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ABSTRACT

The monograph contains followup data on the classroom and personal - professional attitude development of 112 graduates of North Texas State University in their first year of elementary school teaching. Evaluation was accomplished through principals' reports, classroom observation, and projective and self-assessment tests that measured general self-perception, optimism, attitudes toward others, children and teaching, and general adjustment. Subjects taught at inner-city or middle-class schools in the Dallas metropolitan area. Data were analyzed to show the relationship of teaching success and the following factors within the college and teaching milieu: training mode (field- or campus-based); student teaching and teaching locales; school staff organization; grade level; and the general impact of the first year of teaching. Findings supported the following generalizations, among others: that teachers trained in the field fared better than those trained on campus; that successful student-teaching experience in the inner city helped first-year teachers; and that experience at primary grade levels elicited more positive effects than teaching of intermediate grades. (GW)

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A CONTINUING STUDY OF THE CLASSROOM AND PERSONAL-PROFESSIONAL ATTITUDE DEVELOPMENT OF NTSU ELEMENTARY GRADUATES IN THEIR FIRST YEAR OF TEACHING

Monograph #3

Research on Elementary Teacher Preparation

North Texas State University

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The present study is a continuation of a Follow-up Study of the Classroom and Personal-Professional Attitude Development of NTSU Elementary Graduates in their First Year of Teaching, Monograph No. 1. These studies are a result of adding a longitudinal dimension to studies conducted with NTSU elementary level student teachers. Earlier studies of the effects of a teacher center program on student teachers led naturally to a follow-up of the elementary graduates after one year of teaching. In addition to the teacher center graduates, comparative data were collected on teacher candidates from other NTSU programs. This study was supported by a North Texas State University Faculty Research Grant.

Theoretical Background

The collection of data on certified teachers practicing in their own classroom presents the unique opportunity to try to assess classroom performance under authentic working conditions. The principal's evaluation collected on each teacher was regarded as one indicator of classroom performance and the more generalized coping ability of the teacher in handling the milieu of professional tasks.

The theoretical basis for the choice of other variables and hence, instruments in this study follows the contentions of phenomenological psychologists such as Combs (3), Hamachek(10), Rogers (15), and Ryans (17). Combs suggests that one's self-perception is, "the most important single influence affecting an individual's behavior." (4, p. 122)

Cuban (6), Garvey (8), Passmore (14), and Mitchell (13) among others report research which supports the theory of a strong relationship between teacher self-concept and teacher behavior.

Furthermore, attitudes relating to teachers' feelings toward children, acceptance, warmth, expectancy and optimism have been shown by various researchers to relate to teaching behavior (1, 9, 16, and 17). Hamachek, in summarizing the available research noted that effective teachers can be distinguished in some particular ways:

> A good teacher is a good person. Simple and true. A good teacher rather likes life, is reasonably at peace with himself, has a sense of humor, and enjoys other people....among other things, a good teacher is good because he does not seem to be dominated by a narcissistic self which demands a spotlight, or a neurotic need for power and authority, or a host of anxieties and tremblings which reduce him from the master of his class to its mechanic. (10, 343)

Thus, the theory that how one sees himself and others; his sense of buoyancy and hope; his feelings about the teaching role; and perhaps his general psychological adjustment is closely related to teaching performance has some basis in research. The framework for defining measures in the present study is therefore found in phenomenological theory -- measures of affective attributes are assumed to relate to teaching behavior.

Instruments

The instruments chosen to measure the research subjects in the affective area (hereinafter referred to as personal-professional factors) were two instruments from a battery designed at the University of Texas Research and Development Center for Teacher Education. The Directed Imagination Test (DI) is a projective personality-type measure in which the respondent is to write four short time-limit stories relating to teachers and their experiences. This instrument focuses directly on acts and situations pertinent to the teaching situation. Fifteen scales can be scored on the basis of this instrument with the five subsequently listed scales being selected for the present study (20).

The Self Report Inventory (SRI) is a self-assessment instrument which measures subjects' perceptions and feelings toward themselves and significant areas of their phenomenological world. Eight factorially distinct scores are produced, five of which were assumed by the researchers to be relevant to personal-professional elements of teaching (2). The five variables, including a total score of psychological adjustment, are reported in this study. Thus it was that the sampling processes included in the two instruments incorporated a projective process, and a self-reporting process.

The variables measured are listed below with reference to the instruments which provide a measurement:

1. General self perception (SRI; DI)
2. Optimism - hope (SRI; DI)
3. Attitude toward others (SRI)
4. Attitude toward children (SRI; DI)
5. Attitude toward teaching (DI)
6. General adjustment (SRI; DI)

The data on 57 of the subjects were collected in the spring of 1975. Due to the impact of a recent court ruling relating to the development of an affirmative action program, measurements were taken on the Cultural Attitude Inventory (CAI). A majority of the first year teachers in this study taught in inner-city schools with children who were culturally different from themselves. Therefore the researchers thought it relevant to collect data on acculturation in addition to that on personal-professional attributes. The CAI was developed at the University of Pennsylvania by Skeel. Skeel (19) found that student teachers rated on several measures as the best prospects for teaching in inner city schools were significantly differentiated by the CAI from those regarded as poor risks.

The previously described instruments provide data relating to affective measurements for this study. The two instruments subsequently described give added input on the actual teaching performance of the first year teachers.

The Teacher Appraisal Inventory (TAI) was the instrument used to measure classroom performance. It is comprised of five analytical scales that are based on the learning environment and one scale depicting the judge's overall impression of the teachers' effectiveness. For purposes of statistical analysis the subscales were combined into a single score of teaching effectiveness. Two classroom observations were made of each subject by a trained observer. An interrater reliability of .76 was obtained between the observer in this study and another trained observer prior to the collection of data. Hopefully, a reasonably objective view of classroom performance was obtained. Studies conducted on this instrument at UCLA indicates its acceptability as a research instrument (18).

A standard teacher evaluation form was used to record each principal's rating of the subjects in this study. Ten ratings on constructs such as classroom management, pupil-teacher relationships, and the like, are made on each subject. A general rating corresponding to: Excellent; Good, Conditional; or Unacceptable is also given. Again, for purposes of this study the ratings were quantified and combined into a score of general performance for the teacher. The variables measured by the instruments in the preceding sections shall be referred to as the dependent variables in this study.

Comparisons between and among criterion groups were made on all variables. For the total group of subjects the comparisons were made on the basis of post scores. Changes in scores from pretest to posttest for those subjects on whom pretest scores were available were analyzed to determine effects of the first year of teaching experience. Statistical techniques used were: Analysis of Covariance; Analysis of Variance; and t tests. The tables summarizing the data

in this study give means or adjusted means and probability levels derived from F or t ratios.

Subjects

There were one hundred and twelve subjects in this study. All were first-year teachers of inner-city schools and middle-class schools in the Dallas Metroplex. These subjects were those who agreed to participate and represent practically all the possible subjects. They were teaching in eight different school districts with by far the largest number in one large urban school district.

Interest in the study related, among other matters, to effects of student teaching locale and those of first year teaching locale. The number of subjects particular to the locales are shown in Figure I below:

Figure I

TEACHING LOCALE	STUDENT TEACHING LOCALE: Inner-City School	STUDENT TEACHING LOCALE: Middle-Class School
Inner-City School	44 Subjects	18 Subjects
Middle-Class School	32 Subjects	18 Subjects

Apparently because of hiring patterns, it was found that the most frequent "crossover" teacher-assignment was that those who did student teaching in inner-city settings were more often placed to teach in middle-class settings than was the reverse. Those students teaching in middle-class schools were not often placed to teach in inner-city schools. Summarily, of the wide range of teacher candidates available hiring officials seemed to hire a larger proportion of those who had proven themselves as inner-city student teachers. The researchers also theorize that only exceptionally capable candidates who student taught in middle-class schools were hired.

In respect to the subjects for this study, one matter concerns the researchers which should be mentioned for the benefit of the reader and which may be pertinent in the interpretation of data. Because of the scarcity of teaching positions for 1973-74, and 1974-75 it is apparent that, of the total group, only the most highly recommended teacher candidates were hired. Therefore, it is quite likely that the subjects of this study represent a highly select group of first year teachers. Quite possibly, it still remains to be seen how the dependent variables would be affected on the treatment variables with a true cross-section of first year teachers.

Design of the Study

Essentially, this study was a descriptive study, an attempt to identify factors within the preparation and teaching milieu which relate to teaching success. The data were analyzed in terms of several effects. The effects will not be referred to as experimental effects vs control effects but rather as treatment effects. Thus these variables shall be specified as treatment variables. The purposes of the study were carried out by analyzing the data on the dependent variables by grouping relative to the treatment variables. Treatment variables which were of interest in this study were:

1. Field-based and campus-based preparation programs. At the end of one year in a teaching position the question of which preparation program results in more positive effect, if any, is raised. The field-based program is that of an on-site teacher center program conducted in a large urban school district. Campus-based programs are those in which only student teaching is conducted off-campus. In both instances, the reference is to the professional semester program, not the entire professional sequence. (See Figure 2).

2. Student teaching locales or the type of school in which student teaching was done in interaction with the type of school in which the first year of teaching was done. (See discussion relative to Figure I). Two basic types of schools are identified --- inner-city and middle-class. Inner-city is basically a Title I school with high minority student enrollment. Middle-class schools are those found in more affluent areas with low minority group enrollment. (See Figure 2).

3. Teaching locales -- the type of school in which the first year teaching was done. The same basic locales apply as were described in 2 above. (See Figure 2).

4. School staff organization -- particularly the effects of the first year teacher teaching in a team situation as opposed to a self-contained setting. Data were examined on these two classifications: self-contained classes, and team-teaching. The various interactive effects with inner-city and middle-class school settings; and field-based against campus-based preparation were also analyzed. (See Figure 3).

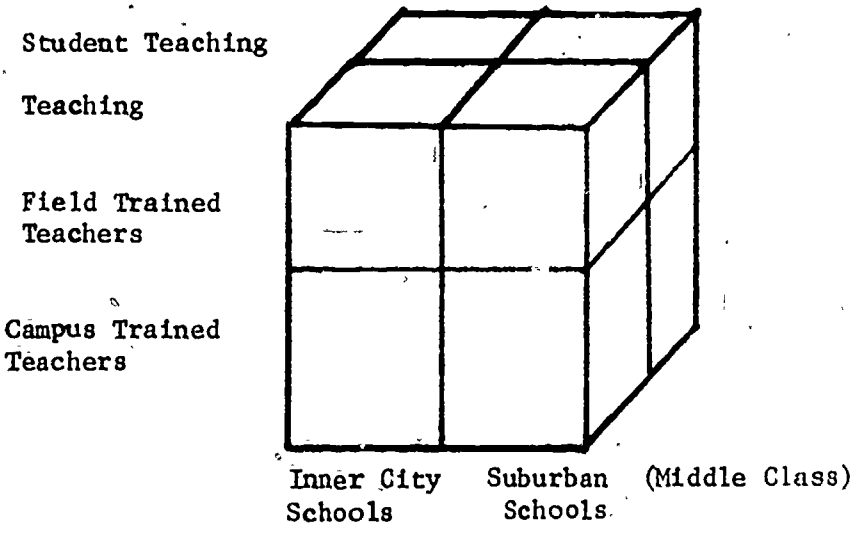
5. Grade level effects -- classroom observation suggested that first year teachers in the primary grades might emerge with more positive feelings. Two levels were identified, primary level teachers (grades K, 1 and 2); and intermediate level teachers (grades 3, 4, 5, 6, and 7). The interaction effects with other treatment variables were also analyzed and interpreted. (See Figure 4).

6. Overall impact of first year teaching. Pretest to posttest comparisons were made on all subjects for whom pretest scores

were available to ascertain the general impact of one year of teaching under varied study conditions.

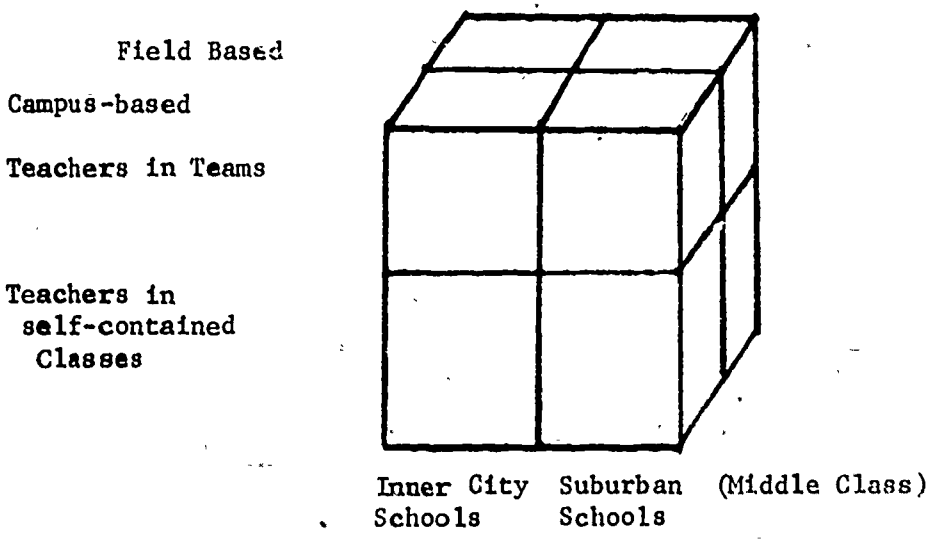
For purposes of clarification, the subsequent drawings will indicate the various analyses that were made:

Figure 2



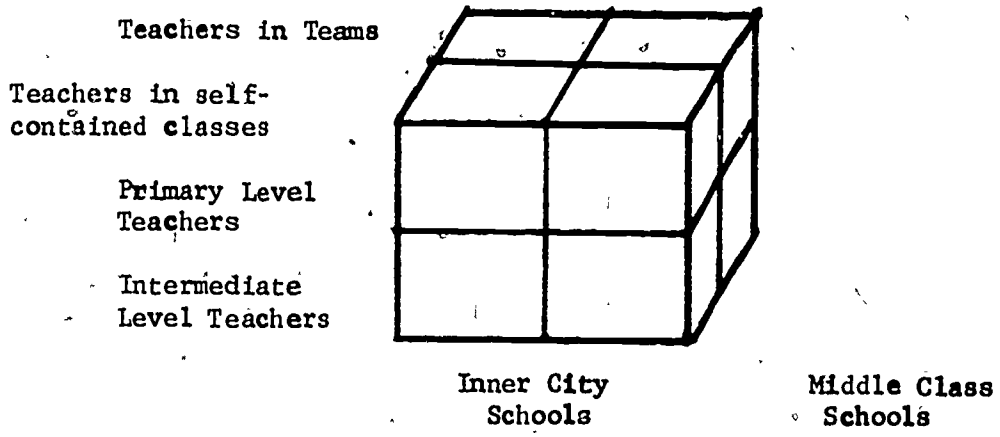
To test effects as described in 1, 2, and 3 listed previously.

Figure 3.



To test effects as described in item 4 as listed previously.

Figure 4



To test effects as described in item 5 listed previously.

Presentation of Data

The data relative to the dependent and treatment variables are presented in Tables I through XIV. Due to the great extent of raw data treated, only the comparative data which are indicative of statistical significance or trends are reported. Differences meeting the .05 probability level are considered statistically significant. Generally, those probability levels from .06 to .12 are arbitrarily regarded as reflective of trends. The small number of subjects in certain cells required very high differences in means, hence trends in such cases were thought to be reflective of possible differences. Since numerous comparisons are not reported the reader can safely assume in these cases that no differences were implied in the comparisons which were made.

Field-Based and Campus-Based Subject Comparisons

The data pertinent to trends and differences between field-based and campus-based teacher graduates are presented in Tables I and II.

As may be noted in Table I, the first year teachers who were in the field-based program exhibited some instances of higher measures than did those from the campus-based programs. The highly significant "optimism"

score on the DI is a finding suggesting that the field-based trained subjects sustain greater expectancy. This same group revealed a significantly higher score than the campus-based trained subjects on "teaching role identification," again seeming to connote more generally positive feelings particularly toward the role of the teacher. When the trend (.0926) toward a higher score on "general adjustment" is combined with the previous points there is a strong hint of positivity favoring the field-base trained teachers.

The highly significant score favoring field-base trained teachers on "empathy toward children" when viewed along with the trend advantage on the cultural attitude inventory suggest a greater sensitivity to children. Since many of the subjects work with children of different ethnic groups it is not surprising to note some consistency between these two scores.

The broadest based extraneous measures on the subjects were those taken on the Teaching Analysis Instrument. Two observations were made of each subject using this instrument in order to rate classroom performance. The specific rating areas for which scales and descriptors have been developed are:

1. Teaching to an objective
2. Teaching at an appropriate level of difficulty
3. Evidence of achievement
4. Facilitating use of principles of learning
5. Interfering abuse of principles of learning
6. General rating.

Strong evidence (.0146) is presented in Table I that, on the basis of these measures of teaching performance, the field-base trained subjects were performing more effectively in the classroom than were the campus-base trained teachers.

TABLE I

MEAN SCORES
FIELD-BASE TRAINED TEACHERS
AND CAMPUS-BASE TRAINED TEACHERS

Factor/Instrument	Field-Base Trained Teachers (N = 71)	Campus-Base Trained Teachers (N = 41)	P
Optimism (DI)	4.61	3.67	.0045
Teaching Role (DI)	4.20	3.73	.0263
Identification Empathy Toward Children (DI)	4.68	4.14	.0087
General Adjustment (DI)	4.14	3.71	.0926
Classroom Performance (TAI)	84.51	77.09	.0146
*Cultural Attitude (CAI)	199.00	193.46	.1100

*CAI comparison based on 57 subjects; 42 were prepared in the field-base program; 15 were prepared in the campus-base program.

The comparisons reported in Table II incorporate one type of school (Inner-city) with the treatment variables of field-based training and campus-based training. As may be noted the field-base trained teachers in inner-city schools scored significantly higher on two affective measures of the dependent variables. The teachers from the field-based program were significantly higher on the "attitude toward children" scale of the SRI.

TABLE II

MEAN SCORES
FIELD-BASE TRAINED TEACHERS IN INNER-CITY SCHOOLS AND
CAMPUS-BASE TRAINED TEACHERS IN INNER-CITY SCHOOLS

Factor/Instrument	Field-Base Trained Teachers in Inner-City Schools (N = 51)	Campus-Base Trained Teachers in Inner-City Schools (N = 25)	P
Children (SRI)	27.60	26.00	.040
Hope (SRI)	26.96	25.35	.059
General Adjustment (SRI)	203.72	196.20	.036

A "trend" which is very near the .05 criterion level may be noted on the "hope" scale of the SRI. This, when viewed with the significant finding on "general adjustment," suggests a more positive and optimistic view for this group (inner-city) of field-base trained teachers.

Since a major focus of the field-base program has been the preparation of teachers for inner-city schools, the findings in Table I and Table II relating to cultural attitudes and the inner-city teaching assignment are not surprising. The implication is that this program is having the intended effect.

It might further be noted that, in testing interaction effects; all ratings comparing Field-base subjects with campus-base subjects on the DI, TAI, and Principal's ratings reveal higher numerical scores for the former. Examples are given of these interaction effects in Table III and IV for the reader's inspection.

TABLE III

MEAN TAI SCORES ON
INTERACTION EFFECTS OF SCHOOL
ASSIGNMENT WITH FIELD-BASE AND CAMPUS-BASE TRAINING

School Assignment	Field-Base Trained Teachers	Campus-Base Trained Teachers
Inner-city Teaching Assignment	84.10	75.76
Middle Class School Teaching Assignment	85.55	79.25

TABLE IV

MEAN DI SCORES ON INTERACTION EFFECTS
OF SCHOOL ASSIGNMENT WITH FIELD-BASE AND CAMPUS-BASE TRAINING
(for 5 variables)

School Assignment	Variable	Field-Base Trained Teachers	Campus-Base Trained Teachers
Inner city	Optimism	4.64	3.69
Middle Class		4.55	3.62
Inner city	Teaching	4.18	3.88
Middle Class	Role ID	4.25	3.50
Inner city	Self-Ability	4.20	4.04
Middle Class	Perception	4.50	4.06
Inner city	Empathy Toward	4.74	4.38
Middle Class	Children	4.55	3.75
Inner City	General	4.08	3.73
Middle Class	Adjustment	4.30	3.69

Although the differences as reported in Table III and IV are not significant in most instances their consistency in favoring the field base group would seem to lend additional support to those data given in Tables I and II. Thus the direction, trends, and significant findings indicate the comparative effectiveness of the field-base program.

Student-Teaching Locale

A basic assumption in teacher preparation has been that the student teaching experience is the most vital in preparing teachers. Implicitly, the nature and quality of that experience has been anticipated to carry over into the initial teaching position in the form of better attitudes and performance. It has also been further assumed by some that a student teaching experience in the most demanding setting (the inner-city school) would enable the first year teacher to approach his task with the greatest realism. The "crossover" teacher (one teaching in a different type

school from that in which he student taught) could most effectively move into a less difficult school setting (middle-class school) than the inverse. In short, the question is raised as to the effect that student-teaching locale (inner-city or middle class) seemed to have on first year teachers. The data relative to this question are presented in Table V.

TABLE V

MEAN SCORES, FIRST YEAR TEACHERS WITH INNER-CITY STUDENT TEACHING AND MIDDLE-CLASS STUDENT TEACHING

Factor/Instrument	Inner-City Student Teachers (N = 62)	Middle Class Student Teachers (N = 50)	P
Self-Ability Perception (SRI)	27.30	25.76	.060
Attitude Toward others (SRI)	26.62	25.40	.038
Children scale (SRI)	27.66	26.30	.041
Authority (SRI)	24.70	23.42	.085
Hope (SRI)	27.29	25.36	.002
General Adjustment (SRI)	205.71	197.08	.036
TAI	86.87	80.80	.124
CAI	200.03	194.36	.063

The data in Table V suggest an advantage for those teachers having had student teaching in the inner-city school. It is further noted that the mean scores on all factors of all instruments numerically favored those subjects whose student teaching was in the inner-city school. The significant differences on the SRI factors of "attitude toward others," "children scale;" "hope;" and "general adjustment" suggest that these subjects survived the first year of teaching with more positive feelings about people, children, and themselves than did subjects with middle-class student teaching locales. The trends relating to "authority;" "self-ability perception;" and cultural attitude (CAI) further reinforce this interpretation. The TAI trend, while not strongly indicative, does underscore higher numerical indices on performance relating

to the teaching act.

By implication, the original question as to effect of student teaching locale suggests that interactive elements may be factors in first year teachers' success. Specifically, the readiness with which "crossover" teachers adjust in terms of: middle-class locale student teachers teaching in inner-city schools; or inner-city locale student teachers teaching in middle-class schools as compared with non-cross-over situations. The findings relative to interaction effects may be most readily summed up: there were no significant interaction effects. Also no trends were noted in this regard on any factor or instrument.

Since the significant findings and trends consistently favor the inner-city student teachers and there are no noteworthy interaction effects, the interpretation of the data is obvious. The inner-city student teaching locale appears to be generally advantageous for any type of first year teaching assignment. Caution must be exercised in this interpretation, however, because there is no indication of failure in first year teaching on the part of those subjects having had middle-class locale student teaching. There is no evidence strong enough to refute the ability of these subjects to successfully teach in either inner-city or middle-class schools.

Effects of School Type

Data were analyzed in terms of the effect of first year teaching assignments. The teachers of inner-city schools were compared on the basis of the personal-professional measures with those teaching in middle-class settings. The subjects in the study were comprised of 92 Anglo females of middle-class background; 10 minority females primarily of middle-class background; 9 Anglo males; and 1 minority male, all of basically middle-class background. Of these subjects 36 taught their first year in middle-

class schools and 76 taught in inner-city schools. As noted, the great majority of inner-city first-year teachers were Anglo females from middle-class backgrounds. This would appear to be a very fruitful situation for the development of cultural shock as described by Cruickshank and James:

> --most teachers are totally unprepared for the "reality shock" of the inner-city classroom. Nothing in their own background or in their preparation for teaching readies them to deal with disadvantaged pupils whose life styles, attitudes, values, mores, homes and neighborhood environments, and patterns of behavior and speech are so vastly different -- indeed alien -- to anything the teachers have known or experienced. (5, p. 2)

Perhaps as a result of this type of culture shock, plus the difficulty of teaching inner-city youngsters, the attrition rate of young, beginning inner-city teachers has been a problem for some time. Wharton (22) has estimated that one of two such beginning teachers will leave the profession within a year and five out of six will drop out before they complete five years of teaching.

Therefore, the data of this study were examined with full knowledge of the attrition rate of inner-city teachers and the impact of culture shock on teachers working with culturally different youngsters. A most surprising finding of the study is that there are no differences between personal-professional attribute measures of first year inner-city teachers and first year middle-class school teachers. After one year of teaching the attitudes, performance, and rating of inner-city teachers were as high as those in middle-class schools. There were no trends or consistent numerical differences which would favor one group over another.

It is possible that this signals the beginning of a breakthrough in the effective preparation of teachers for inner-city schools. Teachers now graduating from many teacher preparation institutions have experiences to sensitize them to inner-city situations and culturally different children. A majority of the subjects in this study were graduates of such a program.

These findings suggest that the program has effectiveness.

It is also possible that the first year of teaching is a period of adjustment with some "honeymoon" overtones, that total reality has not ensued. In such a case the second year of teaching perhaps will result in high attrition and the dimunition of attitudes. Year II, the longitudinal aspect of this study should reveal if this is the case. A definitive interpretation of the data will have to await this additional dimension.

Two cases of attrition occurred at the end of the first year of teaching among the 57 subjects of this study who are included in the longitudinal study. Both of these cases were Anglo females teaching in inner-city schools. Interviews with these subjects reveal that one is moving to a teaching position in another school district and the other subject returned to graduate school. The information given by the subjects indicates that the type of school in which they taught was not the prime factor in leaving. According to their testimony, they would have wished to continue teaching in the same schools had no other intervening factors been involved. Thus, no case of attrition among the subjects of this study is attributable to the inner-city teaching position, according to subject self-reports.

The subjects of this study do not fit the expectation of high attrition and attitudinal decrement frequently described in the literature for inner-city teachers. Some further specific analysis of pre-post results in this regard is presented in a later section.

Effects of Staff Organization on First year Teachers: Teaming vs. Self-contained

The effect of staff organization on the measures of personal-professional attributes of first year teachers would seem to be negligible. Eighty-five of the teachers of this study taught in what was described as basically a self-contained setting. Twenty-seven teachers were in teaming situations. Some

of the teachers were in semi-platoon settings, specializing to some degree in teaching areas. These teachers, being basically responsible for instruction in content areas without other faculty involvement were regarded as self-contained teachers.

An analysis of the data revealed that no differences or trends were evident on the Teaching Analysis Inventory, Directed Imagination, and Principal's Ratings. Some trends and differences were noted on the SRI. These are summarized in Table VI.

TABLE VI
MEAN SRI SCORES, TEACHERS IN SELF-CONTAINED CLASSES AND TEACHERS IN TEAM TEACHING CLASSES

Factor Interaction	Teachers in Self-Contained Classes (N= 85)	Teachers in Team Teaching Classes (N = 27)	P
Inner-city Teachers (Self-Ability factor)	25.79 (N = 58)	28.83 (N = 18)	.035
Authority scale	23.62	25.74	.086
Inner-city Teachers (Authority scale)	23.00 (N = 58)	26.55 (N = 18)	.004
Work scale	23.70	25.33	.078
Total adjustment	199.07	210.63	.057

From an examination of Table VI it can be noted that the SRI measures generally favor teaming, especially for inner-city teachers. The significant difference (.035) and trend (.057) favoring inner-city team teachers were in the areas of self-ability perception and general adjustment. The scores on the work scale and authority scale were included although these areas were not assumed to be among those relevant to teaching. The SRI developers say:

> Work. Items express a valuing of work or accomplishment in terms of its intrinsic or self-enhancing satisfaction to the subject - or the opposite.

Authority. Items express acceptance, liking or valuing of older persons outside the family who are in positions of authority with respect to the subject - or the opposite. (2)

The picture of a possible better adjustment of inner-city team teachers seems more complete when viewed in the light of the findings on work and authority. The team teachers gave some evidence of a greater satisfaction from their work. Generally greater harmony with those in authority positions is specifically reflected for inner-city team teachers with a trend in this direction for all team teachers. Perhaps this particular form of satisfaction is nurtured in the team setting. The total implication of work satisfaction and coherence with authority would logically lead to better self acceptance and personal adjustment of the teacher.

All evidence considered, no highly definitive statement is warranted in respect to staff organization. Whatever advantage is implied seems to accrue to team organization.

Effects of Teaching Level on Primary and Intermediate Level Teachers

The researchers theorized that the problems of teaching would be affected to some degree by the grade level taught by the first year teacher. Presumably, less difficulty would be encountered in working with younger children. Thus, the subsequent analysis relates to primary teachers (grades K-2) as compared with intermediate teachers (grades 3 - 7) in terms of the measurements of this study. Table VII summarizes the only significant differential effects. As may be noted, these data favor primary level teachers. School principals tended to rate primary teachers higher. The SRI Childrens' Scale revealed scores strongly favoring first year teachers teaching at the primary level. It should be noted that neither the DI or the TAI confirmed these findings.

A further examination of the interaction effects (also from the SRI) should also be considered in the interpretation of data. Table VIII presents

data on the interaction effects as revealed by the SRI. The significant interactions occur when teaching level (primary vs. intermediate) is analyzed in terms of teaching assignment (inner-city vs. middle-class schools.) An inspection of the data in table VIII reveals that inner-city teachers of intermediate grades score consistently high as compared to the other groups. Also, the primary level teachers in middle-class schools scored on an equal level with the inner-city intermediate teachers. Conversely, the first year intermediate level teachers teaching in middle-class schools scored consistently lower than all cases of significant interaction.

TABLE VII
MEAN SCORES
PRIMARY LEVEL ELEMENTARY TEACHERS
AND INTERMEDIATE LEVEL ELEMENTARY TEACHERS

Factor/Instrument	Primary Level Teachers (N = 69)	Intermediate Level Teachers (N = 43)	P
Principal's Rating	38.74	37.25	.05
Children's scale (SRI)	27.42	26.46	.008

Summarily, the total picture of primary teaching would seem to elicit more positive effects than intermediate level teaching. However, the group of intermediate level inner-city teachers reflected quite positive scores in measures on the SRI. The greatest debilitation (if indeed there was any debilitation) seems to have occurred with the intermediate teachers teaching in middle-class schools. Possibly one of the most difficult teaching assignments is that of teaching upper elementary grades in a middle-class school.

TABLE VIII
SRI MEAN SCORES
INTERACTION EFFECTS, PRIMARY LEVEL TEACHERS
AND INTERMEDIATE LEVEL TEACHERS

Factor on SRI		Mean Scores	P
Self-ability	*I.C.P.	25.84 (N = 50)	
	I.C.I.	27.80 (N = 26)	
	M.C.P.	27.79 (N = 19)	
	M.C.I.	25.76 (N = 17)	.004
"Others"	I.C.P.	25.80	
	I.C.I.	27.15	
	M.C.P.	26.31	
	M.C.I.	25.00	.01
"Children"	I.C.P.	26.92	
	I.C.I.	27.80	
	M.C.P.	28.73	
	M.C.I.	24.41	.000
"Hope"	I.C.P.	26.10	
	I.C.I.	27.65	
	M.C.P.	27.00	
	M.C.I.	24.88	.001
General Adjustment	I.C.P.	199.12	
	I.C.I.	208.58	
	M.C.P.	208.78	
	M.C.I.	191.88	.000

*I.C.P. Inner-city Primary Teachers
I.C.I. Inner-city Intermediate Teachers
M.C.P. Middle-class Primary Teachers
M.C.I. Middle-class Intermediate Teachers

Studies by researchers such as Weinstock and Turner (23), and McNeil (12) suggest that new teachers typically experience a regression in personal-professional attitudes in early teaching experiences. Since DI and SRI pretest data were available on 96 of the subjects of the present study, an analysis of pre-post results was conducted. All of the total group data relating to pre- and post-test results are presented in Table IX.

An examination of the data in Table IX indicates that the first year teachers experienced significant losses in personal-professional attitudes on four out of ten specific variables. Although these data suggest a trend in the direction indicated by previous research, the losses are not extensive and comprehensive in nature. The researchers interpretation is that the subjects sustained quite a positive professional outlook through the first year of teaching.

In an effort to pinpoint any factors which seem to reflect greater decrements an analysis of pre-post data on the treatment variables was undertaken. Table X contains data on the effects of student teacher and first year teaching locale. These data do not reveal a distinct pattern of differences. The inner-city teachers, who might have been expected to suffer the most extensive decrements had significant reductions in self-ability perception (D.I.) and total adjustment (SRI). The middle-class school teachers also dropped in total adjustment (SRI). No variance of significance seemed to exist between these groups.

Those teachers having had student teaching in middle-class schools experienced decrements on the hope scale (SRI); children's scale (SRI); and total adjustment (SRI). The inner-city student teachers seemed to fare just a bit better in first year teaching, although this group dropped significantly in self ability perception (DI).

TABLE IX
PRETEST AND POSTTEST MEAN SCORE
AVERAGES, TOTAL GROUP OF ELEMENTARY TEACHERS
(N=96)

Factor/Instrument	Pretest	Posttest	P
Optimism (DI)	4.46	4.33	0.50
Teaching Role Identification (DI)	4.34	4.03	0.12
Empathy toward children (DI)	4.53	4.53	1.00
Self-Perception (DI)	4.62	4.20	0.05
General Adjustment (DI)	4.43	4.14	0.08
Self Perception (SRI)	27.13	26.51	0.22
Optimism-Hope (SRI)	27.30	26.45	0.01
Others (SRI)	26.50	26.06	0.20
Children (SRI)	28.30	27.12	0.01
General Adjustment (SRI)	206.30	200.90	.002

TABLE X
PRETEST AND POSTTEST MEAN SCORE AVERAGES FOR TEACHING LOCALE
STUDENT TEACHING AND FIRST YEAR TEACHING

Factor/Instrument	Teaching Locale	Pretest	Posttest	P
Self-Ability Perception (DI)	*FIC (N=45)	4.63	4.20	.027
Total Adjustment (SRI)	FIC	206.33	202.72	.048
Total Adjustment (SRI)	*FMC (N=24)	201.84	195.79	.016
Self-Ability Perception (DI)	*ICST (N=46)	4.60	4.17	.027
Children Scale (SRI)	*MCST (N=23)	27.21	25.82	.052
Hope (SRI)	MCST	26.57	24.78	.005
General Adjustment (SRI)	MCST	198.52	190.91	.009

*FIC - First year Inner-city teacher
*FMC - First year teacher, middle class school
*ICST - Inner-city student teaching
*MCST - Middle-class school student teaching

TABLE XI

PRETEST AND POSTTEST MEAN SCORE AVERAGES
PRIMARY AND INTERMEDIATE LEVEL TEACHERS

Factor/Instrument	Teaching Level	Pretest	Posttest	P
Self-Ability Perception (DI)	Primary (N=44)	4.72	4.30	.037
Total Adjustment (DI)	Primary	4.55	4.11	.040
Self-Perception (SRI)	Primary	27.38	26.35	.033
Children Scale (SRI)	Primary	28.71	27.47	.005
Hope Scale (SRI)	Primary	27.40	26.31	.007
Total adjustment (SRI)	Primary	206.76	201.38	.006

The most consistent pattern of decremental scores occurred in the case of primary level teachers, as may be noted in Table XI. The primary level teachers dropped significantly on six out of ten factors. First year teachers of intermediate grades did not experience a significant drop on any factor. However, it should be noted that the mean post scores for primary teachers were as high as those for the intermediate teachers in spite of the significant decrements for the former.

TABLE XII

PRETEST AND POSTTEST MEAN SCORES
SELF-CONTAINED AND TEAM TEACHERS

Factor/Instrument	Type Teacher	Pretest	Posttest	P
Self-Ability Perception (DI)	Team Teachers (N=16)	4.81	3.52	.003
Children Scale (SRI)	Self-Contained (N=53)	27.94	26.82	.022
Hope Scale (SRI)	Self-Contained	26.82	25.92	.013
Total adjustment (SRI)	Self Contained	202.66	197.21	.001

When a comparison is made between first year team teachers and those in self-contained settings (Table XII) the self-contained class teachers experience more significant reductions in attitudes. Three instances of significant drops are recorded in Table XII. The SRI posttest scores on the "children scale", "hope", and "total adjustment" were significantly lower than on the pretest. In one instance, the DI scale on self-ability perception, the team teacher dropped from pretest to posttest. These data tend to lend additional credence to the comparative data evidence indicating that team teachers are in a somewhat advantageous position.

TABLE XIII
PRETEST AND POSTTEST SCORE AVERAGES,
FIELD-BASE TRAINED TEACHERS
(N= 69)

Factor/Instrument	PreTest	Posttest	P
Optimism (DI)	4.52	4.62	0.50
Teaching Role Identification (DI)	4.39	4.20	0.19
Empathy Toward Children (DI)	4.53	4.74	0.26
Self-Perception (DI)	4.59	4.28	0.07
General Adjustment (DI)	4.43	4.14	0.08
Self-Perception (SRI)	26.89	26.48	0.26
Optimism-Hope (SRI)	27.19	26.39	0.01
Others scale (SRI)	26.41	26.16	0.42
Children scale (SRI)	28.01	27.07	0.02
General Adjustment (SRI)	205.06	200.76	0.003

Pre-Post Comparisons of field-base and campus-base trained teacher on personal-professional attitudes may be made by an inspection of the data contained in Tables XIII and XIV. The findings on the field-base trained teachers in Table XIII indicate that group experienced significant decrements on three of ten factors. Of the remaining factors, two posttest scores were numerically higher than pretests. The SRI scores on "hope", "children's scale", and "general adjustment" were significantly lower after one year of teaching. A numerical decrement occurred on each posttest score of the campus-base trained teacher. Three of the losses were significant; all approached significance.

The picture is that of some decrements by both field-base and campus-base trained teachers. However, the losses are not great enough or comprehensive enough on either group to lead to the interpretation that a serious deterioration of personal-professional attitudes have taken place. Pre-post results point to some slight advantage for those having had the field-base professional semester program.

TABLE XIV
PRETEST AND POSTTEST SCORE AVERAGES,
TEACHERS WITH CAMPUS-BASE TRAINING
(N= 27)

Factor/Instrument	Pretest	Posttest	P
Optimism DI)	4.15	3.59	07
Teaching Role Identification (DI)	4.22	3.59	.007
Empathy Toward Children(DI)	4.52	4.00	.08
Self-Perception (DI)	4.70	4.15	.07
General Adjustment (DI)	4.56	3.96	.06
Self-perception (SRI)	27.74	26.60	.06
Hope-optimism (SRI)	27.67	26.48	.03
Others Scale (SRI)	26.74	25.81	.11
Children Scale (SRI)	29.07	27.26	.001
General Adjustment (SRI)	206.52	201.30	.07

SUMMATION

Clearly defined conclusions based on the findings of the study are difficult to specify. However, the interpretation of data suggests several broad trends which can be justified. These impressions are listed in the interest of succinctness. The reader is invited to study the data carefully in order to note the verification of these points:

1. The field-base trained teachers tended to fare better than the campus-base trained teachers. In practically all comparisons the field-base trained teachers had higher numerical scores. Specifically, the significantly higher TAI Scores indicating a higher level of classroom performance, point to an advantage accruing to this group (field-base). This is not to imply that those trained in the campus-base programs were not effective. All data indicate that they were successful teachers.
2. The type of school in which student teaching was done does seem to be a factor in teaching success. Generally the data suggest that the student teacher who has been successful in an inner-city assignment has an advantage in the first teaching assignment. However, the data in no way indicate that a teacher candidate who is successful in either an inner-city or middle-class school student teaching assignment cannot successfully "cross over" to the other type of situation. The trends which suggest that student teaching in an inner-city school is effective preparation appear to generalize for any type of first year teaching assignment.
3. Inner-city schools have been conceded to be more difficult teaching assignments. The data of this study do not indicate comparatively lower scores for teachers of inner-city schools. The inner-city

teachers tended to sustain a good self-perception and other personal-professional attitudes and do not give the impression of defeat. It is also significant that the classroom observations, and the principal's evaluations were just as high for inner-city teachers as for teachers of middle-class schools.

4. The results of the data relating to the type of staff organization suggest that any strong conclusion would be unwarranted. There does seem to be some advantage for teachers going into teaming situations. The results from the SRI point to such an advantage. The researchers adjudge the preponderance of data to support the teaming situations.

5. The findings in respect to teaching level indicate that the experience of primary level teaching would seem to elicit more positive effects than intermediate teaching. One divergent situation seems to be revealed however; the intermediate level inner-city teachers in this study reinstated a high level of attitude on the SRI. The greatest debilitation (if there was any debilitation) seems to have occurred with the intermediate level teachers teaching in middle-class schools.

6. First year teaching does not result in positive attitudinal growth. The trend generally is one of regression in attitudes. The regression is neither one of magnitude or is it comprehensive in nature. The hard realities of responsibility in the world of teaching may tend to a small degree to blunt the optimistic idealism of the beginning teacher. It should again be noted, however, that changes toward negativism are more specific to some groups than others. Also, there were no overtones of defeat among the subjects in this study. The general implication is one of successfully coping with whatever teaching situation they were in.

It is tempting to describe from this study the set of circumstances which would produce a first-year teacher who, at the end of that experience, would be most positive attitudinally and have the highest rated performance. The researchers would suggest that this teacher would:

(1) have had field-base training;

(2) have student taught in an inner-city school;

(3) be assigned to teach at the primary level; and

(4) receive the support of a well-functioning teaching team.

This idealistic profile notwithstanding, it is encouraging to note that widely varied profiles of training and assignment result in effective teachers. In fact, the findings of this study verify that good teachers can be produced in a variation of programs and assignments. And yet, the search must go on for the optimal combinations.

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