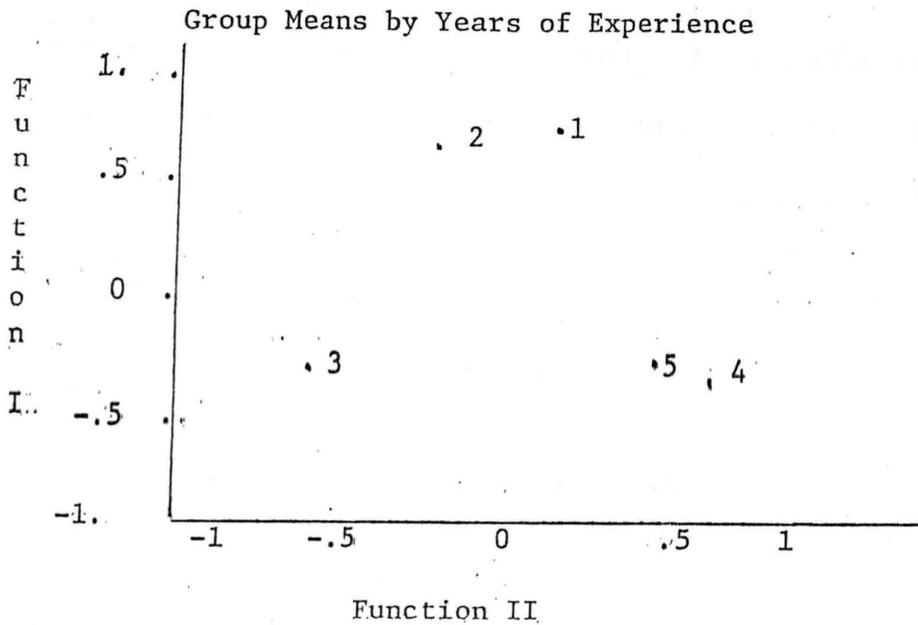
A plot of group means for these two functions provides a pictorial representation for observed tendencies (Figure 2). Teachers with less than four years of experience indicate a high need for those training priorities encompassed within Function I, while teachers in all three other groups, from four through 15 or greater years of experience are relatively commonly grouped at the low interest end of this scale. On Function II, which examines ways to meet individual needs, teachers in groups four and five, (those with eight or more years of experience) are rating high. First year teachers rank next highest on this perceived need, with teachers with three to seven years of experience rate individualization as a low priority. Figure 2 provides group mean data.

Table 13

Result of Stepwise Discriminate Analysis by
Years of Experience

Item	Stand.	Rotated	Stand.	Rotated	FYr.	Raw Means			
	Func. 1	Func. 1	Func. 2	Func. 2		1-3	4-7	8-15	15+
21.	-.46*	-.43*	-.13	.01	2.47	2.49	2.76	2.88	2.64
25	-.43	-.53*	-.20	-.10	2.50	2.58	2.82	2.74	2.72
26	.13	.61*	.24	-.13	2.27	2.25	2.26	2.26	2.48
29	.25	.32*	.47*	-.26	3.68	23.64	3.41	3.31	3.53
33	.01	.36*	.33*	-.25	3.20	3.26	3.14	3.10	2.84
34	.27	-.15	-.51*	.56 *	3.00	2.85	2.65	3.08	2.97
39	.61*	.69*	-.07	.34 *	2.73	2.66	2.32	2.52	2.36
42	.12	-.29	-.01	-.43 *	2.14	2.58	2.30	2.46	2.38
46	-.81*	-.42 *	-.35*	.22	2.41	2.55	2.45	2.64	2.62
47	.56 *	.55 *	.09	-.05	2.85	2.94	2.59	2.73	2.64
50	-.44 *	-.06	-.17	.24	2.20	2.15	2.30	2.42	1.94
51	-.08	-.12	-.35 *	.55*	2.74	2.55	2.68	2.84	2.67
53	-.13	-.02	.58*	-.50*	2.35	2.38	2.45	2.20	2.33
58	-.63 *	-.36 *	.47*	-.58*	2.68	2.87	2.97	2.80	2.62
59	.23	.10	-.43*	.37*	2.24	2.40	2.15	2.54	2.18
64	.22	.02	-.37*	.18	3.15	3.34	3.00	3.31	3.15
69	-.00	.05	-.44*	-.36*	2.47	2.45	2.44	2.34	2.36

Items achieving significant values are indicated by an asterik (*).



		Funct. I	Funct. II
1	First Year	.65	.17
2	1-3 Years	.52	-.25
3	4-7 Years	-.37	-.44
4	8-15 Years	-.29	.54
5	15 + Years	-.22	.46

Finally, questionnaire subtotals were created by summing the items within each of the six questionnaire sub-categories. These subtotals were separately analyzed utilizing multivariate analysis of variance for differences due to assignment level, educational level, and years of experience. No significant differences were found in any subtotal. The six subtotals were then analyzed by discriminate analysis for differences due to assignment level,

educational level, or years of experience. No significant differences were found for educational level or years of experience. One significant result was indicated on assignment level as shown in Table 14.

Table 14
Canonical Discriminate Functions
by Assignment Level

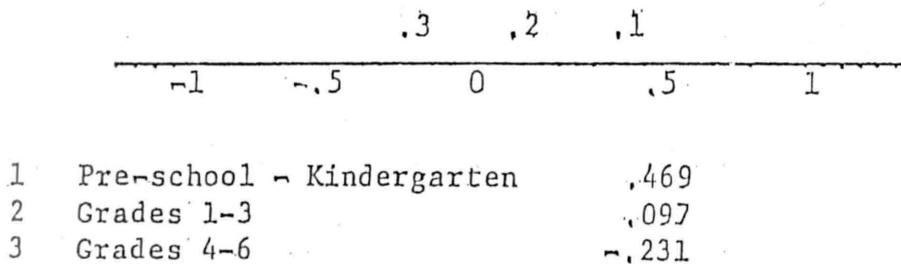
Category	Standardized	Rotated
Curriculum	.49	.02
Classroom Management	1.30	1.04
Evaluation Techniques	-1.30	-1.46
Curriculum Delivery Methods	.84	.89
Eigenvalue	.05213	Wilks Lambda .9453, Chi Square 16.204
	df = 8	p < .0396

The data obtained indicate that four of the six categories (curriculum, classroom management, evaluation techniques, and curriculum delivery methods) form a general grouping of perceived needs dealing with technical and organizational skills. A plot of group means for this data show that teachers in preschool through kindergarten rated this subdimension high with regard to

perceived needs, while those teachers with older students produced a negative rating. This information is provided in Figure 3.

Figure 3

Group Means on Canonical Discriminate Functions
by Assignment Level



Thus, the data were analyzed in a variety of ways to attempt to identify the critical elements in each of the major subsections of the questionnaire and for each of the individual items. Responses were analyzed by three general categories--assignment level, educational level, and years of experience. Each general category was also broken down into either three (assignment level/educational level) or five (years of experience) subdivisions. While there were some analyses which yielded no significant results, several were significant at the .0001 level. The following decisions can be made regarding the four original hypotheses.

Ho₁ There are no significant differences between the three designated assignment level subdimensions of preschool through kindergarten, grades 1-3, and grades 4-6 with regard to perceived needs as measured on the Staff Development Needs Assessment.

REJECTED at the .05 level

Ho₂ There are no significant differences between the five designated years of experience subdimensions of first year, 1-3 years, 4-7 years, and 15 or more years with regard to perceived needs as measured on the Staff Development Needs Assessment.

REJECTED at the .05 level

Ho₃ There are no significant differences between the three designated educational level subdimensions of Bachelor's degree, Bachelor's degree plus 18 hours, and Master's degree or higher with regard to perceived needs as measured on the Staff Development Needs Assessment.

REJECTED at the .05 level

Ho₄ There are no significant differences among or between the categories of assignment level, years of experience, and educational level with regard to perceived needs as measured by the Staff Development Needs Assessment.

REJECTED at the .05 level

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

The purposes of this study were to examine and analyze the data obtained on the perceived needs of public school teachers in grades preschool through sixth grade in three subcategories: preschool through kindergarten, grades 1-3, and grades 4-6. Data obtained relating to these three categories were also cross analyzed by educational level and years of experience.

One instrument was utilized in gathering the data. This instrument was the Staff Development Needs Assessment developed by Dr. Joan Shirley under the auspices of the Region IX Education Service Center in Wichita Falls, Texas. The questionnaires were distributed by means of the Region IX van delivery system through each building principal. Because surveys were distributed by and returned to the building principal, the return rate was extremely high. Of the 298 questionnaires distributed to the specified population, 293 were returned, providing a return rate of 98.32%. Of the possible 40 school districts, 35 participated in the survey. Of the 293 participating teachers, 26 were assigned to the preschool through kindergarten level, 151 were assigned to grades 1-3, and 116 were assigned to grades 4-6. Tables 1, 2, and 3 provide demographic data with regard to participants.

All teachers selected for the survey were in traditional academic classes. Those assigned to programs such as special education, remedial classes, physical education, or exclusively art or music classes were excluded as these groups were of such a special nature that they did not meet the expectations of the traditional American public school class.

With regard to the analysis of the data, responses were tabulated and analyzed by the Texas Woman's University Computer Center. There were 51 items included on the questionnaire, with values ranging from "0"/missing to "4"/high priority. The .05 level of significance was utilized for the purposes of the study.

Summary

The results of this survey are solely dependent upon the responses of the participants in the study. All of the following findings are contingent upon the specific variables considered, the actual instrument utilized for data collection, and the unique conditions under which the data were collected. The following findings resulted from the data collected and the subsequent statistical treatments applied to that data.

Overall Concerns

On the frequency of response or cumulative frequency, 10 items were identified as the overall concerns of the participants without

regard for specific educational, assignment, or experience factors. On the whole, these items seem to represent general concerns for the nurturing/humanistic needs, for development of appropriate instructional programs and utilization of materials, and for discipline techniques. (Table 6).

After all intergroup analyses were completed, six items were identified as the ultimate perceived needs of all teachers in all groups educationally, by experience, and by assignment. These generally related to the improvement of instruction through student involvement, discipline, and selection of appropriate materials.

Specific Concerns by Assignment Level

A within group analysis identified concerns by the subgroups with the assignment level category. Teachers in the preschool through third grades seem to be concerned with meeting individual needs while teachers in grades four through six were more concerned with the cognitive and technical aspects of teaching. Teachers in upper grades (4-6) with greater educational levels have perceived needs in both the technical aspects of teaching, and also in the humanistic aspect of education. Teachers in lower grades with less education are focusing almost entirely on the technical and organizational functions of the instructional process.

An attempt to examine the six questionnaire categories yielded significant needs in assignment level. The results indicated that

beginning teachers rated the cross elements of curriculum, classroom management, evaluation techniques, and curriculum delivery methods as most important. This is generally consistent with findings that beginning teachers are more concerned with the technical aspects of teaching as opposed to the humanistic needs.

Specific Concerns by Educational Level

In addition to the general items specified by all educational levels, other criteria were identified by certain subgroups. Those teachers with a Master's degree and those with only a Bachelor's degree were similar in that they were more concerned with the humanistic tendencies than were those teachers doing work between their Bachelor's and Master's degrees.

Teachers with Bachelor's degrees and those with at least 18 additional hours tend to indicate a stronger need for the traditional teaching skills, while those with greater education indicate considerably less interest. Bachelor degreed teachers are also high on the need for professional development with Master's degree teachers rating this as less important. Those teachers in the mid-range educationally were the lowest on this factor.

Specific Concerns by Years of Experience

Examination of the subgroups within years of experience yielded further information regarding perceived needs. Those teachers with

the least and the most amount of teaching experience show some similarities. These two groups are more concerned with student needs and emotional needs. Teachers with less than four years of experience indicated a high need for priorities which will improve their professional skills. Teachers in the other three experience groups were generally less concerned with this area. Those teachers with eight or more years of experience ranked highest in concerns for meeting individual needs, with first year teachers next highest in ranking. Those teachers with three to seven years of experience ranked this items as least concern.

Conclusions

With regard to the research questions, the following observations can be made. Specific training needs of teachers of young children can be documented. The most pressing concerns of teachers in each subdimension of the three major variables (education, assignment level, and years of experience) are:

Individualized Program Development

Sharing Instructional Ideas

Creativity

Student Self Concept Development

Discipline Techniques

Selection of Materials

Beginning teachers in their first year have perceived needs which are similar to those identified by teachers who have one to three years of experience. Perhaps as some some of the previously reviewed research indicated (Lortie, 1975; Fuller & Bown, 1975), the first two or three years should be included when discussing the beginning or inexperienced teacher. Most needs seemed to be related to technical and organizational skills as opposed to the nurturing or humanistic skills. Two exceptions to this were noted. Beginning teachers did indicate a need for training in reinforcement techniques and in developing rapport and empathy.

Both educational level and years of experience affected perceived needs as well as assignment level. As noted in Chapter IV, teachers in upper grades with greater education have needs in both the technical aspects of teaching and in the humanistic aspects of education. Teachers in lower grades with less education are focusing on the organizational and technical functions as none of their needs fell within the Human Skills subsection of the questionnaire.

Specific needs have been identified. The final question to be considered is whether preservice or inservice options are the most effective for implementation. Clearly the review of the literature indicates that a multidisciplinary approach which provides assistance in the transition from student to teacher is critical. An examination of the six highest concerns does indeed indicate that

theoretical knowledge is necessary for a sound base upon which to build. Actual experience, however, is the vehicle through which that knowledge is tried and tested.

Recommendations and Implications

Specific needs, as perceived by public school teachers with various assignment levels, educational levels, and years of experience were identified. It appears that these needs are not being met by either the university training programs nor the public school systems. Alternatives to the traditional approaches for preservice and inservice training should be examined. Areas for further research suggested by this study are as follows:

1. Examine the needs of any of the special interest groups (special education, remedial education, music and art, and physical education) to determine any commonality or uniqueness with regard to perceived needs.
2. Examine the identified needs to determine whether preservice or inservice training could most appropriately address these needs in the future.
3. Examine each need to determine the most effective activities for inservice training designed to assist those teachers currently in the profession.

APPENDIX A

GOALS FOR PUBLIC EDUCATION IN TEXAS

Goals for Public School Education In Texas

I. STUDENT DEVELOPMENT

The public schools should help each student to develop personal knowledge, skills, and competence to maximum capacity, and to learn behavior patterns which will make each a responsible member of society. In terms of their individual ability, all students should achieve:

A. Intellectual Discipline

1. Knowledge of the traditionally accepted fundamentals, such as reading, writing, and arithmetic in the early elementary grades, accompanied by studies in higher mathematics, science, history, English and other languages, as they progress through the upper grades. These should be accompanied by a wide variety of optional courses.
2. Skill in the logical processes of search, analysis, evaluation, and problem solving.
3. Competence and motivation for continuing self-evaluation, self-instruction, and adaptation to a changing environment.

B. Economic and Occupational Competence

1. Knowledge of the fundamental economic structure and processes of the American system and of the opportunities for individual participation and success in the system.
2. Occupational skills prerequisite to enter and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.
3. Competence in the application of economic knowledge to practical

economic functions such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases, and obtaining desirable employment.

C. Citizenship and Political Understanding and Competence

1. Knowledge about comparative political systems with emphasis on democratic institutions, the American heritage, and the responsibilities and privileges of citizenship.
2. Skill for participating in the processes of public and private political organizations and for influencing decisions made by such organizations.
3. Competence in judging the merits of competing political ideologies and candidates for political position.

D. Physical and Environmental Health, Ecological Balance, and Safety

1. Knowledge about the requirements of personal hygiene, nutritional consumption, and physical exercise essential to the maintenance of personal health. Knowledge about the dangers to health from addiction to harmful practices or consumption of harmful materials.
2. Skill in sports and other forms of recreation which will permit life-long enjoyment of physical exercise.
3. Competence in recognizing and preventing environmental, ecological, and health problems.
4. Knowledge and experiences to provide information and develop values needed to perform daily activities free from injury or other losses.

E. Appreciation of Culture, Language, and Life Style Diversities and Their Corresponding Aesthetic Values

1. Knowledge of the art, music, literature, drama, and other culturally related forms of various culture groups and their contributions.
2. Knowledge and competence in at least one of the major languages of the state other than English and an understanding of bilingualism.

F. Competence in Personal and Social Relations

1. Knowledge about basic psychological, sociological, and cultural factors affecting human behavior.
2. Skill in interpersonal and group relations, and in formation of ethical and moral standards of behavior.
3. Competence for adjusting to changes in personal status and social patterns.

G. Use of Leisure Time

Competence and skill in creative and responsible use of leisure time.

II. ORGANIZATIONAL EFFICIENCY

The Public School System of Texas should be organized and operated so that the public, faculty, and students will accept and support its objectives and processes.

- A. The learning process should take into consideration the personal goals of every student and should be designed so that each can achieve the educational standards of the system and be encouraged to remain in school until ready for a post-high school career.
- B. Professional faculty members should be consulted in the decision-making processes for implementing the educational goals of the system and determining the environmental conditions in which they work.
- C. The personnel program of recognition and rewards should be designed to attract and retain highly competent people.
- D. The educational system should be organized and conducted so as to achieve maximum cost-benefit results from efficiencies in process and economies of scale within size limitations which will make units of the system responsive and accountable to parents and citizens.

III. ACCOUNTABILITY

A program of continuing planning and evaluation should be established for measuring the performance of the public school system in terms of the competence of its staff, the performance of its pupils, and the efficiency of its structure and processes.

Note: The Goals for Public School Education in Texas were adopted by the State Board of Education on October 3, 1970. They have been revised twice: first in April 1973, and again in October 1975. The State Board reaffirmed them in November 1977.

APPENDIX B

STAFF DEVELOPMENT NEEDS ASSESSMENT

Instructional Services Advisory Committee
 Region IX Education Service Center
 Staff Development Needs Assessment

Directions: Please enter appropriate code number.

1. -- POSITION:

- | | |
|-------------------------|---------------------------|
| 01 Self Contained | 20 Principal |
| 02 Language Arts | 21 Asst. Principal |
| 03 Social Studies | 22 Consultant/Supervisor |
| 04 Mathematics | 23 Diagnostician |
| 05 Science | 24 Aide |
| 06 Health/PE | 25 Superintendent |
| 07 Fine Arts | 26 Counselor |
| 08 Vocational | 27 Assc. Psychologist |
| 09 Special Education | 29 Nurse |
| 10 Foreign Language | 30 Speech Therapist |
| 11 Business Education | 31 Central Administration |
| 12 Drivers Education | |
| 13 Industrial Education | |
| 14 Title I | |

2. -- ASSIGNMENT LEVEL

- | | |
|------------------|--------------|
| 0 Pre-school - K | 5 9-12 |
| 1 1-3 | 6 7-12 |
| 2 4-6 | 7 All levels |
| 3 1-6 | 8 Other |
| 4 6-8 | |

3. -- EDUCATION LEVEL

- | | |
|------------------|----------------------|
| 1 Bachelors | 3 Masters |
| 2 Bachelors + 18 | 4 Masters + 18 hours |
| | 5 Doctorate |

4. -- YEARS OF EXPERIENCE

- | | |
|--------------|--------------|
| 1 First Year | 4 8-15 Years |
| 2 1-3 Years | 5 15 + Years |
| 3 4-7 Years | |

Directions: The following is a listing of competencies for educators. As you mentally assess your skill in each area, you will also determine your need/interest in staff development. Please indicate your desire for inservice training in each area using the following.

1-No Interest 2-Limited Interest 3-Moderate Interest
4-High Priority Interest

I. Curriculum

19. ___ INDIVIDUALIZED PROGRAM DEVELOPMENT
Recognizes and deals with each student according to needs, aptitudes, and learning style.
20. ___ LESSON PLANNING
Prepares daily lessons that relate to previous materials and student development, goals, provides for student involvement, and carefully notes the equipment to be used, materials needed, course objectives, and grouping procedures.
21. ___ PARENT INVOLVEMENT
Keeps the parents informed of the instructional program and solicits parents' participation in planning, developing, or assisting in the instruction.
22. ___ KNOWLEDGE OF CONTENT AREA(S)
Demonstrates a thorough command of the subject matter and evidences skill in relating subject matter to its current application.
23. ___ MULTIDISCIPLINARY APPROACHES
Develops activities that integrate the concepts of various disciplines of subject areas.
24. ___ SHARING INSTRUCTION IDEAS
Frequently offers ideas which have proved successful for the use of colleagues.
25. ___ PRESCRIBING CONTENT
Selects content and develops objectives based on students' abilities, aptitude, and interests.
26. ___ PROVIDES MULTICULTURAL ACTIVITIES
Incorporates activities that enhance multicultural relationships by providing a variety of relevant experiences and materials for students to explore various cultures.

27. CURRICULUM DEVELOPMENT PROCESS
Effectively develops or adapts curriculum to meet objectives resulting in a well-planned sequence of instruction.

28. MAINSTREAMED STUDENTS
Special Education Training for regular classroom teachers serving handicapped students.

II. Human Skills

29. CREATIVITY
Finds new ways to use supplies, equipment, time, and people to the furtherance of the education of all students.

30. RAPPORT/EMPATHY
Students seek advice, assistance, or companionship of the teacher, evidenced as well by the predominance of an evidently happy relationship occurring between teacher and student.

31. STUDENT SELF-CONCEPT DEVELOPMENT
Assists the student to understand and appreciate his own abilities, assists the student in defining realistic goals.

32. CRISIS INTERVENTION
Demonstrates the ability to foresee potential crisis and acts accordingly to alleviate the problem.

33. REINFORCEMENT TECHNIQUES
Utilizes effective methods of inducing students to use their maximum creative potential, dependent of their maturity, ability, and endurance.

34. COUNSELING TECHNIQUES
Takes time to advise students according to their needs, interests, and abilities.

III. Classroom Management

35. GROUPING FOR INSTRUCTION
Identifies homogenous groups to facilitate instruction as well as heterogeneous groups that enable students to learn from one another. Allows students to move in and out of groups. Periodically reestablishes groups.

36. STUDENT INVOLVEMENT ON GOAL/RULE SETTING
Involves students in defining goals and rules as well as daily objectives.

37. ___ SCHEDULING TIME AND SPACE
Works cooperatively with students and staff to schedule effective utilization of time and space.
38. ___ DISCIPLINE TECHNIQUES
Deals effectively with behavior problems by understanding the motivation of each child and providing the means of changing motivation.
39. ___ LEARNING THEORY
Incorporates in the instructional program the principles of learning theory--reinforcement, motivation, stimulus, response, etc.
40. ___ TRANSLATES NEEDS INTO GOALS/OBJECTIVES
Adequately defines learning goals based on the needs of the students.
41. ___ ACHIEVEMENT/MOTIVATION
Provides opportunities for all students to develop qualities of leadership and self-direction.
42. ___ RECORD KEEPING/MONITORING
Organizes and analyzes data for meaningful interpretation, includes records in terms of growth in knowledges, skills, attitudes, and social behavior.
43. ___ STUDENT INVOLVEMENT
Developes goals with the class and plans cooperatively for their attainment.
44. ___ LEARNING ENVIRONMENT
Maintains an effective balance of freedom and security in the classroom and plans worthwhile learning experiences for students.

IV. Evaluation Techniques

45. ___ CONDUCTING PARENT OR STUDENT CONFERENCES
Frequently meets with parents/students on an individual basis to discuss student's strengths and weaknesses and offer suggestions for their improvements.
46. ___ FORMATIVE EVALUATION METHODS
Utilizes ongoing evaluation techniques and revises instructional processes accordingly.

47. ___ SELF-EVALUATION TECHNIQUES
Calmly listens to a sincerely given and honestly intended evaluation of one's strengths, weaknesses and suggestions for improvements and acts appropriately to these suggestions.
48. ___ DEVELOPING CRITERION REFERENCED TESTS
Develops instruments to assess students' mastery of specific objectives.
49. ___ TEST CONSTRUCTION
Effectively utilizes the advantages of essay, short answer, multiple choice, matching, true/false, and behavioral checklists.
50. ___ SUMMATIVE EVALUATION METHODS
Utilizes a summary evaluation to assess the effectiveness of the total instruction.
51. ___ DIAGNOSIS OF LEARNING PROBLEMS/INTERESTS
Uses a variety of assessment procedures and techniques to assess problems/interests, accurately interprets the results of these.
52. ___ FEEDBACK PROCEDURES
Readily provides students/parents with information related to the student's progress. Utilizes a variety of feedback procedures, including methods that give immediate knowledge of the results.
53. ___ TEST INTERPRETATION
Ability to understand and utilize frequency distributions, percentile ranks, and item analysis.
54. ___ ANECDOTAL RECORDS
Maintains adequate records noting general behavior and learning trends.

V. Curriculum Delivery Methods

55. ___ LEARNING CENTERS
Evidenced by areas set up for student investigation of a specialized segment of the classroom activities, either on his own, in groups or with adult assistance.
56. ___ INDEPENDENT LEARNING/STUDY METHODS
Provides individualized learning plans which allow the students to process information and create an end product to show what has been learned.

57. ___ QUESTIONING TECHNIQUES
Utilizing questions that involve students in the instruction and require them to use different thinking abilities.
58. ___ ASSIGNING INSTRUCTION
Arranges activities to fit each child's interests, abilities, and attention span, dependent upon his attitudes, background, and expectation of reasonable success.
59. ___ ROLE PLAYING/SIMULATION
Enriches academic material by providing activities that allow students to examine patterns of interactions and roles, and practice new behaviors.
60. ___ DISCOVERY/OPEN-ENDED INSTRUCTION
Incorporates the skill or concepts into an activity that allows the students to independently extend their knowledge.
61. ___ SELECTION OF MATERIALS
Makes effective use of materials supplied by the school and seeks other material to enrich learning experiences. A variety of materials are provided that indicate processes for all students and includes all sensory approaches.
62. ___ UTILIZING MULTIMEDIA
Stimulates learning by effectively using multi-sensory learning aids.
63. ___ UTILIZES COMMUNITY RESOURCES/SPECIAL SERVICES
Identifies district personnel and community members to enhance instruction.
64. ___ COMPILE/USE LEARNING GAMES
Makes learning fun by selecting and utilizing instructional games that are appropriate to the needs, abilities, and interests of the students.
65. ___ STUDENT TUTORING
Provides formal opportunities for students to learn from one another.

VI. Staff Organization

66. ___ DIFFERENTIATED STAFFING
Utilizes to the strengths of other staff members.
67. ___ TEAM PLANNING
Works effectively with other staff members to develop an instructional program that meets the needs of students.

68. STAFF/AIDE SELECTION
Assess the needs of the faculty and contributes to the selection of future staff members by utilizing appropriate interview techniques.
69. CURRICULUM DEVELOPMENT SKILLS
Utilizes effective curriculum development procedures, assumes appropriate responsibility for the total operation of the schools.
70. PROGRAM ARTICULATION/COORDINATION
Is familiar with the entire instructional program and coordinates the classroom program with the school curriculum.

APPENDIX C

QUESTIONNAIRE VALIDATION BY ITEM

Questionnaire Validation by Item

To ensure appropriateness of items for inclusion on the questionnaire, each item was validated through research studies or the writings of recognized authorities in the field of teacher education and training or teacher supervision and administration. The following references documenting inclusion are cited in the bibliography.

I. CURRICULUM

- A. Individualized Program Development--Borich, 1977; Fuller, 1973, 1975; T.E.A., 1982.
- B. Lesson Planning--Bush, 1965, 1978; Rubin, 1978; T.E.A., 1982.
- C. Parent Involvement--Borich, 1977; Foster, 1970; Candler, 1980.
- D. Knowledge of Content Areas--Bush, 1965, 1978; Dewey, 1979; Hymes, 1968.
- E. Multi-Disciplinary Approaches--Cruickshank, 1978, 1981; Foster, 1970; T.E.A. 1982.
- F. Sharing Instructional Ideas--Bush, 1965, 1978; Cruickshank, 1978, 1981; Reynolds, 1977.
- G. Prescribing Content--Cartwright, 1981; Liagana, 1970; Reynolds, 1977.
- H. Provides Multicultural Activities--Bush, 1965-1978; Liagana, 1970; Cruickshank, 1978-1981.
- I. Curriculum Development Process--Dewey, 1979; Foster, 1970; T.E.A. 1982.
- J. Mainstreamed Students--Cartwright, 1981; Nerbovig, 1956; T.E.A., 1982.

II. HUMAN SKILLS

- A. Creativity--Cherry, 1981; Elkind, 1969; Nerbovig, 1956.
- B. Rapport/Empathy--Cherry, 1981; Gross, 1979; Nerbovig, 1956, Spodek, 1973, 1975.

- C. Student Self-Concept Development--Cherry, 1981; Nerbovig, 1956;
- D. Crisis Intervention--Cherry, 1981, Foster, 1970, Gross, 1979.
- E. Reinforcement Techniques--Dush, 1965, 1978; Cherry, 1981; Gross, 1979.
- F. Counseling Techniques--Cherry, 1981; Gross, 1979; Spodek, 1973, 1975.

III. CLASSROOM MANAGEMENT

- A. Grouping for Instruction--Gage, 1963; Spodek, 1973; Waller, 1932.
- B. Student Involvement on Goal/Rule Setting--Fuller, 1973, 1975; Gage, 1963; Spodek, 1973, 1975.
- C. Scheduling Time and Space--Fuller, 1973, 1975; Gage, 1963; Harris, 1963, 1969; Rubin, 1978.
- D. Discipline Techniques--Gage, 1963; Gross, 1979; Reynolds, 1977.
- E. Learning Theory--Nerbovig, 1956; Reynolds, 1977; T.E.A. 1982.
- F. Translates Needs Into Goals and Objectives--Cartwright, 1981; Harris, 1963, 1969; T.E.A., 1982.
- G. Achievement/Motivation--Corsini, 1964; Nerbovig, 1956.
- H. ReconKeeping/Monitoring--Cartwright, 1981; Corsini, 1964; Rubin, 1978.
- I. Student Involvement--Foster, 1970; Harris, 1963, 1969;
- J. Learning Environment--Borich, 1977; Reynolds, 1977.

IV. EVALUATION TECHNIQUES

- A. Conducting Parent or Student Conferences--Borich, 1977; Candler, 1980; Gross, 1979.
- B. Formative Evaluation Methods--Harris, 1963, 1969; Nerbovig, 1956.
- C. Self-Evaluation Techniques--Gross, 1979; Harris, 1963, 1969.
- D. Developing Criterion Referenced Tests--Harris, 1963-1969; Reynolds, 1977; T.E.A., 1982.

- E. Test Construction--Borich, 1977; Harris, 1963, 1969; T.E.A., 1982.
- F. Summative Evaluation Methods--Borich, 1977; Harris, 1963, 1969; Nerbovig, 1956.
- G. Diagnosis of Learning Problems/Interests--Borich, 1977; Harris, 1963, 1969; Reynolds, 1977; T.E.A., 1982.
- H. Feedback Procedures--Cartwright, 1981; Gross, 1979; Harris, 1963, 1969.
- I. Test Interpretation--Borich, 1977; Gross, 1979; T.E.A., 1982.
- J. Anecdotal Records--Borich, 1977; Gross, 1979.

V. CURRICULUM DELIVERY METHODS

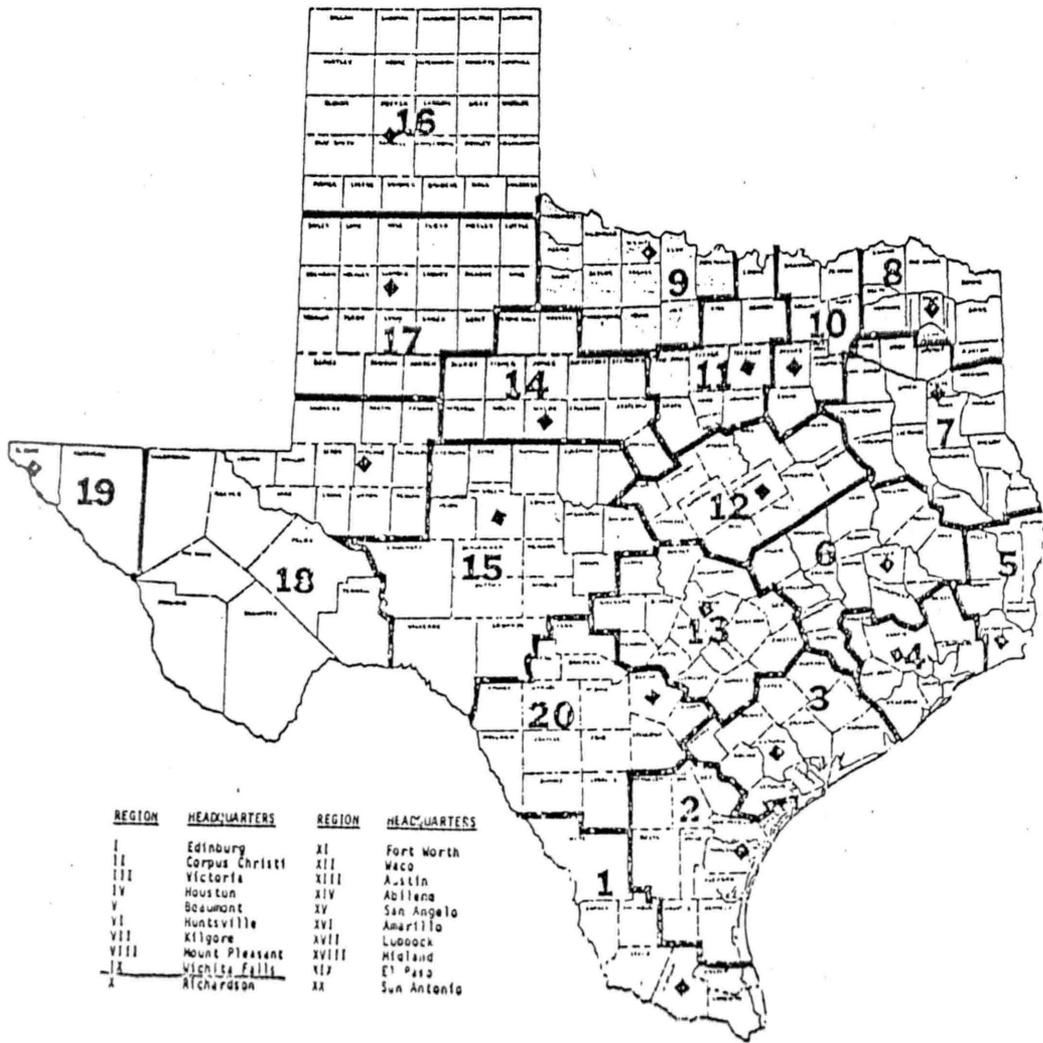
- A. Learning Centers--Cartwright, 1981; Corsini, 1964.
- B. Independent Learning/Study Methods--Reynolds, 1977; Spodek, 1973, 1975.
- C. Questioning Techniques--Corsini, 1964; Reynolds, 1977.
- D. Assigning Instruction--Corsini, 1964; Spodek, 1973, 1975.
- E. Role Playing/Simulation--Cartwright, 1981; Cherry, 1981; Spodek, 1973, 1975.
- F. Discovery/Open-Ended Instruction--Borich, 1977; Gross, 1979; Reynolds, 1977.
- G. Selection of Materials--Foster, 1970; Harris, 1963, 1969; T.E.A., 1982.
- H. Utilizing Multimedia--Borich, 1977; Cruickshank, 1978, 1981; Foster, 1970.
- I. Utilizes Community Resources/Special Services--Gage, 1963; Harris, 1963, 1969; T.E.A., 1982.
- J. Complies/Use Instructional Games--Borich, 1977; Cartwright, 1981; Cherry, 1981.
- K. Student Tutoring--Gage, 1963; Spodek, 1973-1975; T.E.A., 1982

VI. STAFF ORGANIZATION

- | | |
|---|---|
| <ul style="list-style-type: none"> A. DIFFERENTIATED STAFFING B. TEAM PLANNING C. STAFF/AIDE SELECTION D. Curriculum Development Skills E. Program Articulation/Coordination | <p>All items:</p> <ul style="list-style-type: none"> Dewey, 1979; Harris, 1963, 1969; Nerbovig, 1956; Reynolds, 1977; T.E.A. 1982. |
|---|---|

APPENDIX D

MAP OF REGION IX SERVICE AREA



REGION	HEADQUARTERS	REGION	HEADQUARTERS
I	Edinburg	XI	Fort Worth
II	Corpus Christi	XII	Waco
III	Victoria	XIII	Austin
IV	Houston	XIV	Abilene
V	Beaumont	XV	San Angelo
VI	Huntsville	XVI	Amarillo
VII	Kilgore	XVII	Lubbock
VIII	Mount Pleasant	XVIII	Midland
IX	Wichita Falls	XIX	El Paso
X	Atchardson	XX	San Antonio

Reference Notes

1. Texas Education Agency-Information Analysis Division, Telephone interview, March, 1982.
2. Callihan, J. President, Texas Elementary, Kindergarten, and Nursery Educators. Telephone interview, March, 1982.
3. Shirley, J. Texas Education Agency, Personnel Preparation Division. Telephone interview, September 7, 1982.
4. Dallas Independent School District, Personnel Office, Dallas, Texas. Telephone interview, November 5, 1982.
5. Houston Independent School District, Personnel Office, Houston, Texas. Telephone interview, November 5, 1982.

REFERENCES

- Anderson, M.B. A study of the differences among perceived need deficiencies, perceived burnout, and select background variables for classroom teachers. (Doctoral dissertation, University of Connecticut, 1980). Dissertation Abstracts International, 1981, 41, 4218A-4219A.
- Ashby, G.F. Preschool theories and strategies. Carlton, Victoria, Australia: Melbourne University Press, 1972.
- Aspy, D.N., & Roebuck, F.N. A response to Watt's response to Combs. Education Leadership, 1980, 38, 507-509.
- Auerbach, S. Confronting the child care crisis. Boston: Beacon, 1979.
- Bower, E.M. Teachers talk about their feelings. Washington, D.C.: U.S. Government Printing Office, 1973.
- Bradley, R.C., & Halstead, F.E. The beginning elementary school teacher in action. Wolfe City, TX.: The University Press, 1974.
- Broadbent, F., & Cruickshank, D. The identity and analysis of problems of the first year teacher. (ERIC Document Reproduction Service No. ED 013-786 FP 001-282) October, 1965.
- Burgess, E. Values in early childhood education. Washington, D.C.: Department of Elementary, Kindergarten, Nursery Education, National Education Association, 1965.
- Bush, R.N. The formative years, in the Real world of the beginning teacher. Washington D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1965.
- Bush, R.N. We know how to train teachers: Why not do so! The Education Digest, March, 1978, 43, 24-27.
- Borich, G., & Fenton, D. The appraisal of teaching: Concepts and process. Reading, Mass.: Addison-Wesley, 1977.
- Borich, G., & Madden, S. Evaluating classroom instruction: A source book of instruments. Reading, Mass.: Addison-Wesley, 1977.

- Candler, A., Sowell, V., & Waggoner, L. Problems of a first year Teacher. Lubbock: Texas Technological University, 1980.
- Cartwright, C., Cartwright, P., Ward, M., & Willoughby-Herb, S. Teachers of special learners. Belmont, Ca.: Wadsworth, 1981.
- Caruso, J.J. Phases in student teaching. Young Children, November, 1977, 33(1), 57-63.
- Charters, W.W. Survival in the profession: A-criteria for selecting teacher trainees. Journal of Teacher Education, 1956, 7(6), 252-254.
- Cherry, C. Think of something quiet. Belmont, Ca.: Pitman Learning, 1981.
- Collins, M. Students into teachers. London: Routledge & Kegan Paul, 1969.
- Combs, A.W. The professional education of teachers. Boston: Allyn & Bacon, 1965.
- Corsini, R.J., & Howard, D.D. Critical incidents in teaching. Englewood Cliffs, N.J.: Prentice Hall, 1964.
- Cruickshank, D. Teacher competencies; Need, proficiency, and where proficiency was developed. Journal of Teacher Education, July-August, 1978, 29(4), 70-76.
- Cruickshank, D., & Thompson, L. Do we educate teachers for a "patchwork" curriculum? Education Leadership, November, 1979, 36(2). 127-130.
- Dewey, J. Experience & Education. New York: Collier, 1979.
- Dropkin, S., & Taylor, M. Perceived problems of beginning teachers and related factors. Journal of Teacher Education, 1963, 384-390.
- Elkind, D. Pre-school education: Enrichment or instruction? Childhood Education, February, 1969, 45, 321-328.
- Foster, W.S., & Jacobs, N.C. The beginning elementary school teacher: Problems and issues. Minneapolis: Burgess, 1970.

- Fuller, F., Parsons, J., & Watkins, J. Concerns of teachers: Research and reconceptualization. Unpublished Manuscript, Austin: University of Texas Research and Development Center for Teacher Education, 1973.
- Fuller, F., & Bown, O. Becoming a teacher. Teacher Education, Seventy-Fourth Yearbook, Part II. Chicago: National Society for Teacher Education, 1975.
- Gage, N.D. (Ed.) Handbook of research on teaching. Chicago: Rand McNally, 1963.
- Gorton, R.A. Comments on research--The beginning teacher. NASSP Bulletin No. 369, January, 1973, 100-108.
- Gross, B. Teaching under pressure. Santa Monica, Ca.: Goodyear, 1979.
- Harris, B.M. Supervisory behavior in education. Englewood Cliffs, N.J.: Prentice-Hall, 1963.
- Harris, B.M., Bessent, W., & McIntyre, K. Inservice education: A guide to better practice. Englewood Cliffs, N.J.: Prentice-Hall, 1969.
- Howard, A.E. Characteristics of early childhood teacher education. Washington, D.C.: Association of Childhood Education International, 1968.
- Howey, K.R., & Bents, R.H. Toward meeting the needs of the beginning teacher. A publication of the Midwest Teacher Corps Network under a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. Minneapolis: University of Minnesota, 1979.
- Hunter, P. A study of the perceived problems of kindergarten and first grade teachers in relation to grade level, educational experience, teaching experience, and age range. (Doctoral dissertation, Ohio State University, 1979). Dissertation Abstracts International, 1979, 40, 2012A.
- Hymes, J.L. Teaching the child under six. Columbus: Merrill, 1968.
- Ingersol, G. Assessing inservice training needs through teacher responses. Journal of Teacher Education, Summer, 1976, 27, 169-173.

JU
7.22-88

- Jackson, P.W. Old dogs and new tricks: Observation on the continuing education of teachers. In Rubin, L. (Ed.) Improving inservice education. Boston: Allyn & Bacon, 1971.
- Katz, L. Talks with teachers. Washington, D.C.: National Association for the Education of Young Children, 1977.
- Kerlinger, F.N. Foundations of behavioral research. (2nd ed.). New York: Holt, Rinehart, & Winston, 1973.
- Kidd, J. Where have all the teachers gone? ATPE News, March, 1982, II(7), 12-17.
- Liagana, J. What happens to the attitudes of beginning teachers? Danville, Ill.: Interstate Printers and Publishers, 1970.
- Lortie, D.C. School-teacher: A sociological study. Chicago: University of Chicago Press, 1975.
- Margolin, E. Crucial issues in contemporary early childhood education. Childhood Education, May, 1969, 45, 500-504.
- Maslow, A.H. Toward a psychology of being. New York: Litton Educational Publishing, 1968.
- Mason, W.S. The beginning teacher. Washington, D.C.: U.S. Government Printing Office, 1961.
- McDonald, B.F. Early childhood development in Texas: 1973-1974. Austin: Texas Department of Community Affairs, 1973.
- Mohan, M., & Hull, R.E. A model for inservice education of teachers. Educational Technology, February, 1975, 15(2), 41-44.
- Nerbovig, M.H., & Klausmeier, H.J. Teaching in the elementary school. New York: Harper & Row, 1956.
- Phillips, D.M. Some problems of adjustment in the early years of a teacher's life. British Journal of Educational Psychology, November, 1932, 2, 237-256.
- Pisetsky, D.R. A study of the inservice needs of teachers as perceived by teachers and principals in an urban school system. (Doctoral dissertation, University of Connecticut, 1979). Dissertation Abstracts International, 1980, 41, 1029A.

- Rogers, C.R. Humanizing education: The person in the process. Washington, D.C.: Association for Supervision and Curriculum Development, 1967.
- Ryan, K. (Ed.) Don't smile until Christmas. Chicago: University of Chicago Press, 1970.
- Ryan, K. Biting the Apple. New York: Longman, 1980.
- Ryans, D.G. Characteristics of teachers. Washington, D.C.: American Council on Education, 1960.
- Reynolds, M., & Birch, J. Education for handicapped children in all America's schools. Reston, Va.: Council for Exceptional Children, 1977.
- Rubin, L. (Ed.). The inservice education of teachers. Boston: Allyn & Bacon, 1978.
- Ryker, M., & Vierkant, A. Community mental health and the schools: Perceptions of educational personnel. Community Mental Health Journal, 1972, 8, 16-19.
- 7-21-88 ✓ Serck, L.M. Teaching concerns of early childhood graduates in their first five years of teaching. Doctoral dissertation. Denton: North Texas State University, 1981.
- Silberman, M.L. The psychology of open teaching and learning. Boston: Little, Brown, & Company, 1972.
- Solnit, A.J., & Stark, M.H. Learning with teachers. Children, 1967, 14(1), 20-24.
- Spodek, B. Early childhood education. Englewood Cliffs, N.J.: Prentice-Hall, 1973.
- Spodek, B. Early childhood education and teacher education: A search for consistency. Young Children, March, 1975, 30(3), 168-173.
- Texas Education Agency. Goals for public school education in Texas. Adopted by State Board of Education, 1970. Revised 1975.

Texas Education Agency. Program guidelines and recommendations: Early childhood education for the handicapped. Austin: Publications Distribution Office, 1982.

Texas Education Code. Texas School Law Bulletin. Publication AD8 01301. Austin: Texas Education Agency, 1978.

Thomas, G.I., & Crescimbeni, J. Individualizing instruction in the elementary school. New York: Random House, 1967.

Trow, C.U. Teacher and technology, New York: Random House, 1963.

Waller, W. The sociology of teaching. New York: Wiley & sons, 1932.

? < Warnat, W. How responsive is higher education to training needs? Journal of Teacher Education, July/August, 1980, 31(4), 22-26.

? < Wey, H.W. Difficulties of beginning teachers. School Review, 1951, 32-57.