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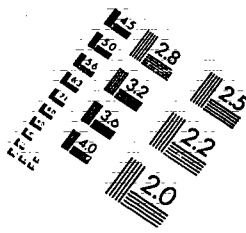
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ABSTRACT

The purpose of this study was to derive a reliable system for classifying the 1,425 responses of over 800 teacher education candidates to a survey regarding adjectives used to describe teacher characteristics. Previous research had indicated five major themes underlying the adjectives teacher candidates think their students will use in describing them: empathic; stimulating; easy to work with; hard working; and expertise. A sixth category was used for words that did not fit into any of the major categories. The 90 most frequently cited adjectives, accounting for 92.5 percent of the responses, were sorted into categories by 17 sorters and results were analyzed for agreement between sorters. Factor analysis showed agreement rates of 89 percent for empathic, 55 percent for expertise, 75 percent for easy to work with, 67 percent for hard working, and 73 percent for stimulating. It is concluded that, while there is some overlap among the sets, low agreement in such areas as "expertise" suggests that caution should be exercised in using these results. (CB)

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Research and Evaluation in Teacher Education

Program Evaluation Series No. 9
SORTING ADJECTIVES DESCRIBING TEACHERS:
AN APPLICATION OF
LATENT PARTITION ANALYSIS

Bruce A. Brousseau

Department of Teacher Education
and
Office of Program Evaluation



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Program Evaluation Series No. 9
SORTING ADJECTIVES DESCRIBING TEACHERS:
AN APPLICATION OF
LATENT PARTITION ANALYSIS

Bruce A. Brousseau

Sorting Adjectives Describing Teachers: An Application of Latent Partition Analysis

During the period from April 1981 to April 1983 the Office of Program Evaluation (OPE) distributed surveys to over 800 students entering teacher preparation program at Michigan State University. One item on these surveys served as the focus of this study. With some variation in wording from one administration of the questionnaire to the next (see Appendix A), this item asked entering teacher candidates to list adjectives their students will use when describing them as teachers.

At the time this study was undertaken, there was no conceptual framework for classifying responses to this question. The central purpose of the study was to derive a reliable system for classifying these responses. Information provided by the rational and empirical analyses directed toward this goal should serve several functions. First, it will make coding and interpretation of the data easier and quicker than has heretofore been possible. Second, it will give the OPE staff a better indication of whether these items give the most useful information called for by the evaluation model (i.e., relative to other items that could have been added to the survey in their place). The concern here is with gathering as much useful data as possible with a survey of manageable length. The term "useful" is emphasized because in their unanalyzed state the utility of some of these questions cannot be tested, and the OPE may be better off not asking them at all. Third, this study may provide an initial orientation, giving other researchers and evaluators a perspective on concepts and techniques that may be

useful for handling similar kinds of data. Finally, these analyses should provide information that will be helpful in further refinement of the survey instruments. For example, it may indicate that the same (or better) information can be gathered at lower cost, or it may point to other questions not currently being addressed that should be asked. At the very least, it should help the evaluators reflect back on their questions and standardize the instruments used.

Procedure

The results of the "rational" phase of this sorting process were summarized in an OPE report (Brousseau, 1983) which indicated that five major themes underlie the adjectives teacher candidates think their students will use to describe them. These "major categories" are: (1) EMPATHIC (represented by such words as "caring" and "understanding"), (2) STIMULATING (e.g., "enthusiastic", "interesting"), (3) EASY TO WORK WITH (e.g., "flexible" and "cooperative"), (4) HARD WORKING (e.g., "dedicated" and "conscientious"), and (5) EXPERTISE (e.g., "effective" and "knowledgable"). A sixth (OTHER) category was used for words that did not fit into any of the five major categories (these adjectives accounted for less than 2% of all responses given).

The next step was to attempt to establish some empirical support for the classification scheme. The 90 most frequently cited adjectives accounted for 92.5% of the 1,425 responses collected. Thus the five themes should be well represented by this set of terms. These 90 words (or short phrases) were typed on 3 X 5 cards and arranged in alphabetical order. Using these cards, sorters followed the instructions found in Appendix B to divide the terms into categories that might reflect characteristics of teachers. In general terms, these

instructions asked sorters to sort the 90 words into whatever number of categories they deemed appropriate, with words in each category similar in meaning.

Sorters

Eight men and nine women completed the sorting task. Ten of these "sorters" had teaching experience at either the elementary or secondary level (three were currently teaching). Also among this group were five professors from the College of Education and six students who were enrolled in a summer session of TE 200 (an introductory educational psychology course).

Analysis

Using a procedure similar to that introduced by Wiley (1967), the raw 90 X 17 data matrix was converted into a matrix of cross products. The author then used the iterative procedure recommended by Wiley (1967) for latent partition analysis. Because this is the same analysis as that used by Kaiser and Caffrey (1965) for alpha factor analysis, the author was able to use an alpha factor analysis computer program to find solutions for the latent partition analysis problem. Although latent partition analysis and alpha factor analysis are not conceptually equivalent, if the algorithm for alpha factor analysis converges, the algorithm for latent partition analysis will also converge.

With this in mind, the suitable cross-product matrix was created from the raw data and used as the input data in an SPSS alpha factor analysis run.

Results

A plot of the eigenvalues (see Figure 1) indicates that it may have been appropriate to classify the set of 90 "adjectives" into 5 or 6 categories. Matching the output from a 6 factor model (see Appendix C) with the categories derived by Brousseau (1983), a moderate to high degree of overlap is observed. The percentage of agreement between the clusters generated by the factor analysis and the rationally generated categories are presented in Table 1 below:

Factor 1	EMPATHIC	89% agreement
Factor 2	EXPERTISE	55% agreement
Factor 3	EASY TO WORK WITH	75% agreement
Factor 4	HARD WORKING	67% agreement
Factor 5	STIMULATING	73% agreement

Discussion

A number of benefits can be gleaned from these results and the techniques used here. First, it is interesting to note the relatively low level of agreement between Factor 2 and the EXPERTISE category. This may indicate that there is less agreement across sorters regarding what it takes to be an "expert" teacher than say an "empathic" teacher. This hypothesis might be tested by repeating the study with the same set of adjectives but a different subject matter (e.g., describe "doctors" or some other professionals rather than teachers).

These results also indicate that the OPE may be able to convert this type of item to a forced choice format on their survey instrument without much loss of information. Using the co-occurrence matrix in Appendix D, questionnaire builders could control the variance they want when using similar items by checking for agreement across entries. Intuitively, if none of the sorters place a given pair of words in the same category, it would be safe to assume that the two words are not highly related to the same concept.

Caution should be exercised when using these results. Sorters were instructed to think in terms of the context of teaching when making their classification decisions. Thus, it may not be (indeed we hope it is not) appropriate to use these results to study fields other than teaching. Finally, experts in whatever the field of interest might be should be sought out for the central task of this process (i.e., sorting). This may not solve the problem of low agreement across sorters, but it should reduce discrepancies.

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Appendix A

- (A) From the "ED 101A Student Survey" (version 1) used Spring 1981,
items 31a and 31b:
31. (a) Name two or three adjectives that you think others will be
likely to use in describing you as a teacher.
- (b) What one word do you think will provide the best
description of your approach to teaching?
- (B) From the "College of Education Survey of Entering Students"
(version 2) used Fall 1981 and Winter 1982, items 31a and 31b:
31. (a) Name three adjectives that you think others will be likely
to use in describing you as a teacher.
- (b) What one word do you think will provide the best
description of your approach to teaching?
- (C) From the "Entering Teacher Candidate Survey" (version 4) used Fall
1982, Winter 1983, and Spring 1983, item 9:
9. Name three adjectives you feel will best describe you as a
teacher.

Appendix B
sorting instructions

In a survey completed last year, TE 200 students were asked to give three "adjectives" that **they felt would best describe themselves as teachers**. Since the respondents did not restrict themselves to just adjectives in all cases, I will hereafter refer to these descriptors simply as words. Your mission, should you decide to accept it, is to sort the ninety (90) most frequently used words into separate categories. The words you place in the same category should be similar in meaning. You may use any number of categories and have any number of words within each category.

The following procedure should be used as a guide. Examine the first word and determine what you think it means in the context of the survey question. Study the second word in the same fashion. If you decide that the first and second words have "almost the same meaning," in the context of the survey question, place them together in the same category, otherwise, form a new category with that word. Review subsequent words in the same fashion. In each case decide what the word means, and so which category it belongs to. In the beginning, you will probably tend to form a new category with each item, but as you progress through the words, you should begin to make use of already-formed categories.

A certain amount of judgment will be involved in deciding what is meant by two words having "almost the same meaning." For example, some words may seem to be positive and others negative, or some may seem to be related to personality traits while others are more general. Remember **your judgments should reflect differences that you think could be used to describe teachers**.

After all of the words have been sorted, review all of the categories which have been formed. Check to see if all of the words within a category are (to your satisfaction) similar in meaning. When they are not, sort inappropriate items into new categories or into other already-formed categories. When you are satisfied with these groupings, give each category a title that you feel is an accurate descriptions of what the corresponding words mean. If necessary, review the words in each category again to make sure that your final statements are clear descriptions of the categories into which these words fall. Number your categories and write the corresponding category labels in the space below.

Appendix C

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6
SENSIT TO OTHERS	81832					
COMPASSIONATE	80450					
CARING	74388		38844			
CONCERNED	77484					
UNDERSTANDING	77431					
AFFECTIONATE	77183		35753			
EMPATHETIC	75883					
SENSITIVE	74088					
LOVING	68860		38189			
HELPFUL	67282					
SUPPORTIVE	67181					
INTEREST /CHILD	66380					
LOVE P/CHILDREN	66039					
AFFECTIVE	62474					
WARM	59938		54813			
APPROACHABLE	59138					
GOOD W/STUDENTS	55500					35985
ENCOURAGING	54547					
KIND	54278		58718			
OPEN	51032					
ATTENTIVE	50938					49352
OPENNESS	48887					45401
	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6
CAPABLE		80887				
EFFICIENT		79439				
COMPETENT		79381				
QUALIFIED		75718				
RESPONSIBLE		74817				
ORGANIZED		72412				
DEPENDABLE		71378				
EFFECTIVE		70479				
WELL ORGANIZED		63040				
CONSCIENTIOUS		62831				
DISCIPLINED		61131				
INTELLIGENT		59010				
HARDWORKING		58548				
KNOWLEDGABLE		54571				
CONFIDENT		53841				
DEDICATED		50818				
RESPECTABLE		50254			38887	
DEVOTED		48588				
INFORMATIVE		48481				
INVOLVED		46528				38356
GOAL ORIENTED		38380			37170	
RESOURCEFUL		38308				
	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6
CHEERFULL						
PLEASANT			81459			
NICE			78738			
HAPPY			78518			
FRIENDLY	44081		78184		31020	
HUMOROUS			69079			
			64838			
LIKABLE	.43827					
EASY GOING			.63288			
PERSONABLE	.48482		59814			
SINCERE	.34388		59462			
FUN			58827			
KIND	.54275		57184			
FLEXIBLE			58718			
CALM			55218			34458
PERSONAL	.30881		54058			
HONEST			51889			
LIBERAL			51734			
GOOD			47328			38278
POSITIVE			41338			
PATIENT			41172			
			32818			
	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6
STRICT STANDARD				1.00184		
TOUGH				86803		
FIRM				86085		
DEMANDING				34284		
CHALLENGING				73820	30845	
PERSISTENT				84881		
MOTIVATOR				47791	39278	34028
STIMULATING				85087	38217	41075
MOTIVATING				41224	37884	
	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6
ENTHUSIASTIC					72288	
ENERGETIC					71525	
ACTIVE					64873	
OUTGOING			35484			
EXCITING					82043	
AMBITIOUS					81447	
MOTIVATED		.38087			81148	
DETERMINED		.31758			58583	
INTERESTING					48743	
INTERESTED	.34208				44098	
CREATIVE					38810	
					30819	
	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6
OPENMINDED	.34844		.38057			82318
OBJECTIVE						80888
FACILITATOR	.34012			.31081		34882
FAIR			.31687			34288

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1000	117	058	470	0	117	235	0	117	176	294	117	0	0	176	0	176	294	176	0	0	235	058	058	
IONATE	1000	588	058	529	294	235	0	882	0	352	764	0	588	0	0	117	117	058	0	058	058	117	058	
VE		1000	0	529	470	176	176	529	058	176	588	117	411	117	117	117	058	058	058	117	0	235	058	
US			1000	0	0	058	235	058	411	176	058	235	058	352	352	117	176	470	176	176	705	294	411	
CHABLE				1000	411	176	117	588	058	235	470	058	470	117	058	176	0	0	058	058	0	117	0	
VE					1000	235	058	352	058	176	470	058	470	058	176	411	058	176	058	117	058	294	058	
						1000	0	176	117	411	235	058	058	058	058	117	176	058	117	058	058	058	235	
							1000	0	235	058	0	941	117	529	470	176	117	294	235	529	235	294	470	
								1000	0	352	764	0	588	0	0	117	117	058	0	058	058	058	058	
ING									1000	117	0	294	117	352	352	176	058	235	764	235	352	176	352	
LENG										1000	235	058	176	176	058	235	235	117	058	175	176	058	117	
IONATE											1000	0	588	0	0	117	117	058	0	058	058	117	058	
NT												1000	117	470	529	176	117	294	294	529	235	294	529	
NED													1000	117	176	352	058	176	117	235	058	352	058	
NT														1000	470	176	117	294	235	470	352	294	352	
NTIOUS															1000	235	117	588	294	529	294	529	647	
TIVE																1000	117	176	176	411	117	235	117	
E																	1000	176	058	117	117	117	176	
ED																		1000	176	352	529	764	529	
VG																			1000	176	352	529	764	
BLE																				1000	235	294	235	294
NED																					1000	176	352	411
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- 51 INTERESTED IN CHILD
- 52 INTERESTED
- 53 INTERESTING
- 54 INVOLVED
- 55 KIND
- 56 KNOWLEDGABLE
- 57 LIBERAL
- 58 LIKABLE
- 59 LOVE FOR CHILDREN
- 60 LOVING
- 61 MOTIVATED
- 62 MOTIVATOR
- 63 MOTIVATING
- 64 NICE
- 65 OBJECTIVE
- 66 OPEN
- 67 OPENMINDED
- 68 OPENNESS
- 69 ORGANIZED
- 70 OUTGOING
- 71 PATIENT
- 72 PERSISTENT
- 73 PERSONABLE
- 74 PERSONAL
- 75 PLEASANT
- 76 POSITIVE
- 77 QUALIFIED
- 78 RESOURCEFUL
- 79 RESPECTABLE
- 80 RESPONSIBLE
- 81 SENSITIVE
- 82 SENSITIVE TO OTHERS
- 83 SINCERE
- 84 STIMULATING
- 85 STRICT STANDARD
- 86 SUPPORTIVE
- 87 TOUGH
- 88 UNDERSTANDING
- 89 WARM
- 90 WELL-ORGANIZED

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
VE	1000	117	058	470	0	117	235	0	117	176	294	117	0	0	176	0	176	294	176	0	0	235	058	058	
CTIONATE	1000	588	058	529	294	235	0	882	0	352	764	0	588	0	0	117	117	058	0	058	058	117	058	058	
CTIVE		1000	0	529	470	176	176	529	058	176	588	117	411	117	117	117	058	058	058	117	0	235	058	058	
TIOUS			1000	0	0	058	235	058	411	176	058	235	058	352	352	117	176	470	176	176	705	294	411	411	
ACHABLE				1000	411	176	117	588	058	235	470	058	470	117	058	176	0	0	058	058	0	117	0	0	0
NTIVE					1000	235	058	352	058	176	470	058	470	058	176	411	058	176	058	117	058	294	058	058	058
BLE						1000	0	176	117	411	235	058	058	058	058	117	176	058	117	058	058	294	058	235	235
NG							1000	0	235	058	0	941	117	529	470	176	117	294	235	529	235	294	470	470	470
LENGING								1000	0	352	764	0	588	0	0	117	117	058	0	058	058	058	058	058	058
REFULLNG									1000	117	0	294	117	352	352	176	058	235	764	235	352	176	352	352	352
ASSIONATE										1000	235	058	176	176	058	235	235	117	058	176	176	058	117	117	117
ETENT											1000	0	588	0	0	117	117	058	0	058	058	117	058	117	058
ERENEO												1000	117	470	529	176	117	294	294	529	235	294	529	529	529
IDENT													1000	117	176	352	058	176	117	235	058	352	352	058	058
ICIENTIOUS														1000	470	176	117	294	235	470	352	294	352	352	352
ERATIVE															1000	235	117	588	294	529	294	529	647	647	647
IVE																1000	117	176	176	411	117	235	117	117	
ATEO																	1000	176	058	117	117	117	176	176	
ADING																		1000	176	352	529	764	529	529	
ADABLE																			1000	235	234	235	294	294	
MINED																				1000	176	352	411	411	
ED																					1000	470	352	352	
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- Appendix D (cont.)
- 51 INTERESTED IN CHILD
 - 52 INTERESTED
 - 53 INTERESTING
 - 54 INVOLVED
 - 55 KIND
 - 56 KNOWLEDGABLE
 - 57 LIBERAL
 - 58 LIKABLE
 - 59 LOVE FOR CHILDREN
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 - 62 MOTIVATOR
 - 63 MOTIVATING
 - 64 NICE
 - 65 OBJECTIVE
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 - 75 PLEASANT
 - 76 POSITIVE
 - 77 QUALIFIED
 - 78 RESDURCEFUL
 - 79 RESPECTABLE
 - 80 RESPONSIBLE
 - 81 SENSITIVE
 - 82 SENSITIVE TO OTHERS
 - 83 SINCERE
 - 84 STIMULATING
 - 85 STRICT STANDARD
 - 86 SUPPORTIVE
 - 87 TOUGH
 - 88 UNDERSTANDING
 - 89 WARM
 - 90 WELL-ORGANIZED

25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
176	058	058	058	117	705	823	470	058	117	0	294	176	352	176	176	058	352	176	058	176	352	235	0
235	0	0	647	470	117	117	117	235	176	058	176	588	294	0	176	411	352	058	529	294	470	058	0
117	235	117	705	470	058	058	058	352	117	117	058	352	235	058	117	235	176	058	411	176	235	0	117
058	117	176	0	117	588	411	352	058	0	058	058	058	058	588	058	117	176	470	0	0	058	176	117
235	117	058	588	529	0	0	0	352	352	176	176	529	235	058	117	235	235	0	411	352	235	0	117
294	117	117	529	235	117	117	176	294	176	058	235	352	176	117	117	176	176	058	294	235	176	058	117
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058	823	705	117	176	117	058	058	176	117	117	0	0	117	294	411	117	058	352	117	117	0	117	352
235	0	0	647	470	117	117	117	235	235	058	176	588	294	0	176	411	352	058	529	352	411	058	0
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117	176	176	058	176	117	058	117	235	117	647	0	0	058	235	0	058	058	117	058	058	058	058	235
058	470	588	058	117	117	058	058	117	176	117	117	058	0	176	117	235	117	411	235	235	058	117	294
058	117	235	0	117	411	294	235	058	0	176	058	058	058	058	058	117	235	117	411	235	235	058	117
058	235	352	176	058	117	117	0	176	058	117	0	058	0	294	058	117	058	411	117	058	0	117	176
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