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ABSTRACT

This study was conducted to determine: the demographic characteristics of beginning teachers in West Virginia; the personality needs of beginning teachers; and the school climate these teachers perceived in their schools. The sample consisted of 250 of the 738 teachers in West Virginia who were completing their first year of teaching in 1987. The study used three tools: (1) a general demographic questionnaire; (2) the School Climate Survey developed by the National Association of Secondary Principals; and (3) the Stern Activities Index (G. Stern, 1970), an assessment of personality needs. Among findings were that: (1) the beginning teacher was most likely to be female (78.5%), married (54.4%), without children (65.8%), teaching in an elementary school, and not a union member; (2) just over half planned to make teaching a life-long career; and (3) the beginning teacher scored significantly higher than normal on a number of personality characteristics relating to achievement and personal relations. It was further found that while West Virginia seemed to have attracted teachers with needs and behavioral tendencies that seemed positive for education and children, the school climate as perceived by the sample was below national norms on all factors of the School Climate Survey. Implications are presented for the areas of staffing, induction programs, and the practices of building principals in dealing with or providing support for beginning teachers. Six data tables are included. (SLD)

THE BEGINNING TEACHER'S PERSONALITY NEEDS AND THE PERCEIVED SCHOOL CLIMATE IN WEST VIRGINIA

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THE BEGINNING TEACHER'S PERSONALITY NEEDS AND THE PERCEIVED SCHOOL CLIMATE IN WEST VIRGINIA

Because of the relative newness in the research of the national and state movement towards induction programs, a vast number of questions have yet to be and need to be studied concerning the beginning teacher. As induction programs begin and continue to unfold, questions about training programs will require specific data on the beginning teacher in order to meet the needs of the school system and the first year teacher.

A number of early studies from organizational theory have examined the structure and functioning of behaviors within organizations with a sizable body of knowledge existing on school climate. Also, a great number of studies on teacher personality and general teacher demographics have been undertaken. However, few of these studies had to do with the beginning teacher. What little beginning teacher research that has evolved has concentrated on the socialization of teachers (Isaacson and Pataniczak, 1981), the personal and professional needs of beginning teachers (Johnson, 1988), the stages of concern they experience (Fuller, 1975), their unrealistic expectations (Duke, 1984), and the evaluation of recently implemented induction programs (Huling-Austen, 1988). Nationally, little, if any, specific research examined the beginning teacher personality needs or their perceptions of effective school climates. In West

Virginia, no specific research existed that studied the demographics of the beginning teacher.

Thus, the purpose of this study was to initiate the examination of the beginning teacher in West Virginia in order to offer a foundation for future study and to offer an initial basis for establishing first year teacher induction programs. It sought to investigate by analyzing independently as well as interdependently the demographic characteristics of the beginning teacher in West Virginia, the school climate these teachers perceived as pervasive in their schools, and the first year teacher's personality needs in order to make recommendations for practice and further research. Though it did not propose to answer all the questions pertaining to the beginning teacher, this study attempted to contribute to a better understanding of the beginning teacher.

Major Questions

The major questions of the study were as follows:

1. What are the demographic characteristics of the beginning teachers in West Virginia?

2. What are the personality needs of beginning teachers in West Virginia?

3. What are the differences in the personality needs of the beginning teachers in West Virginia within each of the demographic factors of sex, age, marital status, children parented, formal educational level, location of undergraduate degree, organizational plan of school placement, union membership, career plans, and the possibility of leaving the state?

4. How are the beginning teacher personality needs different from other adults?

5. What are the characteristics of the overall school climate in which the beginning teachers in West Virginia perceive to find themselves?

6. What are the differences in the beginning teachers' school climate perceptions within each of the demographic factors of sex, age, marital status, children parented, formal educational level, location of undergraduate degree, organizational plan of the school placement, union membership, career plans, and the possibility of leaving the state?

7. How are the characteristics of the overall school climate as perceived by beginning teachers in West Virginia different from the national characteristics of school climate?

8. Is there a relationship between the beginning teachers' perceptions of the school climate and their personality needs?

In examining these questions, thirty-eight composite null hypotheses were established to save having multiple null hypotheses that would number in the hundreds. Though not displayed in this paper, these null hypotheses were tested at the .05 level of significance where the null hypothesis was rejected when the level of significance was less than .05.

RESEARCH PROCEDURES

Population

The population of this study was all West Virginia first year teachers with zero years experience. The population was identified by the West Virginia State Department in a December, 1987, computer check which yielded 783 first year teachers with zero years of experience.

Sample

Two hundred and fifty persons who were completing their first year of teaching with zero years of past experience comprised the sample. The sample was chosen by random selection from the 783

names of beginning teachers identified by the West Virginia State Department of Education. This master list of beginning teachers was first alphabetized by county and within each county by teacher. Each teacher was then assigned a sequential number. Using a table of random numbers found in Elementary Statistics by Janet Spence (1983), the 250 teachers were selected. To fairly assess the school climate in the study, those teachers who were identified as itinerant teachers with no home school were dropped and replaced in the sample. From these individuals, a 50 percent return was considered acceptable.

Instruments

The study used three different tools - a general demographic questionnaire, the School Climate Survey, and the Sterns Activities Index. Each of these instruments provided the different information which was necessary to examine the major questions of the study.

The general demographic questionnaire was designed by the author of the study to gather information on the respondent's sex, marital status, children parented, formal educational level, location of undergraduate degree, organizational plan of school placement, union membership, career plans, and the possibility of leaving the state.

The School Climate Survey (SCS) developed by the National Association of Secondary Principals' Task Force on Effective School Climate was used for data collection on school climate. This instrument was selected because of its orientation towards

the present educational movement in establishing effective climates, its high reliability, and its extensive research-based development. These climate variables revolved around ten different climate perceptions: teacher-student relations, security and maintenance, administration, student academic orientation, student behavioral values, guidance, student-peer relationships, community-school relationships, instructional management, and student activities (NASSP, 1987).

The Stern Activities Index (SAI) developed by George Stern was used for data collection on the personality needs of the beginning teacher. This instrument was chosen because it tends to reflect the variables most closely related to the personal needs of the beginning teacher, its proven reliability, and its acceptance by researchers. These personality needs were grouped around intellectual interests, self-assertion, motivation, orderliness, friendliness, expressiveness-constraint, ego-diffidence, sensuousness, closeness, submissiveness, applied interests, and audacity-timidity (Stern, 1970).

Data Gathering Procedures

Two hundred and fifty randomly selected beginning teachers received by mail around January 22, 1988, a packet that contained a cover letter, instructional information, three separate questionnaires (the demographic questionnaire, the School Climate Survey and the Sterns Activities Index), an NCS answer sheet, a pencil, and a stamped, addressed envelope for returning the information to the researcher. All information was returned on

General Purpose National Computer Systems (NCS) answer sheets (Form no. 4521). To help achieve an acceptable return rate of at least 50 percent, follow-up letters were sent to nonparticipants after three weeks which should have been received around February 12, 1988. Being 5 percent shy of the 50 percent usable return rate, another set of packets were remailed (with a different cover letter) on March 2, 1988, to those beginning teachers that had not responded to the first packet or the follow-up letter. During this time, twelve returns (4.8 percent) were replaced because they identified themselves as not beginning teachers or as itinerant teachers. By March 17, 1988, a total of 161 NCS answer sheets (64 percent) had been returned with twelve (4.8 percent) either incomplete, incorrect, or unusable. Thus, a usable return rate of 60 percent (149 responses) was achieved and the statistical tabulation of responses was begun.

Analytical Methodology

For each of the major questions of the study, different SAS statistical procedures were used. In examining Major Question 1, the demographic responses of beginning teachers in West Virginia, the data was tabulated by the SAS program Proc Freq and is displayed in Table 1.

For Major Question 2 and 5 of the study, the mean factor scores acquired from both instruments (SAI and SCS), were tabulated by the SAS program Proc Means and is displayed in Tables 2 and 3.

In examining Major Question 4 and 7, which compared the SAI

and SCS survey means to the national norms, computer programs "ZP-Large" and "t-test" were written and used to find the Z scores and P value for each of the variable tabulations. This data is displayed in Tables 2 and 3.

Major Question 3 (hypotheses 2 through 11 that there was no significant difference between beginning teacher personality need mean factor scores within each of the demographic variables) as well as Major Question 6 (hypotheses 13 through 22 that there was no significant difference between mean factor scores on school climate perceptions within each of the demographic factors) were each tested by analysis of variance or t-test. The SAS General Linear Model (GLM) program, Proc GLM, was utilized to produce the analyses of variance. It was selected for the demographic factors that had three or more variables and was considered the best model to use to accommodate numbers not being equal in the categories. The SAS Proc TTest program was used to produce the t-tests for demographic factors composed of only two variables. These statistical procedures were supplemented where needed by the Scheffe' test but were not displayed in this paper. Tables 4 and 5 displays a summary matrix of the Prob>T or Prob>F values.

Major Question 8 (hypotheses 23 through 32 that each SAI factor does not significantly regress on the SCS climate factors) was tested using multiple regression where each SAI factor was considered the dependent variable. The SAS program Proc Corr was first used to find the Pearson Correlation Coefficients. The SAS program Stepwise (Proc Stepwise) was then used to tabulate the

Stepwise Regression procedure for each of the dependent SAI variables. Table 6 displays the Stepwise Regression for the significant SAI factors.

RESULTS

From these various statistical processes, the major responses to the eight research questions indicate the following:

1. What are the demographic characteristics of the beginning teachers in West Virginia? (See Table 1)

Insert Table 1 about here

The beginning teacher in West Virginia could be characterized as a married, mid-twenty year old female with no children, teaching in an elementary school; this nonunionized female holds a BA/BS degree from a West Virginia small college and plans to make teaching a life-long career outside of West Virginia. Of particular interest concerning the beginning teacher in West Virginia for the 1987-88 school year were that:

A. 78.5 percent were females,
B. 54.4 percent were married,
C. 50.3 percent were aged 25 years or younger,
D. 65.8 percent had no children,
E. 71.1 percent held just a BA/BS degree,
F. 86.5 percent graduated from W. Va. institutions,
G. 55.7 percent held no teacher union membership,
H. 49.7 percent were not or were unsure of making teaching a life-long career,
I. 56.8 percent planned to leave the state in the future.

2. and 4. What are the personality needs of beginning teachers in West Virginia, and how are W. Va. beginning teacher personality needs different from other adults? (See Table 2)

Insert Table 2 about here

Beginning teachers in West Virginia have different personality needs than individuals sixteen and older.

A. On twelve out of sixteen factors on the SAI, beginning teachers were significantly above the national norm at the .01 level. The beginning teacher was significantly above the national norms on the SAI factors of Audacity-Timidity, Intellectual Interests, Motivation, Applied Interests, Orderliness, Submissiveness, Closeness, Sensuousness, Expressiveness-Constraint, Egoism-Diffidence, Achievement Orientation, Dependency Needs, and Educability.

B. On the SAI factor of Egoism-Diffidence, beginning teachers were significantly below the national norm.

3. What are the differences in the personality needs of the beginning teachers in West Virginia within each of the demographic factors of sex, age, marital status, children parented, formal educational level, location of undergraduate degree, organizational plan of school placement, union membership, career plans, and the possibility of leaving the state? (See Table 4)

Insert Table 4 about here

Demographic differences in beginning teachers illustrated dissimilarity in the personality needs of West Virginia beginning teachers. Sex, age, marital status, parenthood, educational level, location of degree, and school placement possessed personality need differences.

A. There was a significant difference between the personality needs of the male and female beginning teachers in West Virginia on the factors of Orderliness, Closeness, Sensuousness, Expressiveness-Constraint, and Emotional Expression.

B. There was a significant difference between the personality needs of single, married, and divorced beginning teachers in West Virginia on the factors of

Submissiveness, Closeness, Sensuousness, Expressiveness-Constraint, Egoism-Diffidence, and Emotional Expressiveness.

C. There was a significant difference between the personality needs of different aged beginning teachers in West Virginia on the factors of Friendliness, Emotional-Constraint, and Emotional Expression.

D. There was a significant difference between the personality needs of those beginning teachers in West Virginia that were parents and those that were not on the factors of Self-Assertion, Closeness, Sensuousness, Expressiveness-Constraint, Egoism-Diffidence, and Emotional Expression.

E. There was a significant difference between the personality needs of beginning teachers in West Virginia with different educational levels on the factors of Friendliness.

F. There was a significant difference between the personality needs of beginning teachers in West Virginia who attended different colleges or universities on the factors of Closeness and Sensuousness.

G. There was a significant difference between the personality needs of beginning teachers assigned to schools with different organizational plans on the factors of Self-Assertion, Egoism-Diffidence, Achievement Orientation, and Educability.

5. and 7. What are the characteristics of the overall school climate in which the beginning teachers in West Virginia perceive to find themselves, and how are the characteristics of the overall school climate as perceived by beginning teachers in West Virginia different from the national characteristics of school climate? (See Table 3)

Insert Table 3 about here

The school climate in West Virginia as perceived by beginning teachers was below the norms found in the nation.

A. All ten SCS factors were found to be below the national norms.

B. There was a significant difference at the .01 level on six of the ten SCS factors. The SCS factors

of Teacher-Student Relationships, Student Academic Orientation, Student Behavioral Values, Guidance, Instructional Management, and Student Activities were significantly below the national norms.

6. What are the differences in the beginning teachers' school climate perceptions within each of the demographic factors of sex, age, marital status, children parented, formal educational level, location of undergraduate degree, organizational plan of the school placement, union membership, career plans, and the possibility of leaving the state? (See Table 5)

Insert Table 5 about here

Several demographic differences in beginning teachers illustrated dissimilarity in their perceptions of school climate. Age, parenthood, educational level, location of degree, school placement, career plans, and plans to leave the state possessed climate perception differences.

A. There was a significant difference between beginning teachers of different ages on their perception of Student-Peer Relationships.

B. There was a significant difference between beginning teachers who were parents and those who were not parents on their perceptions of Student-Peer Relationships.

C. There was a significant difference between beginning teachers with different educational levels on their perceptions of Guidance.

D. There was a significant difference between beginning teachers with undergraduate degrees from different locations on their perceptions of Guidance.

E. There was a significant difference between beginning teachers with different school placement organizational plans on their perceptions of Teacher-Student Relationships, Student Academic Orientation, and Student-Peer Relationships.

F. There was a significant difference between beginning teachers with different career plans on their

perceptions of Teacher-Student Relationships, Administration, Student Achievement Orientation, Guidance, and Instructional Management.

G. There was a significant difference between beginning teachers with different plans to leave the state on their perceptions of Teacher-Student Relationships, Student Activities, and Parent and Community-School Relationships.

8. Is there a relationship between the beginning teachers' perceptions of the school climate and their personality needs? (See Table 6)

Insert Table 6 about here

Several effective school climates can predict the personality needs of beginning teachers. Significant predictive relationships for four school climate factors and specific beginning teacher personality need factors were found:

A. between the climate factor of Instructional Management and the personality need of Motivation,

B. between the climate factor of Student Behavioral Values and the personality needs of Submissiveness and Closeness,

C. between the climate factor of Student Peer Relationships and the personality needs of Closeness and Expressiveness-Constraint, and

D. between the climate fa :or of Parent and Community School Relationship and the personality need of Friendliness.

CONCLUSIONS

Implications for Practice

To offer a synthesized yet limited framework for the practical application of the study's conclusions, three general areas of educational practices were used to outline the implications for practice.

West Virginia Staffing Practices. Several implications were indicated from the conclusions that would be beneficial to county personnel directors, superintendents, state department administrators, or teacher preparation professors.

1. Since the beginning teacher was found to be characterized as having higher than normal needs for uncommon efforts, intellectual curiosity, competitiveness and perseverance, diligence in orderly application of skills, self control and personal organization, social conformity, warmth and emotional supportiveness, aesthetic experiences and appreciation for the fine arts, outgoing behaviors, personal achievement, socially controlled behavior, and academic conformity, there was evidence that the 1987-88 new teachers may have possessed positive characteristics for the state school systems.

2. Since the study indicated that nearly 80 percent of the beginning teachers hired in West Virginia in the 1987-88 school year were female and since 1986 national educational statistics (National Center for Education, 1986) show a female public school teacher work force of 69 percent, it could be implied that West Virginia is attracting a greater number of female teachers than normal. It also illustrates the disparity between education and the general work force ratio of male to female composition. With the 35 percent general work force female composition (National Center for Education, 1986), there is a great disparity (45 percent) between West Virginia female educators and national female worker ratios. In essence, teaching continues to become

an even more female occupation in West Virginia.

3. Since nearly 90 percent of the beginning teachers in the 1987-88 school year graduated from West Virginia state institutions, it could be concluded that the state tends to hire inclusively or cannot attract out-of-state teachers.

Induction Program Practices. Several implications were indicated from the conclusions that would be beneficial in establishing induction programs in West Virginia.

1. Since half (50 percent) of the West Virginia beginning teachers were not or were unsure of making teaching a career and over 70 percent planned to leave or were unsure about leaving the state, it should be assumed that a major goal of induction programs should be to retain qualified beginning teachers.

2. Since personality needs were not a significant factor in why some teachers do not plan to make teaching a career or plan to leave the state, there must be other external variables creating such a desire.

3. Since it was found (using the Scheffe' multiple-comparison procedure) that beginning teachers who were unsure about or did not plan on making teaching a career perceived the school climate significantly below the national norms in four out of ten SCS areas than did those planning on making teaching a career, it may be possible that climate perceptions were factors in why a percentage of teachers plan on leaving teaching.

4. Since it was found (using the Scheffe' multiple-comparison procedure) that those beginning teachers either unsure about or

those planning to leave the West Virginia educational system perceived the school climate significantly below the national norms on three of the ten areas than those planning on staying in West Virginia, it may be possible that school climate perceptions were factors in why some teachers plan on leaving the state of West Virginia.

5. Since it was concluded that the school climate found in West Virginia was perceived by beginning teachers as below the national norms on all ten areas of measurement and significantly below the national norms on six out of the ten areas, it could be concluded that there is perceived a pervasive below norm effective school climate facing West Virginia's beginning teachers.

Building Principal Practices. Several implications were indicated from the conclusions that would be beneficial to the West Virginia building principal in dealing with or providing support to the first year teacher in his school.

1. Since the study found that only 45 percent of the beginning teachers were members of a union yet nationally 80 percent of the public school teachers are members of a union (National Center for Education, 1986), and since neither the school climate nor the personality needs of the beginning teacher were a significant factor in why beginning teachers join a union, it could be implied that there are other factors influencing the joining of a union for West Virginia beginning teachers.

2. Since a number of demographic personality needs and

climate perception differences were found, it could be implied that the building principal would be well served to believe that not all beginning teachers are the same. In the evaluation and interaction with their first year teachers, if personality needs usually translates into behavioral tendencies, several points (derived by using the Scheffe' multiple-comparison procedure on the significantly different SAI means within the demographic factor) should be kept in mind by the principal.

a. Female beginning teachers have personality tendencies that find them more organized, emotionally close, outgoing, and social than men.

b. Single beginning teachers have personality tendencies that find them more apt to be other-directed, emotionally supportive, sensual, outgoing, neat in appearance, and socially orientated than married beginning teachers.

c. Younger beginning teachers have higher tendencies for social participation and emotional spontaneity than older beginning teachers.

d. Nonparent beginning teachers tend to be more assertive, emotional, outgoing, and social than beginning teachers who are parents.

3. In creating effective school climates the building principal should be concerned with the influence the school climate has on the beginning teacher. The study found several specific relationships that could offer insights into how principals could perhaps develop beginning teachers' skills through meeting their personality needs. Through beginning teacher perception, the following could serve as guidelines:

a. The perception of the efficiency and effectiveness of teacher classroom organization and use of time in the school as a whole is related to the beginning teacher's behavioral tendencies for achieve-

ment, personal satisfaction from hard work, and perseverance in his daily endeavors.

b. The perception of the student's self-discipline and tolerance for others in the school is related to the beginning teacher's need for personal control of impulses, other-directedness, humility, helpfulness and compliance as well as the teacher's need for warmth and emotional supportiveness.

c. The perception of the student's mutual cooperation with care and respect for others in the school is related to the beginning teacher's need for warmth and emotional supportiveness as well as the need for self-imposed emotional controls.

d. The perception of the amount and quality of parent and community involvement in the school is related to the beginning teacher's need for friendly relationships in a group setting.

Recommendations for Practice

From reviewing the findings and implications of the study, several recommendations for practice emerge. Because West Virginia is just now beginning to develop induction programs suited to the needs of the first year teacher and the situations in which they are placed, the following recommendations are made to help beginning teachers adjust and to develop in West Virginia.

1. Because the study found a pervasively below norm school climate in West Virginia as perceived by beginning teachers, it is recommended that there be developed various methods and techniques to ease the reality shock of the first year and to help beginning teachers adjust to and, when needed, overcome the particular climate in their school.

2. Since the study also found that climate was an influence in why a large number of beginning teachers do not plan to make

teaching a career or plan to leave the state, a state-wide induction program policy is recommended.

a. Because of the personality needs found for West Virginia's beginning teachers, it is recommended that a developmental rather than deficit induction program model be utilized in structuring the program.

b. Because of the perceived school climate found in West Virginia, a major emphasis of the induction program should be to create a support system that provides a positive developmental climate in overcoming whatever nonsupportive climate variables may be present in the individual school.

c. Because of the personality need diversity due to individual demographic differences, West Virginia induction programs should include a number of different types of individuals: experienced teachers, administrators, higher education personnel, and Regional Educational Service Center personnel.

d. Because of the personality need diversity due to individual demographic differences, West Virginia induction programs should offer a number of different types of activities such as peer observation, team conferences, social gatherings, support seminars, newsletters with teaching tips, and community/school receptions to socialize and meet beginning teacher needs.

e. Because of the relationships found between climate and beginning teacher personality needs, evaluation systems should be developed to continually ascertain the effect the induction program's climate has on the building sight behavioral tendencies of the beginning teacher.

4. To implement the policy recommendations derived from the conclusions, a number of suggestions are provided for establishing a developmental induction program based on the needs of beginning teachers and the perceived school climate in West Virginia.

a. A mentor system be established with trained experienced teachers used to provide school based support in orientating the beginning teacher to the

culture, customs, and procedures of the school as well as helping them overcome negative climate influences .

b. A supervisory system, separate from the principal's evaluation activities, be established which developmentally interacts weekly with the beginning teacher through a perceived needs basis, centering on the beginning teacher's own perception of needs. The primary aim of such interaction is to help first year teachers to overcome the sometimes negative school climate and develop their own self-image, self-confidence, positive attitude, and effective teaching skills in a nonevaluative atmosphere.

c. Monthly team conferences be held with the mentor, supervisor, principal, and beginning teacher to discuss the teacher's needs, concerns and development.

d. A series of support seminars be held where beginning teachers can meet and discuss their concerns, methods, and general feelings as well as explore application of effective educational techniques.

e. Peer observation be made available through release time for the beginning teacher to observe several master teachers in an effort to illustrate how effective teachers establish positive classroom climates.

f. A newsletter for beginning teachers be published monthly that offers teaching tips, current research, and publication of individual first year teacher's activities and successes.

g. College courses be developed and offered that are specifically designed to continue the fundamental teacher education program in providing theory based application in the classroom and positive climate support.

h. A data base system be developed that logs mentor activities, supervisor interaction, beginning teacher concerns and perceptions, and principal evaluation to assess and modify the induction program at the end of each year.

5. Since a number of demographic personality needs and climate perception differences were found, it is recommended that the building principal considers the personality need differences

in the evaluation, interaction, and development of their first year teachers.

6. In creating effective school climates it is recommended that the building principal be concerned with the influence the school climate has on the beginning teacher. The study found several specific relationships that could offer insights into how principals could perhaps use climate to develop beginning teacher's skills through meeting their personality needs.

SUMMARY

In summation, the study provided a preliminary data base on the demographics of the 1987-88 school year beginning teachers, the school climates perceived in West Virginia by the first year teacher, and the personality needs of these teachers. The study found that West Virginia was able to attract beginning teachers who at least have personality needs and thus behavioral tendencies that seem positive for education and children. Though there were demographic differences in their personality needs and climate perceptions, beginning teachers as a whole perceived to find themselves in school climates that were not up to national norms, and, perhaps coupled with a host of other reasons, do not plan to stay in West Virginia or even in the field of teaching. It was also summarized that because the climates perceived by beginning teachers were related to their personality needs and thus behavioral tendencies in specific ways, the below norm school climate perceived in West Virginia was a major obstacle for beginning teachers to overcome. Thus, it seems imperative

that West Virginia develop assistant oriented induction programs and school climates that help beginning teachers overcome the sometimes negative school climates and develop as effective classroom teachers whose needs are better met.

To that end, the Putnam County Board of Education, Winfield, West Virginia, adopted all eight induction policy recommendations in fashioning a developmental induction program. The results of the program were successfully appraised in a seventeen page "Putnam County Beginning Teacher Developmental Induction Program 1989 Report".

Hopefully, the future will find much more research being conducted on the beginning teacher. Hopefully, the future will offer depth to the limited and narrow perception we now possess.

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TABLE 1

Total Count and Percentage of the Demographic Characteristics of Beginning Teachers in West Virginia

Demographic Characteristic		N	Percent
D1	Sex		
	Male	32	21.5
	Female	117	78.5
D2	Marital Status		
	Single	65	43.6
	Married	81	54.4
	Divorced	3	2.0
	Separated	0	0.0
	Widowed	0	0.0
D3	Age		
	20 to 22 years	21	14.1
	23 to 25 years	54	36.2
	26 to 30 years	37	24.8
	31 to 40 years	23	15.4
	41 to 65 years	14	9.4
D4	Children Parented		
	Yes	51	34.2
	No	98	65.8
D5	Educational Level		
	BA/BS	106	71.
	BA+15/BS+15	29	19.5
	Masters	8	5.4
	Masters+15	6	4.0
	EdD/PhD	0	0.0
D6	Location of Undergraduate Degree		
	West Virginia University	18	12.2
	Marshall University	33	22.3
	Other West Virginia College	77	52.0
	Out-of-State Institution	20	13.5

TABLE 1 (cont)

Total Count and Percentage of the Demographic Characteristics of Beginning Teachers in West Virginia

Demographic Characteristic	N	Percent
D7 School Placement Organizational Plan		
K to 5,6 grades	65	50.8
7 to 9 grades	14	10.9
6 to 8 grades	15	11.7
9,10 to 12 grades	34	26.6
(21 other organizational plans were reported but did not qualify for the above four plans)		
D8 Union Membership		
Yes	66	44.3
No	83	55.7
D9 Teaching as a Life-Long Career		
Yes	75	50.3
No	15	10.1
Unsure	59	39.6
D10 Possibility of Leaving West Virginia		
Yes	84	56.8
No	40	27.0
Unsure	24	16.2

TABLE 2

t-Test of the Difference Between SAI National Means and W. Va. Beginning Teacher Means

SAI	FACTORS	Sample N	Sample Mean X	Standard Deviation S	Z Score	P
F1	Self Assertion	149	4.79	2.54	0.86	
F2	Audacity-Timidity	149	6.71	2.07	-7.83	.01
F3	Intellectual Interests	149	6.00	2.86	-2.64	.01
F4	Motivation	149	7.43	2.14	-4.33	.01
F5	Applied Interests	149	6.91	2.29	-3.59	.01
F6	Orderliness	149	6.11	2.08	-13.59	.01
F7	Submissiveness	149	7.18	1.94	-3.02	.01
F8	Closeness	149	6.97	2.02	-5.13	.01
F9	Sensuousness	149	6.54	2.12	-5.40	.01
F10	Friendliness	149	5.49	2.20	1.72	
F11	Expressiveness-Constraint	149	5.42	2.29	-2.61	.01
F12	Egoism-Diffidence	149	4.99	2.73	3.53	.01
F1A	Achievement Orientation	149	31.85	8.25	-5.29	.01
F2A	Dependency Needs	149	40.06	5.83	-7.72	.01
F3A	Emotional Expression	149	34.19	10.01	-1.21	
F4A	Educability	149	33.63	6.80	-9.38	.01

TABLE 3

t-Test of the Difference Between SCS National Means And W. Va. School Climate Means

SCS FACTORS	Sample N	Sample Mean X	Standard Deviation S	Z Score	P
Teacher-Student Relationships	149	45.24	7.49	3.89	.01
Security and Maintenance	149	28.00	4.37	1.07	
Administration	149	21.88	5.62	1.95	
Student Academic Orientation	149	13.08	3.25	3.70	.01
Student Behavioral Values	149	8.15	2.57	3.90	.01
Guidance	147	14.78	3.10	5.03	.01
Student-Peer Relationships	149	14.27	3.28	1.93	
Parent & Community-School Relations	147	12.56	3.88	1.93	
Instructional Management	149	25.99	4.73	3.52	.01
Student Activities	147	14.10	3.82	6.52	.01

Note: All survey means are below national means.

TABLE 4

t-Test/GLM Analysis of Variance Summary Matrix Between the Demographic and the Sterns Activities Index Factors

Sterns Factors	Prob>T or Prob>F Values Demographic Factors									
	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
Self Assertion	.06	.12	.18	.00*	.82	.92	.04*	.47	.27	.07
Audacity-Timidity	.26	.34	.09	.42	.32	.76	.30	.15	.17	.21
Intellectual Interests	.89	.44	.57	.67	.43	.21	.06	.39	.13	.36
Motivation	.47	.18	.84	.43	.13	.50	.06	.78	.19	.23
Applied Interests	.20	.62	.64	.73	.11	.14	.14	.29	.12	.73
Orderliness	.04*	.40	.71	.48	.81	.43	.25	.47	.18	.87
Submissiveness	.05	.02*	.49	.07	.60	.73	.55	.27	.72	.45
Closeness	.00*	.00*	.07	.01*	.93	.01*	.19	.86	.54	.37
Sensucusness	.00*	.00*	.16	.00*	.95	.02*	.52	.97	.34	.09
Friendliness	.98	.11	.03*	.11	.04*	.29	.13	.44	.74	.71
Expressiveness-Constraint	.00*	.00*	.02*	.00*	.79	.07	.18	.97	.26	.15
Egoism-Diffidence	.98	.04*	.08	.01*	.42	.58	.01*	.33	.51	.14
Achievement Orientation	.61	.81	.71	.35	.37	.50	.01*	.42	.06	.33
Dependency Needs	.41	1.00	.70	.35	.72	.47	.32	.76	.27	.29
Emotional Expression	.02*	.00*	.01*	.00*	.48	.09	.06	.50	.42	.20
Educability	.36	.36	.65	.63	.32	.37	.04*	.78	.07	.65

*Significant Difference

Key to Demographic Factors

D1 = Sex; D2 = Marital Status; D3 = Age; D4 = Children Parented;
D5 = Educational Level; D6 = Degree Location; D7 = School Placement;
D8 = Union Membership; D9 = Teaching as Career; D10 = Leaving State.

TABLE 5

t-Test/GLM Analysis of Variance Summary Matrix Between the Demographic and the School Climate Survey Factors

SCS Factors	Prob>T or Prob>F Values Demographic Factors									
	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
Teacher-Student Relations	.17	.95	.58	.79	.61	.17	.02*	.10	.01*	.04*
Security and Maintenance	.41	.90	.47	.29	.08	.21	.34	.57	.75	.23
Administration	.27	.81	.82	.52	.42	.76	.56	.33	.04*	.05
Student Academic Orientation	.93	.89	.95	.42	.41	.63	.01*	.66	.00*	.74
Student Behavioral Values	.87	.67	.74	.29	.79	.11	.67	.23	.19	.14
Guidance	.70	.66	.82	.69	.02*	.04*	.70	.94	.00*	.15
Student-Peer Relationships	.92	.63	.02*	.00*	.30	.21	.01*	.93	.70	.38
Parent-School Relationships	.05	.30	.74	.10	.73	.34	.09	.86	.38	.01*
Instructional Management	.17	.93	.38	.64	.13	.41	.34	.81	.03*	.14
Student Activities	.64	.87	.21	.63	.17	.60	.58	.82	.48	.01*

*Significant Difference

Key to Demographic Factors

D1 = Sex; D2 = Marital Status; D3 = Age; D4 = Children Parented;
D5 = Educational Level; D6 = Degree Location; D7 = School Placement;
D8 = Union Membership; D9 = Teaching as Career; D10 = Leaving State.

Table 6

Stepwise Regression Procedure for the Sterns Activities Index Variables

F4 Motivation

Variable Instructional Management (IM) entered.
R Square = 0.0296 C(P) = -0.9354

	df	SS	MS	F value	PR > F
Regression	1	19.78	19.78	4.31	0.04
Error	141	647.46	4.59		
Total	142	667.24			

	B value	Std Error	TypeIIss	F value	PR > F
Intercept	9.70				
IM	-0.09	0.04	19.78	4.31	0.04*

Note: Instructional Management (IM) met the 0.15 significance level for entry. No other variables met the 0.15 significance level for entry.

* Significant

Table 6 (cont)

Stepwise Regression Procedure for the Sterns Activities Index Variables

F7 Submissiveness

Variable Teacher-Student Relationship (TSR) removed.
R Square = 0.0543 C(P) = -0.2453

	df	SS	MS	F value	PR > F
Regression	2	29.30	14.65	4.02	0.02
Error	140	510.62	3.65		
Total	142	539.92			

	B value	Std Error	TypeIIss	F value	PR > F
Intercept	6.82				
Adm	0.08	0.03	22.69	6.22	0.01
SBV	-0.15	0.07	17.34	4.75	0.03

Summary of Stepwise Regression for Dependent Variable F7 Submissiveness

				Partial Rsq2	Model Rsq3	C(P)	F	Prob > F
Step	Enter	Remove	#In					
1	Adm		1	0.02	0.02	2.40	3.19	0.08
2	SBV		2	0.03	0.05	-0.25	4.75	0.03*
3	TSR		3	0.02	0.07	-1.01	2.87	0.09
4		TSR	2	0.02	0.05	-0.25	2.87	0.09

Note: Administration (Adm), Student Behavioral Values (SBV), and Teacher-Student Relationships (TSR) met the 0.15 significance level for entry. No other variables met the 0.15 significance level for entry.

* Significant

Table 6 (cont)

Stepwise Regression Procedure for the Sterns Activities Index Variables

F8 Closeness

Variable Parent and Community - School Relations (PCSR) removed.
R Square = 0.0645 C(P) = 3.6277

	df	SS	MS	F value	PR > F
Regression	2	36.87	18.44	4.83	0.01
Error	140	534.88	3.82		
Total	142	571.75			

	B value	Std Error	TypeIISS	F value	PR > F
Intercept	6.36				
SBV	-0.22	0.08	27.99	7.33	0.01
SPR	0.17	0.06	29.99	7.85	0.01

Summary of Stepwise Regression for Dependent Variable F8 Closeness

				Partial Rsq2	Model Rsq3	C(P)	F	Prob > F
Step	Enter	Remove	#In					
1	PCSR		1	0.02	0.02	7.87	3.31	0.07
2	SBV		2	0.03	0.05	5.71	4.08	0.04*
3	SPR		3	0.03	0.08	2.57	5.19	0.02*
4		PCSR	2	0.02	0.06	3.63	3.08	0.09

Note: Parent and Community - School Relations (PCSR), Student Behavioral Values (SBV), and Student-Peer Relationships (SPR) met the 0.15 significance level for entry. No other variables met the 0.15 significance level for entry.

*Significant

Table 6 (cont)

Stepwise Regression Procedure for the Sterns Activities Index Variables

F11 Expressiveness - Constraint

Variable Student Behavioral Values (SBV) removed.
R Square = 0.0356 C(P) = -0.6402

	df	SS	MS	F value	PR > F
Regression	1	25.26	25.26	5.20	0.02
Error	141	684.47	4.85		
Total	142	709.73			

	B value	Std Error	TypeIIss	F value	PR > F
Intercept	3.66				
SPR	0.13	0.06	25.26	5.20	0.02

Summary of Stepwise Regression for Dependent Variable Expressiveness-Constraint

				Partial Model				
Step	Enter	Remove	#In	Rsq2	Rsq3	C(P)	F	Prob > F
1	SPR		1	0.04	0.04	-0.64	5.20	0.02*
2	SBV		2	0.02	0.06	-1.66	3.12	0.08
3		SBV	1	0.02	0.04	-0.64	3.12	0.08

Note: Student-Peer Relations (SPR) and Student Behavioral Values (SBV) met the 0.15 significance level for entry. No other variables met the 0.15 significance level for entry.

* Significant

Table 6 (cont)

Stepwise Regression Procedure for the Sterns Activities Index Variables

F10 Friendliness

Parent and Community-School Relations (PCSR) entered.
R Square = 0.0439 C(P) = -0.9711

	df	SS	MS	F value	PR > F
Regression	1	28.94	28.94	6.47	0.01
Error	141	630.51	4.47		
Total	142	659.45			

	B value	Std Error	TypeIISS	F value	PR > F
Intercept	4.09				
PCSR	0.12	0.05	28.94	6.47	0.01*

Note: Parent and Community - School Relations (PCSR) met the 0.15 significance level for entry. No other variables met the 0.15 significance level for entry.

* Significant