

AN ABSTRACT OF THE THESIS OF

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HOMEMAKING TEACHERS IDENTIFIED AS EFFECTIVE BY
STUDENTS

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This study was designed to determine personal and professional traits of effective and ineffective selected home economics teachers of sophomore girls and to discover if characteristics of effective and ineffective teachers varied between large schools of 1,000 or more pupils and small schools with 500 or fewer students.

A survey sheet was sent to 221 Oregon homemaking teachers in large and small high schools and senior high schools. From the 43 percent returned survey sheets, 32 teachers, 16 from large schools and 16 from small schools, who had a minimum of 15 sophomore girls were selected to participate in the study.

The Teacher's Biographical Information questionnaire on the personal and professional traits of teachers which has no established validity was constructed, tested, and sent to the 32 selected teachers along with Ray's Student's Estimate of Teacher Concern, a measuring

device for teacher effectiveness, to be completed by the sophomore girls in the teacher's homemaking class(s). Of the packets sent out, 28 or 87 percent were returned in time to be used in the study.

The individual student mean scores on the Student's Estimate of Teacher Concern (SETC) for each teacher were determined and then combined to produce a single mean score for the teacher. Quartiles were established according to the mean scores with each quartile containing seven teachers. Teachers whose mean score fell into the fourth quartile were classified as effective while the teachers whose scores were in the first quartile were considered to be ineffective according to the SETC.

The answers on the Teacher's Biographical Information (TBI) were recorded for each teacher according to quartiles and school size. For every question on the TBI, the answers indicated by the teachers in the first and fourth quartiles were correlated for both school sizes together and for large and small schools separately. The level of significance for the correlations was determined at the .01, .05 and .10 levels.

Effective teachers as opposed to ineffective teachers tended to spend more time on home visits and guiding home experiences, to participate in more counseling activities, to spend more time in connection with committee and staff meetings, to have gone less than a year since last receiving college credit, and to teach home economics classes with both boys and girls.

Some characteristics of effective and ineffective teachers differed between large and small schools. Significant characteristics of effective teachers in small schools found in this study were: the teachers had taken a college credit course within the last year; taught home economics classes for boys and girls, spent a minimum of an hour a month attending committee and staff meetings, worked on home visits, guided home experiences, and spent more time on non-class school activities. Ineffective teachers significantly varied from this pattern. Effective teachers in large schools were involved in school money-making projects, participated in counseling activities and had taken graduate courses in child development and child psychology. There were no significant personal characteristics associated with either effective or ineffective teachers.

Personal and Professional Traits of Oregon Homemaking
Teachers Identified as Effective by Students

by

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PERSONAL AND PROFESSIONAL TRAITS OF OREGON
HOMEMAKING TEACHERS IDENTIFIED AS
EFFECTIVE BY STUDENTS

INTRODUCTION

School personnel, community citizens, parents and students recognize the need of identifying effective teachers. Studies have failed to provide a constructive, efficient, and easy way of determining the effectiveness of teachers; yet supervisors are still asked to evaluate the effectiveness of teachers under them. The majority of research on teacher effectiveness has been primarily concerned with teachers of general subject matter or fields related to general education courses such as science, math, English, history, and social studies. Few studies have dealt with the specific vocational areas such as home economics.

Need of Study

Since vocational education and training is being stressed in more schools, especially at the secondary level, as a result of 1968 Amendments to the Vocational Education Act of 1963, home economics has received greater emphasis and importance in the total school curriculum. The added attention given to the home economics education in schools is making it increasingly essential for teachers in this field to be effective in meeting and satisfying the needs of the students. In

this study teacher effectiveness was based on the opinions of students in analyzing the ability of the teacher to show concern for students.

Being able to identify the traits of an effective teacher should be important to anyone involved or connected with the field of education. The administrator would like to be able to determine teacher effectiveness to assist in the hiring and firing of teachers and in ranking teachers for recognition and/or privileges (Patterson, 1969). A supervisor could be more objective and help teachers improve on areas in which they were ranked low (Brown, 1966). If background was an indication of potential teaching effectiveness, colleges could predict the probability of a student's success as a teacher and possibly route the student towards another field. If certain experiences were found to be helpful in creating an effective teacher, the students could be encouraged to have these experiences before or during college (Dalrymple, 1954). An effectiveness rating would be helpful to teachers in identifying their areas of weakness and need for improvement. Parents would also be interested in knowing that their children's teachers were competent teachers. Students, the ones who are most directly affected by the teacher, would benefit from effective teachers because the students would probably learn more and waste less time in school. Identification of effective teachers would assist society which depends on education for continuance and improvement of the established way of life.

Purpose of Study

This study was designed to determine personal and professional traits of effective Oregon homemaking teachers and to decide if the characteristics of effective teachers differed between large schools of 1,000 or more pupils and small schools with 500 or fewer students by answering the following questions:

1. Do teachers rated by their students as effective by displaying recognition, understanding and helpfulness to students have any personal characteristics in common that are not common to teachers who are rated as ineffective?

2. Are the professional traits common to effective teachers any different than the professional traits which are common to teachers rated as ineffective?

3. Do the professional characteristics which are common to effective teachers in large schools differ from those which are common to effective teachers in small schools?

4. Do effective teachers in large schools have different personal traits in common than teachers in small schools?

Assumptions

This study was based on the following assumptions:

1. Pupils can reliably rate the effectiveness of their teacher

by completing a questionnaire evaluating the teacher's concern.

2. Personal and professional characteristics of teachers when correlated with the student ratings of teacher effectiveness will indicate which traits are characteristic of effective teachers.
3. The comparison of teachers in large and small schools will indicate any differences in personal and professional characteristics between the two groups.

Limitations

The sample was limited to Oregon homemaking teachers who taught sophomore girls. A total of 32 teachers were selected to participate in the study by meeting the requirements of willingness to participate, school size, and a minimum of 15 sophomore students. Of these selected teachers, 16 were from schools with more than 1,000 students while the other 16 teachers were from small schools having an enrollment of 500 pupils or fewer. Only sophomore girls currently enrolled in the participating teacher's home economics classes were used in the study. Students who did not meet these requirements but had filled out the questionnaires were not used in any way. The study was limited to girls since opinions of boys and girls often differ in relation to ideal expectations of teacher behavior (Biddle and Ellena, 1964, p. 205).

Method of Procedure

Selection of Participating Teachers

A survey sheet (Appendix A) was developed to find out which teachers would be willing to participate in the study, when they would like to have the questionnaires sent to them, the size of the school, and detailed information about their home economics classes as to size, grade level, and sex. The back of each survey sheet was stamped and addressed to encourage mailing.

The survey sheet was sent to 221 Oregon homemaking teachers in a total of 125 high schools and senior high schools. Thirty-six of the schools had enrollments over 1,000 students while the other 90 high schools had fewer than 500 students enrolled. Enough information sheets were sent so each home economics teacher in each school would have her own information sheet to complete.

From the survey sheets sent out, 43 percent of the teachers returned the completed forms. The answered survey sheets were separated according to each teacher's desire to participate, school size, and the number of sophomore girls students. The sophomore level was chosen because the survey sheet indicated this grade level had the largest home economics enrollment in the surveyed senior high schools and regular four year high schools. Some teachers who responded and indicated they would participate were not used

because they had fewer than 15 sophomore students, the school size was too large or too small, and/or a lack of complete information was given about students on the survey sheet.

A sample of homemaking teachers was selected representing 16 large schools with school enrollment over 1,000 and 16 small schools with less than 500 total pupils in the school. Each teacher had at least 15 or more sophomore students in her classes as indicated by the data filled in on the survey sheet.

Test for Teacher Effectiveness

The Student's Estimate of Teacher Concern (SETC) (Appendix A) developed by Ray and Nygren was chosen as a method for determining teacher effectiveness. The SETC measures teacher effectiveness based on student's interpretations of the teacher's recognition, understanding, or help to themselves as pupils. A letter was written to Ray at Pennsylvania State University and permission received to use the Student's Estimate of Teacher Concern, a valid measure of teacher effectiveness developed on home economics teachers.

Scoring had been developed for use on separate grade levels from seventh grade through the twelfth grade and for use with a combination of two or more of the six grade levels. For this study, the SETC was scored according to the rating scale for the sophomore level since only sophomore girls were used in the study. A limited

number of students of other grade levels filled out the questionnaire, but these were not used in computing the SETC mean scores for the teachers.

Questionnaire of Teacher's Personal and Professional Traits

The questionnaire developed for this part of the study was entitled, Teacher's Biographical Information or TBI (Appendix A). It was primarily based on an information sheet used by Ford and Hoyt (1960). The questions asked concerned the teacher's non-class activities, student teacher supervising experience, relationships with administrators, personal and family educational and professional information, and personal background. There were a total of 59 questions which were answered by placing a number in each question blank that correctly related to the desired answer.

After the questionnaire was compiled, it was distributed to graduate students and professors in home economics education. These people answered and evaluated the form as to content, arrangement, and wording. Their suggestions were used to make necessary changes for the final draft. Validity was not established for the TBI.

Distribution of Materials

Packets sent to participating schools contained an explanatory letter (Appendix A), a sheet of instructions for administering the

SETC (Appendix A), one Teacher's Biographical Information questionnaire, the necessary number of SETC forms, and a stamped and addressed envelope for return mailing. These packets were sent at week intervals for four weeks depending on when the teacher had indicated on the survey sheet that she would like to receive the questionnaires. Reminder post cards (Appendix A) were sent out to teachers who were slow in returning the questionnaires. Of the 32 packets mailed, 28 or 87.5 percent were returned in time to be used. A total of 29 packets were returned.

REVIEW OF LITERATURE

Home Economics Education Today

Never before in the history of American education has the teacher of home economics been given such an important role as at the present time. In this world of sweeping social and technological changes profoundly affecting human affairs and personal relationships, becoming a successful teacher is more important than ever. Home economics has moved far beyond the earlier emphasis on cooking, sewing, and certain other skills of homemaking designed to help a selected number of adolescent girls. Today the curriculum includes all aspects of family living. And since all members of the family group are simultaneously concerned, the scope and function of home economics have been greatly extended. This new functioning curriculum is based on the assumption that families find satisfaction in living to the extent that they can deal with the needs and circumstances of their times. Home economics can be effective only as it alleviates the problems and promotes the satisfaction brought about by changing situations (Hatcher and Andrews, 1963, p. 1).

New changes affecting home economics education have developed from the 1968 Amendments to the Vocational Education Act of 1963. This act has resulted in increased emphasis being given to the wage-earner, consumer education, and the dual role of homemaker and wage-earner (Nebraska..., n. d.). The additional attention and importance given to home economics teachers increases the need for effective teachers who can meet the needs and demands of students and society.

Identification of Effective Teachers

Researchers have attempted to identify effective teachers according to different characteristics of the teachers, the achievement of pupils, ratings by observers and students, standardized instruments, self-evaluations by teachers, and teacher-student interaction in the classroom. Although different techniques have been tried, the main objective of the research has been to pinpoint the types of teachers who are effective in producing agreed upon educational effects or results (Biddle and Ellena, 1964).

Ryans (1960), a well known researcher in the field, believes competent and qualified teachers need to be identifiable to help improve the quality of teachers who are responsible for desirable educational outcomes. The specific characteristics of effective teaching vary according to different grade levels and different subject areas. Ryans realizes teacher effectiveness is an ambiguous concept usually based on the perception of the viewer and what he feels is important. There is no one best kind of teaching because there is no one kind of student.

For this study, research involving effective teachers at the junior high, senior high, college, and adult levels were studied. A broad range of teaching fields and levels was reviewed to identify:

1. Personal teacher characteristics

2. Professional characteristics of teachers
3. Student's progress and achievement
4. Student and teacher rating of teachers
5. Effects of school and community size

The balance of this chapter is organized under these headings.

Personal Teacher Characteristics

Teacher characteristics which are classified as personal include personality, interests, attitudes, beliefs, and the behavior of the teacher. Items directly related to the teacher's personal life such as age and marital status are contained under this classification (Ryans, 1960).

Researchers have found a variety of personal characteristics associated with effective teachers. Some aspects of the six year study with approximately 100 separate projects by Ryans (1960) deals with the personal characteristics of effective teachers based on results involving 6,000 teachers from 1700 schools. His studies involved a variety of subject areas including math, sciences, English, social studies, foreign language, and business but did not include home economics classes. In deciding the importance of the influences affecting the choice of a teaching career in relation to teacher effectiveness, certain positive correlations were found. Teachers who were influenced by an educational adviser, found school work

satisfying, wanted to help people, desired intellectual growth, and scored higher as effective teachers.

Ryans (1960) found secondary women teachers scored higher than men in understanding, friendliness, responsibility, business-like and stimulating behavior, imagination, favorable attitudes towards pupils, and favorable attitudes towards democracy in the classroom and in education. Men scored higher in emotional stability.

Other personal characteristics of highly rated secondary teachers identified by Ryans were:

1. The teacher displays a strong interest in reading and literary matters.
2. The teacher is interested in music, painting, and arts in general.
3. The teacher indicates great enjoyment of pupil relationships and favors pupil opinions.
4. The teacher reads book reviews at least once a month.
5. The teacher spends an average of three or more hours a week doing art work or attending concerts and exhibits.
6. The teacher spends at least three hours per week attending theater, theatricals, movies, etc.
7. The teacher belongs to a hobby club.
8. The teacher shows generosity in the appraisal of the behaviors and motives of other people.

9. The teacher participates in social and community affairs.
10. The teacher had early experiences in caring for children and teaching.
11. The teacher's family has other teachers.
12. The teacher's family supports teaching as a vocation.
13. The teacher has strong social service interests.

Marital status was found to have some relevance in identifying teacher characteristics. A positive correlation was associated with the teacher who was not married, separated, divorced, or widowed. The single secondary teacher tended to be more responsible and business like. The attitude of this type of teacher leaned towards democratic classrooms and permissive educational view points and verbal understandings. The married teacher was found to have higher emotional stability as compared with the single teacher (Ryans, 1960).

Age affects the effectiveness of some teachers. Young instructors 29 years of age or younger are usually rated higher than teachers 50 to 69 years of age except in relation to knowledge. Even when the older teacher knows more, he is considered less successful than the younger teacher in other ways. The young teacher has the same advantages as the older teacher in organization of subject matter, ability to explain, and speaking ability. He generally has an advantage in having a more sympathetic attitude towards students, a

greater enthusiasm for his subject, and fairer examinations (Riley, Ryan, and Lifshitz, 1950).

Another study found older teachers to be at a disadvantage to young teachers except when considering systematic and businesslike classroom behavior. Older teachers were found to have lower scores in stimulating and imaginative classroom behavior and emphasized learning-centered philosophy instead of a child-centered philosophy. These results tended to place the older teacher as a less effective teacher (Ryans, 1960).

Peterson concluded that, "Different types of behavior are required for effectiveness at different ages" (Biddle and Ellena, 1964, p. 314). A decline in satisfaction begins around 35 or 40 years of age. The middle aged teacher must adjust her behavior to accept a decline in the warmth of earlier relationships with students if she is to remain a successful teacher. The effective middle-aged teachers seem to be secure and relaxed in a parentlike authority role. Older teachers could maintain respect, interest, and influence of students by developing into "mother counselors" or grandmother figures (Biddle and Ellena, 1964).

Williamson (1969) used the assessments of 3,000 Colorado high school students to distinguish biographical factors identified with effective teachers. Although 20 characteristics were compared, only five were found to be relevant as indicators of effective teachers in

comparison with ineffective teachers.

1. The mothers of the effective teachers had more formal education than the ineffective teachers' mothers.
2. The effective teachers read more than the ineffective teachers.
3. The effective teachers changed their residence less often than ineffective teachers.
4. The effective teachers tended to own their own homes more often than the ineffective teachers.
5. The effective teacher blamed himself instead of the student when the student was sent to the office.

Williamson felt the findings justified the assumption that effective teachers were more aware of the feelings of students and more capable of developing a harmonious teacher-student relationship.

Dalrymple (1954) interviewed 39 girls who had student taught in home economics to see if there was some way a student's teaching success could be predicted. The findings indicated the more experience the student had with youth, adolescents, and homes the greater was the individual's success in teaching. This information correlated with one of the characteristics identified by Ryans (1960) in which early experiences in caring for children and teaching were common in highly rated secondary teachers.

Woerdehoff (1969) conducted a study on personality and

creativity in relation to the stability of teaching behaviors. He measured personality and creativity with the Zimmerman Temperament Survey which included items concerning fluency, flexibility, masculinity, friendliness, thoughtfulness, emotional stability, general activity, and objectivity. The Creativity Self-Rating Scale was used to measure gross creativity, flexibility, and ideational fluency. He found certain personality traits and/or creativity combinations could accurately predict specific classroom behaviors. High scores in ascendance, thoughtful, gross creativity and flexibility were proportioned to the amount of class time spent in praising and giving encouragement. It was hoped this study would be a contribution towards defining teacher effectiveness.

A study by Witty (1947) analyzing the personality traits of the effective teacher describes how students in grades one through twelve described the teacher they thought was most helpful to them. He summarized the findings by writing:

The teacher who wished to influence boys and girls most effectively will attempt to provide a classroom atmosphere in which success, security, understanding, mutual respect, and opportunity to attain worthy educational goals are all-pervading. He will further safeguard growth by minimizing administrative, supervisory, or teaching practices which interfere with the attainment of these goals. He will then be prepared to direct children's development in such a way that their emotional life will yield the maximum of human satisfactions and values (Witty, 1947, p. 669).

Professional Characteristics of Teachers

The professional characteristics involve the teacher's mental abilities and ability to use teaching skills. Also included is the amount of knowledge concerning subject matter and educational principles (Ryans, 1960, p. 4).

Hamachek (1969) found there were clearly distinguishable characteristics which could be associated with effective and ineffective teachers. The following list are qualities he ascribes to good teachers:

1. They are flexible in all aspects of teaching.
2. They have the ability to perceive the world from a student's point of view.
3. They personalize their teaching.
4. They experiment and try new methods and concepts.
5. They are skillful at asking questions.
6. They display knowledge of subject matter.
7. They have well-established test procedures.
8. They provide students with study helps.
9. They reflect an appreciative attitude through such gestures as nods and smiles.
10. They use a conversational and informal style when teaching.
11. They run a democratic classroom.

12. They are generally favorable towards student opinions.

Gage (1969) describes an investigation involving the skill of explaining in teaching. Effective explaining was seen as the ability to orally bring about comprehension of some process, concept, or generalization so that students could respond to questions that assessed the comprehension of the ideas presented. The students were asked to rate the teacher's effectiveness in explaining. Students rated good teachers as those who plan well, are well organized and prepared, speak at an appropriate cognitive level, use an outline, and cover the material well. The good teachers were verbally and cognitively in control of the situation. When the words of the teachers were analyzed, it was found that the more effective teachers used a greater proportion of proper nouns and place designations.

Students realize that teachers vary in their effectiveness. Because there is no single method of excellent teaching, effective teachers vary in the style of teaching which they do best. The effective teacher must insure that his knowledge and skills are relevant to the time and to the students. Students object more to unfair treatment such as playing favorites than excessive demands in assignments and work load. The teacher who is trying to be effective will try to adapt his teaching to meet the needs and interests of the students as well as the needs of society while operating within his own interests and abilities (U. S. Office of Education, 1969).

Professional traits of newly prepared teachers are important to the total aspect of teacher characteristics. Wilk (1969) studied characteristics of students who completed the educational requirements for teaching. Of the characteristics which he tested he discovered that high achievement in both high school work and in the education student's overall grade point average contributed significantly in determining whether the student would persist and become a teacher. Although home economics was not included in the study, Wilk found educational development differed among the students, but personality test scores were the same within students grouped according to the major field.

The characteristics of the effective teacher in adult education as described by Nunn (1968) did not differ from studies of effective high school teachers. Rating teacher effectiveness according to the class dropout rate, Nunn's results showed low correlation between formal education and teacher effectiveness. He found effective teachers to have the following characteristics:

1. They were flexible in program planning and in their teaching methods.
2. They tended to be sensitive to individual progress.
3. They responded to the needs of the class.
4. They displayed self-confidence.
5. They depended on their own abilities to teach rather than

on resource people.

6. They used a wide variety of resources.

Flanders (Biddle and Ellena, 1964, p. 238) agrees with Nunn that there is a low correlation between academic achievement and teaching competence. Because of this, he believed it was wrong to give teachers raises in pay for just completing some additional hours in graduate training.

Differing with both Nunn and Flanders, Ryans (1960) found formal education to have significance in relation to effective teaching. Ryans' results showed a highly significant relationship between academic success in college and effective teachers when teachers supplied the information in self-reports. He also found teachers who had completed five or six years of college work ranked higher on effectiveness. Teachers currently enrolled in college courses within the last five years tended to obtain higher scores on effectiveness in understanding; friendly behavior; stimulation; imagination; favorable attitudes towards children, administrators, and school personnel; child-centered behavior; and emotional stability. These teachers varied from those who had not received any college courses or education for at least five years by being more responsible, businesslike, and verbally understanding. Other characteristics he found to be associated with effective teachers were membership in professional organizations, preference for student-centered

learning situations, and teaching four to nine years.

Even though Bousfield (1940) used college students to describe teacher characteristics, the basic findings can be useful on the high school level. Students rating teachers said poise and appearance were secondary to pedagogical competence in a teacher.

Davis (Biddle and Ellena, 1964) felt many factors related to successful teaching. According to Davis, it is a good idea for schools to keep a record on the teacher including items that may be related to effective teaching as:

1. Academic and professional studying
2. Scores on examinations
3. Experience in teaching and related work
4. Research and writing
5. Educational travel
6. In-service education
7. Participation in conferences and professional organizations
8. Extracurricular activities
9. Health records

Riley (Riley, Ryan, and Lifshitz, 1950) used students to evaluate teachers. The following is a list of the important teacher attributes of the teachers as ranked by the students with the most important attribute first and the least important last.

1. Knowledge of subject

2. Sympathetic attitude toward and an interest in students
3. Interest and enthusiasm for subject
4. Appearance
5. Interesting presentation
6. Sense of humor
7. Sense of proportion
8. Stimulating intellectual curiosity
9. Organization
10. Personality
11. Fairness
12. Sincerity, honesty, and moral character
13. Speaking ability
14. Clear explanation (Riley, Ryan, and Lifshitz, 1950, p. 27)

Although knowledge of subject matter was highly rated, Riley stressed that it was not necessarily enough for good teaching (Riley, Ryan, and Lifshitz, 1950, p. 80). Hamachek (1969) agreed that knowledge of subject matter was only one facet of a good teacher.

Cogan (1958b) had pupils complete a "Pupil Survey" to measure the inclusive behavior of a teacher. Inclusive behavior is the ability of teachers to make pupils central to the teacher's classroom decisions and to have the students feel their goals, abilities, and needs are taken into account. From the survey it was found that, "The teacher's inclusiveness is an observable and measurable trait of

teachers and that it is related to the amounts of the pupils' required and self-initiated work scores" (Cogan, 1958b, p. 124).

In another test by Cogan (1958a) pupil's perceptions were used to judge the teachers. He found that a teacher's scores on inclusive and conjunctive behaviors could be used as indications of a teacher's ability to motivate pupils. Conjunctive behavior are those behaviors which give evidence of classroom management skill, ability to communicate with students, command of subject matter and demands upon the teacher's pupils. This is an important aspect of teacher effectiveness.

Student's Progress and Achievement

Since a teacher's main responsibility is to enhance the learning of pupils, some researchers believe that the progress and achievement of students is an indication of the teacher's effectiveness. Achievement tests are often used to evaluate the student's progress.

In a study using behavioral objectives in assessing teacher effectiveness, McNeil (1967) found 98 percent of the student teacher supervisors preferred the criterion of pupil progress in determining the effectiveness of a teacher. The findings indicated that pupils achieved more when emphasis was placed on results rather than on procedures.

Justiz (1969) tested teacher effectiveness by pupil achievement.

Student teachers were assigned a new group of students and given subject matter to teach which was new to them. A pre-test and a post-test measured pupil achievement. He found that general teaching ability of the student teacher excluding subject matter could be reliably measured in terms of pupil achievement. Findings included the prediction of teacher effectiveness based on the relationship of the student teacher attitude measured by the MTAI (Minnesota Teacher Attitude Inventory) and pupil achievement producing ability. A relationship was found between the student teacher's attitude and general teaching ability. Most student teachers who are effective in one area are also effective in a second area. Teachers can be ranked by student achievement tests if no teacher is familiar with the subject matter before being confronted with the situation. By using this method, a teacher found effective in two different subject fields can be identified as an effective teacher regardless of background, subject specialty or organizational status.

Student and Teacher Rating of Teachers

Because the student is the one who has the most direct contact with the teacher, pupil ratings of teachers are sometimes used to indicate an effective teacher. Many methods have been developed for students to evaluate their teachers. Teachers may be asked to evaluate their own teaching on a self-evaluation form.

Many dissatisfactions with the practice of student ratings have been voiced, and the grounds for dissatisfaction have usually centered around the problems of reliability; i. e. , the ability of students to make unbiased judgments of a teacher's performance. This is a crucial objection, whether the specific criticism is directed at younger students, less successful students, students of a particular sex, or at all students in general. Yet, for each type of objective there is considerable documentation to discount any belief in the distortion of student judgment by such factors (Riley, Ryan, and Lifshitz, 1950, p. 28).

Student ratings show little, if any, relationship to grades or to the maturity of the students, even though the ratings are subject to the bias of the individual and the external conditions in the high school. Ratings do not differ significantly between large and small classes. Although high school students can not analyze the specific elements of teaching ability, they can answer specific questions about their own reactions (Riley, Ryan, and Lifshitz, 1950).

The Student's Estimate of Teacher Concern (SETC) is an instrument which allows the students to give their reactions of the teacher's recognition, understanding, and helpfulness to them as individual students. The theory of this method is based on the importance of teacher concern for individuals in the learning situation. The concern of the teacher, if present, will be evident whether the teacher's actions are authoritarian or democratic. The student-centered classroom with the teacher who reveals her concern fosters trust in the pupil towards the teacher (Nygren, 1960).

Blackwell headed a study which compared the SETC mean

standard scores with the homemaking teacher's estimate of concern. The teacher's estimates of high and low ratings were found to coincide with the student estimates. How well the teacher knew the students related highly with recognition and understanding but was not related to the student's estimate of help. The conclusions of the study indicated the SETC was a valid measure of concern (Nygren, 1960).

Ray (1960) found the SETC could be used to measure teaching effectiveness. Of the 93 test items, 88 were significant to the .01 level of significance while the remaining items were significant at the .05 level of significance. She found the students' perceptions on the SETC were a product of the group atmosphere instead of the individual's relationship with the teacher. The MTAI (Minnesota Teacher Attitude Inventory) was used to measure the degree of rapport between the students and teacher. These scores were compared with the SETC scores to determine if the SETC gave a true range. The SETC which is geared to the interests and needs of early adolescents can be useful in any educational environment where there is student-teacher interaction affecting teacher effectiveness.

In a later study, Ray (1968) used the SETC and student teacher rating scores in determining the significance of group counseling for helping prospective teachers resolve the conflicts between their personal and professional roles.

The Student's Estimate of Teacher Concern is seen as a particularly useful indicator in this study because it has the unique advantages of being unrelated, too, to the student teacher's self reported estimate of her personal adjustment or adequacy (Ray, 1968, p. 27).

Thus the SETC would be useful in finding out about the effectiveness of a teacher without involving the teacher's own opinions.

Although Bousfield (1940) dealt with the desirable college professor, there are some basic findings which can apply to determining the effective high school teacher. He had students list the qualities which they believed were most important for an instructor to possess.

Findings indicated that girls and boys had slightly different characteristics which they thought were important. Thus boys and girls would have different specific qualities assigned for an effective teacher but have similar overall goals.

Anderson (Biddle and Ellena, 1964) found significant differences at the .01 level between male and female expectations of teacher behavior at the junior high school level. Dependent-prone students tended to expect different teacher behavior than the independent-prone students. Girls and students who were basically dependent-prone preferred an indirect pattern.

Ratings by student teachers of themselves as teachers were used by Musella (1969) in his research. He found closed-minded student teachers who had narrow view points in relation to open-minded student teachers who were free from prejudice rated themselves high

in teacher effectiveness, rated supervisors lower on teacher effectiveness, described themselves with more positive terms, and displayed less variability and differentiation in their descriptions of themselves. "These results indicate that the rating of one's teaching, which may be considered a manifestation of the evaluation of self in total, and the rating of one's superordinates are, in some respects, a function of the perceptual-cognitive style of the rater (Musella, 1969, p. 51).

Effects of School and Community Size

Few studies have specifically compared school size with the effectiveness of the teacher. Ryans (1960) used the size of the school's teaching staff as a measurement of school size with large schools comprised of 17 or more teachers and small schools hiring five or fewer full time teachers. He found the teachers in large schools ranked higher than small schools at the .05 level in overall teaching effectiveness and especially in respect to verbal understanding. Teachers in schools with more than 50 teachers generally attained higher mean scores on various characteristics and were more permissive and child-centered in their educational view points than were other teachers. Small school teachers were ranked as effective only in understanding, stimulation, friendliness, favorable opinions of pupils, and democratic classroom procedures.

The size of the community followed the trend of school sizes in relation to teacher effectiveness. Teachers in small communities or communities up to 2,500 and over 1,000,000 were scored lowest in teacher effectiveness. The small community teachers tended to be more traditional in their approach and learning-centered instead of child-centered. The teachers in medium sized communities having 500,000 to 1,000,000 people had higher scores towards pupil attitudes and democratic classroom procedures. These teachers were more permissive and child centered (Ryans, 1960).

An effective teacher in one school is not always successful in another. When recognizing a successful teacher, "Judgments may vary in different localities and situations, because the concept of a good teacher depends on the goals and purposes of the schools" (Hatcher and Andrews, 1963, p. 4). The goals of the school are based on the needs of the community. The effective home economics teacher learns to recognize and to deal with each student according to his needs, interests and abilities within the framework of the student's social setting (Hatcher and Andrews, 1963). Students must be understood, and skill developed in planning experiences relevant to the students and the community, for the home economics teacher to be effective (Hall and Paolucci, 1967).

ANALYSIS OF DATA

Introduction

This study was an attempt to identify personal and professional characteristics of effective and ineffective teachers in large and small schools. Effective teachers were identified by students according to their ability to display recognition, understanding and helpfulness to the students as individuals.

The sample for the study consisted of 28 Oregon homemaking teachers of sophomore girls with 14 of the teachers from large schools of more than 1,000 students and 14 from small schools having a student body of less than 500 students (Table 1). Each of the teachers filled out the Teacher's Biographical Information (TBI) and had her sophomore, female homemaking students complete the Student's Estimate of Teacher Concern (SETC).

There was a total of 556 sophomore girls whose SETC's were correctly completed and used in determining teacher effectiveness. The number of students per teacher ranged from 12 to 40 although all teachers had at least 15 sophomore girls enrolled. There was a range of 12 to 31 students per teacher for small schools and 14 to 40 students per teacher for large schools. The SETC was scored using the relevant questions for the tenth grade level as indicated by Ray. This form of

the SETC had a reliability of .905. There were a possible 132 points. Each student's SETC questionnaire was totaled and averaged in with other classmates to form a mean score for their particular home-making teacher. The mean scores varied from a high 105.15 to a low 68.88 with a range of 36.27.

Table 1. Information Concerning Schools in Study

Size of School's Sophomore Class	Number of Teachers in Small Schools	Number of Teachers in Large Schools
49 or less	4	1 ^a
50 to 99	5	1 ^a
100 to 199	5	
200 to 299		1
300 to 399		
400 to 499		4
500 to 599		3
600 to 699		2
700 or more		2

^aThe teacher probably reported the number of her own sophomore students instead of the total number of sophomore students in the school.

Quartiles were established which divided the sample into four equal parts of seven teachers each. Following Ray's suggestion, teachers in the fourth quartile were classified as effective while the teachers in the first quartile were considered to be ineffective. The teachers in the second and third quartiles were considered to be of

average effectiveness according to the SETC (Table 2).

Table 2. Conversion of SETC Mean Scores into Quartiles

Quartile	Teacher Mean	School Size	
		Large	Small
4	105.15	x	
	97.68		x
	97.02	x	
	96.79	x	
	94.40		x
	94.26		x
	93.20		x
3	91.16	x	
	90.88		x
	90.33	x	
	89.72	x	
	87.77		x
	87.66		x
	87.00	x	
2	86.45	x	
	83.92		x
	83.20	x	
	83.13		x
	82.23		x
	81.60	x	
	79.41	x	
1	79.31	x	
	79.04	x	
	77.11		x
	72.52		x
	71.58		x
	71.08		x
	68.88	x	
Total Number of Teachers		14	14

The mathematical mean of all the scores was 85.8 with a standard deviation of 9. The standard error of the mean was 1.7 allowing the true mean to deviate ± 1.7 from the mean of 85.8.

The correlations between effective and ineffectively rated teachers' answers on the Teacher's Biographical Information were determined by a computer with the help of Keith Avery, an Oregon State University computer employee. The level of significance for the correlation scores was determined by using the Pearson Product Moment Correlation Table in Snedecor (1946, p. 351). Tables showing the teachers' responses to the TBI by large and small schools according to the quartiles appear in Appendix B.

Professional Characteristics of Home Economics Teachers'
Answers Correlated to the Teachers'
Biographical Information

Time Spent on Non-class School Activities

The amount of time effective and ineffective teachers spent on non-class activities in the school had a correlation of .47352. In large schools the correlation was .44845 while the correlation for teachers in the small schools was .51090. The small school teachers' correlation was significant at the .10 level (Table 3). This meant that effective teachers, especially those in small schools, were more likely to spend more time on activities such as home visits,

guidance of home experiences, and committee and staff meetings.

Table 3. Non-class School Activities

Activity	Correlation of Effective and Ineffective Teachers		
	Small Schools	Large Schools	Combined Large and Small Schools
1. Home Economics Club or FHA	-.40824	-.44720	-.42399
2. Class Adviser	.0	.0	.0
3. Home visits and guidance of home experiences	.72932*	.57730	.53357*
4. School money-making projects	.11250	1.0000**	.45090
5. Responsibility other school functions	.54167	.53033	.53028
6. Study halls	-.36961	-.44721	-.40291
7. Home room period	.37796	.12403	.19611
8. Clerical work	.19405	.0	.131939
9. Hall duty	-.20412	-.44721	-.23904
10. Cafeteria duty	.37796	.0	.27735
11. Counseling activities	.57735	.86824*	.68425**
12. Care of laboratory	.25819	-.30151	.0
13. Committee and staff meetings	.70710*	.70710	.68599**
Total	.51090***	.44845	.47352

* .05 level of significance

** .01 level of significance

***.10 level of significance

FHA or Home Economics Club. There was a -.42399 correlation for effective and ineffective teachers in connection with the FHA or home economics club. Effective teachers in small and large schools tended to spend less time with these activities than ineffective

teachers as indicated by $-.40824$ and $-.44720$ respective correlations. The most time any effective teacher spent in this area was from one to four hours per month while ineffective teachers spent as much as from eight to twelve hours per month.

Class Adviser. There was a zero correlation between all effective and ineffective teachers in respect to time spent as a class adviser. No teachers in the study from large schools spent any time as a class adviser. Teachers in small schools spent an average of one to four hours per month, if any time was spent.

Home Visits and Home Experiences. The correlation for time spent on home visits and home experiences was $.53357$ for all effective and ineffective teachers. The small school effective and ineffective teachers had a significant correlation of $.72932$ at the $.05$ level of significance with all the ineffective teachers spending zero hours in this area. One effective teacher from a small school failed to spend any time in this area, but the remainder of the effective teachers spent between one and four hours a month. In the large schools the correlation for effective and ineffective teachers was $.57730$. All the effective teachers spent time ranging from one to more than 12 hours per month in this area.

School Money-making Projects. In time spent on school money-making projects, the effective and ineffective teachers in large and small schools varied from a 1.0000 correlation for large schools to a

.11250 correlation for small schools. In the large schools where there was a perfect correlation, all the ineffective teachers spent zero amount of time while effective teachers spent from one to four hours a month. The small school teachers showed an insignificant correlation between effective and ineffective teachers with the effective teachers tending to spend more hours per month on money making activities.

Other School Functions. Responsibility for other school functions had a fairly consistent correlation of .53028 for all effective and ineffective teachers with .54167 correlation for those in small schools and .53033 correlation for those in large schools. Effective teachers tended to spend more time which ranged from zero hours to more than 12 hours per month. While four ineffective teachers put in zero hours of time, the remainder of the ineffective teachers from both large and small schools spent from zero to eight hours per month.

Study Hall. Time spent in study halls produced a -.40291 correlation for all effective and ineffective teachers with the large school correlation being -.44721 and the small school correlation being -.36961. One ineffective teacher who spent over 12 hours per month was the only teacher in the large schools who spent any time in study hall. In the small schools, two ineffective and one effective teacher spent time in study hall. These effective and ineffective

teachers spent from one to four hours while the other ineffective teacher spent over 12 hours per month.

Home Room Activities. The correlation between effective and ineffective teachers who were in charge of a home room period was .19611 for all the teachers, .37796 for teachers in small schools, and .12403 for large school teachers. In the small schools only one teacher who was effective had a home room period. In the large schools all the teachers had home rooms. The ineffective teachers spent one to four hours per month on home room activities. Two of the effective teachers spent less than one hour per month while the other effective teacher in the large school spent more than 12 hours per month.

Clerical Work. The amount of clerical work done by ineffective and effective teachers had an insignificant correlation of .18193 for the combined group with a .19405 correlation for small schools and a zero correlation for large schools. All the teachers in the large schools averaged more than one hour a month in clerical work. Teachers in small schools ranged from zero to more than 12 hours a month doing clerical work.

Hall Duty. Only four ineffective teachers and one effective teacher did any hall duty work. The large schools had one ineffective teacher who was engaged in hall duty. Only one effective teacher indicated time spent in this activity. The small schools had a

-.20412 correlation while the large schools had a -.44721. Ineffective teachers were more likely to have hall duty than effective teachers.

Cafeteria Duty. Of all the teachers in the study, only three mentioned that they had cafeteria duty. One of these teachers was an effective teacher in a small school. Because of the lack of positive response to this question, cafeteria duty can not generally be considered to be associated with home economics teachers of sophomore girls.

Counseling Activities and Home Experiences. There was a correlation of .68425 which was significant at the .01 level for effective and ineffective teachers in relation to counseling activities including home experiences. Effective and ineffective teachers in large schools showed a correlation of .86824 which was significant at the .05 level. This indicated that the effective teacher in a large school would spend between four hours to 12 hours a month in this activity compared with zero to less than four hours a month spent by the ineffective teachers. The ineffective teachers in small schools all spent between one and four hours a month in counseling. The effective teachers spent from one hour to eight hours. The correlation was .57735 for effective and ineffective teachers in small schools. Since some of the questions on the SETC were related to counseling, it is not surprising to find such a high overall correlation.

Caring for Laboratory. All the teachers in the study were responsible for care of a laboratory and spent more than one hour to

more than 12 hours per month in performing this task. There was a zero correlation in the comparison of all effective and ineffective teachers. Effective teachers in small schools and ineffective teachers in large schools tended to spend more hours in caring for the laboratory as indicated by a .25819 correlation in small schools and a -.30151 correlation in large schools between the effective and ineffective teachers.

Committee and Staff Meetings. The correlation was .70710 for both effective and ineffective teachers in large and small schools when considering hours spent in committee and staff meetings. This correlation figure was significant at the .05 level for the teachers in the small schools. The ineffective teachers spent less than one hour to four hours per month while effective teachers spent from one to twelve hours a month in committee and staff meetings. The correlation of .68599 for ineffective and effective teachers at the .01 level of significance indicates that effective teachers spend more time in committee and staff meetings than do ineffective teachers.

Non-college Credit Professional Improvement

Teachers were asked to indicate professional improvement experiences for non-college credit involving conferences, institutes, and workshops. The total correlation was .44463 for all effective and ineffective teachers with small school teachers having a .50350 correlation and teachers in large schools having a .53220 correlation. This meant that effective teachers especially in large schools were more likely to be involved with conferences and institutes than ineffective teachers (Table 4).

Table 4. Non-college Credit Professional Improvement

Activity	Correlation Effective and Ineffective Teachers		
	Small Schools	Large Schools	Combined Large and Small Schools
1. Conferences or institutes for home economics teachers	.10721	-.33333	.0
2. Workshops for home economics teachers	.68973**	-.44721	.23408
3. Conferences or institutes for teachers in several fields	.62114	.68680	.63245*
4. Conferences or institutes for your local faculty	.10721	-.14907	.0
Total	.50350	.53220	.44463

* .05 level of significance

** .10 level of significance

Conferences or Institutes for Home Economics Teachers. All but four teachers in the entire study indicated they had an opportunity to attend an institute or conference for home economics teachers of one or more days. Only one teacher said she had an opportunity to go and did not attend. All large school teachers had the opportunity and did attend. Two of the ineffective and one of the effective teachers from large schools were involved in the program which resulted in a $-.33333$ correlation for the large school teachers. In the small schools, two effective and one ineffective teacher, were involved in the program while two ineffective and one effective teacher just attended. The correlation between effective and ineffective teachers was $.10721$. One effective teacher and one ineffective teacher in small schools indicated they did not have an opportunity to attend such a conference.

Workshops for Home Economics Teachers. Twenty-one of the teachers in the study indicated they did not have an opportunity to attend a workshop for home economics teachers of one week or more in length. All the ineffective teachers in small schools and all the effective teachers in large schools had no opportunity to attend. One effective small school teacher and one ineffective large school teacher did attend a home economics workshop and were responsible for some part of the program. Only one effective teacher from a small school had the opportunity to attend and did not go. The correlation between

effective and ineffective teachers in small schools was .68973 and was significant at the .10 level.

Conferences or Institutes for Teachers in Several Fields. There was a .63245 correlation for all effective and ineffective teachers in regards to the attendance at conferences or institutes for teachers in several fields. Thus effective teachers tended to attend more of these conferences than ineffective teachers. The teachers in small schools had a .62114 correlation between the effective and ineffective teachers. All the effective teachers who attended were responsible for some part of the program while the one ineffective teacher just attended. The correlation between effective and ineffective teachers in large schools was .68680 with only effective teachers being involved with this type of conference. One of the effective teachers was a regular participant with no responsibilities while the other was on the program.

Conferences or Institutes for Local School Faculty. The correlation was insignificant for the comparison of effective and ineffective teachers and their attendance at conferences and institutes held for the local school faculty. Everyone in the study who had the opportunity did attend. Four teachers from large schools and five teachers from small schools had no conferences for local school faculty. There was no significant difference in teacher effectiveness among those teachers who simply attended and those who were involved with the program.

Types of Graduate Courses Taken

The number of graduate courses taken had a $-.16980$ correlation for all effective and ineffectively rated teachers. Thus the ineffective teacher might be expected to take more graduate courses. The ineffective teachers from small schools obtained more graduate credit as indicated by $-.25699$. The $.17538$ correlation for large schools showed the effective teacher had slightly more graduate credit (Table 5). This agreed but with a lower correlation with the information obtained in questions asking the amount of credit beyond the bachelor's degree. The breakdown into specific areas of graduate courses included child development and child psychology; personal and family relationships; home economics education; education, guidance, mental hygiene, psychology, and sociology; foods and nutrition; textiles and clothing; and related arts.

Child Development and Child Psychology. Correlations of $.28474$ for teachers in small schools and $.86602$ for teachers in large schools indicates that effective teachers can be expected to have taken graduate courses in child development and child psychology. The correlation value for the large schools was significant at the $.05$ level while the small schools had a low correlation that was insignificant.

Personal and Family Relationships. Graduate courses taken in personal and family relationships indicated an insignificant correlation

of -.04065 for all effective and ineffective teachers. For teachers in small schools this correlation was actually zero. In Oregon one of the fifth year requirements for standard certification in home economics is a family relations course which could account for the insignificant correlation.

Table 5. Graduate Courses Taken

Areas of Graduate Courses	Correlation of Effective and Ineffective Teachers		
	Small Schools	Large Schools	Combined Large and Small Schools
1. Child development, child psychology	.28474	.86602*	.33300
2. Personal and family relationship	.0	-.13736	-.04065
3. Home economics education	.04667	-.18569	.01565
4. Education, guidance, mental hygiene, psychology and sociology	-.24116	.52380	-.12454
5. Foods and nutrition	-.27577	-.18569	-.24904
6. Textiles and clothing	-.45670	-.55555	-.38423
7. Related arts	-.18593	.30151	-.06933
Total Group	-.25699	.17538	-.16980

* .05 level of significance

Home Economics Education. The number of graduate home economics education courses taken by effective and ineffective teachers resulted in an insignificant correlation of .01565 with small school teachers getting a .04667 correlation and teachers from large schools having a -.18569. Although the trend is toward more home economics education courses taken by effective small school teachers, the

correlations were too low to make any definite statement about tendencies.

Education, Guidance, Mental Hygiene, Psychology and Sociology. Effective teachers from large schools tended to take more courses in education, guidance, mental hygiene, psychology and sociology as indicated by a .42380 correlation. In the small school group ineffective teachers had more courses in this area showing a correlation of -.24116, but this was slanted by one teacher who had taken 61 courses. All but one of the teachers in the large schools had taken courses in this area with an average of 3.3 courses per teacher. Only nine teachers from small schools had taken courses but had an average of almost 13 courses per teacher. If the ineffective teacher in the small school with 61 courses was not included the average would be 4.1 courses for teachers in small schools.

Foods and Nutrition. The correlation of -.24904 indicates that effective teachers in both large and small schools had fewer courses than ineffective teachers in the area of foods and nutrition. Only one teacher who was rated effective had taken any courses in this area. In the large schools only one teacher who was rated as ineffective had had any graduate work in foods or nutrition. The small schools had two ineffective teachers with graduate education in foods and nutrition.

Textiles and Clothing. For courses taken in textiles and clothing there was a correlation of -.38423 for all effective and ineffective

teachers with $-.45670$ correlation in small schools and a $-.55555$ correlation in large schools. This shows that effective teachers are less likely to have taken as many courses in textiles and clothing as the ineffective teachers.

Related Arts. Ineffective teachers in small schools and effective teachers in large schools had taken more graduate courses in related arts. The correlation of $.30151$ for large school teachers was higher than the $-.18593$ correlation for small schools.

Table 6 on the following page contains the correlations for the remainder of the professional data.

College Credit

Years Since Last Earned Any College Credit. The number of years since the teacher had last earned any college credit resulted in a correlation of $-.71710$ significant at the $.05$ level for effective and ineffective teachers in small schools. A zero correlation was found for effective and ineffective teachers in large schools. In small schools, all the effective teachers had earned college credit in the last year while the ineffective teachers varied from less than one year to more than three but less than five years since last earning college credit. The teachers in large schools had a zero correlation because in each of the effective and ineffective groups two teachers had gone less than one year without receiving college credit while one

teacher had gone one to less than three years without receiving any college credit.

Table 6. Professional Data

Data	Correlation Effective and Ineffective Teachers		
	Small Schools	Large Schools	Combined Large and Small Schools
Credit beyond bachelor's degree	-.40824	.44721	-.13608
Years since last earned college credit	-.70710*	.0	-.45883**
Length of home economics teaching experience	-.22176	-.24253	-.22798
Honors earned in graduation	-.37796	-.44721	-.38411
Supervision of student teachers	-.13867	-.55708	-.31234
Experience with principal	.37796	-.44721	.12803
Preferred experience with principal	.77459*	-.70710	.14907
Experience home economics state supervisor	-.40451	-.07784	-.16222
Preferred experience with home economics state supervisor	.06690	.33333	.13511
Preferred experience with home economics local supervisor	-.33752	.33333	-.15811
Class responsibilities	-.62994**	.24253	-.52233**
Homemaking education responsibilities for adults	.40451	.44721	.41522
Number of students taught present semester	-.40451	.57735	-.07881
Sophomore students in school	.0	.24253	.05352
Relationship among students in school	-.37796	-.09950	-.15617
Administration's policy towards a teacher's private life	.57735	.33333	.44721

* .05 level of significance

** .10 level of significance

Credit Earned Beyond Bachelor's Degree. The correlation for the amount of credit earned beyond the bachelor's degree varied from the correlation connected with the length of time since the last college credit had been earned. The effective teachers from small schools had earned between none to more than half the credit required for a master's degree. The ineffective teachers from the small schools varied from no additional credit to more than that required for a master's degree. Because the ineffective group in the small schools had more education than the effective teachers, the correlation was a $-.40824$. The large school teachers had a correlation of $.44721$ which meant that more education was associated with the effective teachers more than the ineffective teachers. The effective teachers in this group ranged from some graduate courses to a master's degree or 60 hours used as a master's degree equivalent in some school districts. The largest amount of credits for ineffective teachers in large schools was more than half the credits for a master's degree without receiving the degree or equivalent 60 hours.

Length of Home Economics Teaching Experience

The correlation was $-.22798$ when comparing the length of teaching experience with the effective and ineffective teachers. This meant that for combined large and small schools, effective teachers tended to have less teaching experience. Effective teachers had taught

from less than one year to five years but less than ten years. Ineffective teachers ranged in teaching length from one year to 20 years or more. It is interesting to note that the effective teachers in the large schools had taught between one to five years.

Honors Earned at Graduation

The honors earned at graduation had a correlation of $-.44721$ for large school teachers and a $-.37796$ for small school teachers for a combined correlation of $-.38411$. This means that the ineffective teachers were more likely to receive graduation honors than effective teachers. All of the effectively rated teachers and the teachers ranking in the third quartile graduated from college with no special honors. Two teachers in the study graduated with distinction while one ineffective teacher graduated with high distinction.

Supervision of Student Teachers

Only six teachers in the study had received training for supervising student teachers, with five of them having been cooperating teachers without any special preparation. In the study 15 teachers had no experience with student teachers while two teachers failed to answer the question. The teachers rated effective either had no experience or had supervised student teachers during current year.

Experience with Principal

All but two of the effective and ineffectively rated teachers indicated their experiences with their principals were that they gave suggestions when they were asked for. One ineffective teacher failed to answer the question while an effectively rated teacher said her principal helped her identify and work out problems.

Preferred Experience with Principal

There was a high correlation of .77459 significant at the .05 level for teachers in small schools and a $-.70710$ correlation for teachers in large schools in relation with their preferred experience with principals. In small schools the tendency was for ineffective teachers to prefer the principal to help them identify and work out problems. The effective teachers in this school size wanted the principal to give them suggestions when asked for them. Only one effectively rated teacher in a small school wanted the principal to help her identify and work out problems. This indicates effective teachers in a small school tend to prefer being independent of the principal except when they desire help. Effective teachers in large schools were just the opposite from those in small schools in that they preferred the principal help them identify and work out problems. The ineffective teachers preferred the principal to give suggestions when asked, although one of these teachers did want the principal to

help identify and work out problems.

Experience with Home Economics Supervisor

Experience with Home Economics State Supervisor. In Oregon all home economics teachers are currently served by a state home economics supervisor who gives help primarily through main correspondence or group work and is beginning to do some individual work. In previous years much individual help was given. In light of these facts it is interesting to observe the responses which resulted in a $-.16222$ correlation for all effective and ineffective teachers. Only one effectively rated teacher said the state supervisor gives help only through main correspondence or group conferences. One effectively rated teacher believed the state supervisor helped her to solve problems about which she asked. Another teacher rated as ineffective thought the supervisor made her aware of new problems and ways to improve them. "I am not visited by such a supervisor," was the response of four effectively rated teachers and four ineffectively rated teachers. Three teachers, all from small schools, believed they did not work under a state home economics supervisor.

Preferred Experience with Home Economics State Supervisor.

When asked the type of experience they would prefer to have with a state supervisor, there was a wide variety of responses which yielded a low correlation of $.13511$ for all effective and ineffectively rated

teachers. Two teachers, one effective and one ineffective, believed a state supervisor should give help only through main correspondence or group conferences. Three effective teachers and one ineffective teacher thought the supervisor should help them solve problems when they asked. The majority of teachers, five ineffective and two effective teachers, wanted the state home economics supervisor to make them aware of new problems and ways they could improve.

Preferred Experience with Home Economics Local Supervisor.

The answers were more homogenous when responding to the type of local home economics supervisor they would prefer. All the effectively rated teachers and the ineffective teachers in large schools said the local supervisor should help them solve problems or/and make them aware of new problems. The ineffective teachers in the small schools checked that the supervisor should indicate how and what the teacher should do, make the teacher aware of new problems and ways of solving, or give help only through main correspondence.

Class Responsibilities

There was a correlation of $-.52233$ significant to the $.10$ level between all the effective and ineffective teachers, showing there was an overall tendency for ineffective teachers to teach only girls homemaking while the effective teachers taught boys and girls in either or both homemaking or other subjects. Of the four effective teachers in

the small schools, two taught home economics for both boys and girls, one taught home economics and other subjects to both boys and girls, and one taught only girls. Only one effectively rated teacher in the large schools taught both boys and girls homemaking while the remainder taught only girls. As might be expected in the large schools, all the teachers taught only home economics classes with three of the 14 teachers in this category having both boys and girls. The correlation for effective and ineffective teachers in the large schools was .24253.

Homemaking Education Responsibilities for Adults

Although the correlation for all the effective and ineffective teachers was .41522, there were 20 teachers in the study who indicated they had no responsibilities for any adult homemaking classes. In the large schools only one teacher had any adult responsibilities. This effective teacher taught one adult class in a series of six to ten lessons. It is interesting to note that in the small schools the effective teacher who said she was involved with adults, said that she taught one adult class series. A teacher ranked in the third quartile taught more than one series of adult classes. An ineffective teacher was responsible for one class unit with a central theme. Four teachers failed to mark any answer.

Number of Students Taught Present Semester

The total number of students other than adults a teacher taught had a low correlation of $-.07881$ for effective and ineffective teachers. The teachers in the small schools tended to have larger numbers of students if they were ineffective as indicated by a $-.40451$ correlation. Large school teachers were opposite with a $.57735$ correlation. The effective teachers in these schools tended to have larger classes. These results are not completely dependable since a change of one effective or ineffective teacher in each of the large and small schools to match the scores of the other teachers would have yielded a zero correlation.

Sophomore Students in Schools

This study was centered on homemaking teachers who taught sophomores in schools of less than 500 pupils and more than 1,000 pupils. In the small schools, the school's sophomore class numbered as high as the 100-199 category. There was a zero correlation between effective and ineffective teachers in relation to the size of the school's sophomore class because the size variance was the same. The sophomore class in large schools ranged from less than 49 to over 700 students according to the teachers' responses. There is some question as to whether these teachers who marked such low class size correctly read the question since in one of the two cases the size of the

school's sophomore class was the same as the number of students she taught. The effective teachers in large schools tended to have larger sophomore classes but this correlation of .24253 is too small to draw any conclusions.

Relationship Among Students in School

Although the correlation between effective and ineffective teachers was a low $-.37796$ for small schools and $-.09950$ for large schools, all effective teachers indicated the general relationship in their schools were good as compared to extremely good, fair, and extremely poor. Fourteen other teachers also rated their students as having a good relationship among themselves. A total of 21 teachers thought the general relationship among pupils in their schools was good. The remaining seven teachers classified their school's students in the other three alternatives mentioned earlier.

Administration's Policy Toward a Teacher's Private Life

There was no significant difference between ineffective and effective teachers in relation to the school administration's attitude toward a teacher's private life. It is interesting to note that the only types of responses were "no restrictions at all" and "no definite restrictions, but some suggested or implied codes of behaviors." The majority of the teachers checked the latter response. All small

school teachers except two in the sample checked "no definite restrictions, but some suggested or implied codes of behaviors."

Personal Characteristics of Home Economics Teachers'
Answers Correlated to the Teacher's
Biographical Information

Time Spent in Personal Non-class Activities

The amount of time the teachers spent in personal non-class activities was studied to determine if there was any significant correlation between effective and ineffective teachers. All correlations for this group of data were above the .10 level of significance. The correlation for all the effective and ineffective teachers was a .23664 with the small school effective and ineffective teachers having a .39763 correlation and the large school teachers having a .04897 correlation. The five categories included in this group were such activities as reading, parties and social service organizations. Generally, the trend indicated effective teachers spent more time engaging in these activities. This was of low significance for small school teachers and of no significance for teachers in large schools (Table 7).

Attending Plays, Concerts, Lectures, and Exhibits. The attendance of concerts, plays, lectures, and exhibits had a low correlation of .23904 for both effective and ineffective teachers. The correlations between these teachers in small schools was .40689 while

in the large schools it was $-.44721$. Effective teachers in small schools and ineffective teachers in large schools tended to spend more time attending these events. One of the small school effective teachers spent over 12 hours per month while another teacher in this same category spent no time. All ineffective teachers except one in both school sizes and all the teachers in the large schools except one spent between one and four hours per month in these activities. The one ineffective teacher did not participate in any of these activities while the effective teacher from the large school spent less than one hour per month.

Table 7. Personal Non-class Activities

Activity	Correlation of Effective and Ineffective Teachers		
	Small Schools	Large Schools	Combined Large and Small Schools
1. Attending concerts, plays, exhibits, lectures	.40689	$-.44721$.23904
2. Reading (other than direct class preparation)	.22941	.13736	.18156
3. Sewing, cooking, knitting, crafts, etc.	.35355	.0	.14907
4. Parties, dances, bridge, etc.	.23791	.0	.14834
5. Social Service Organizations	.13363	.0	.08804
Total	.39763	.04897	.23664

Personal Reading. The correlation between effective and ineffective teachers in regards to the amount of time spent in reading outside of school was a low .18156. The teachers who were effective

and ineffective in the small schools had a slightly higher correlation of .22941. The correlation for the effective and ineffective teachers in large schools was .13736. The effective teachers in the small schools read over four hours to more than 12 hours a month, while the ineffective teachers read from one to more than 12 hours a month. The effective teachers in the large schools read from one to 12 hours a month. The ineffective teachers read from one to more than 12 hours a month with two of the three teachers reading only one to four hours a month.

Creative, and Social Activities. Effective and ineffective teachers in large schools had a zero correlation in relation to the amount of time spent sewing, cooking, knitting, and crafts; parties, dances, and bridge; and social service organizations. In the first category of sewing, cooking, knitting and crafts, the teachers spent between one hour to more than 12 hours per month. Three of these six teachers, two of whom were effective, spent more than 12 hours per month engaging in these activities. In social activities such as parties, dances, bridge, and social service organizations, three of the teachers, two of whom were ineffective, spent four to eight hours per month. The other three teachers spent less time than that when participating in the activities.

The small school effective and ineffective teachers had a correlation of .35355 for the time spent sewing, cooking, knitting, crafts,

etc. All of these teachers spent at least four hours per month while five of them spent more than 12 hours per month engaged in these interests. The effective teachers tended to spend more time on these activities and in participating in social events such as parties, dances, bridge, etc. None of the effective teachers spent less than one to four hours per month while one ineffective teacher did not spend any time in the pursuit of these activities. The correlation for social activities was .23791 which was higher than the .13363 correlation for time spent in social service organizations. There were three teachers, two of whom were rated as effective, who did not spend any time in this area. The other teachers spent between one and four hours or more than 12 hours per month. These figures varied so much that it would be difficult to predict any trend or tendency.

Table 8 contains the remaining correlations for the personal data.

Age Group Like Best to Teach

Of the 28 teachers in the study, 22 of them indicated they preferred to teach senior high students or senior high and junior high students. This was the age bracket the teachers were presently teaching. Four teachers, two ineffective, one average, and one effective, said they liked teaching at the junior high school level best. Two teachers who said they preferred to teach adults were rated in the second and fourth quartiles.

Table 8. Personal Data

Data	Correlation Effective and Ineffective Teachers		
	Small Schools	Large Schools	Combined Small and Large Schools
Age group like best to teach	.40824	-.24253	.20555
Reason became a teacher	.37796	.0	.27226
When decided become teacher	-.29559	.30151	-.05322
How like teaching career	.0	.0	.0
How like present teaching position	-.37796	.0	-.08304
Plans for next year	-.37796	-.09950	-.23492
Marital status	-.52915	.56980	-.08481
Mother's formal education	-.13484	-.04685	-.28571
Father's formal education	.45834	.09950	.27160
Amount of babysitting	-.06074	.32444	.10394
Status as home owner	.15811	.30151	.19611

Teaching Career

Reason Became a Teacher. There was little difference in the reasons for becoming a teacher between effective and ineffective teachers. Of the 28 teachers in the study, 17 of the teachers listed their liking of children and/or young people as their predominate reason for teaching. This answer was chosen by all the teachers rated as effective or ineffective in the large schools and by three of the effective teachers and one of the ineffective teachers in small schools. Two ineffective, one effective, and two average effective teachers in small schools indicated their desire to teach things to other people as their reason for teaching. Two teachers classified as average in their

effectiveness had other reasons for teaching not listed on the questionnaire. Other answers by two teachers classified as average indicated the influence of school teachers in making their decision to teach. Of all 28 teachers in the study only one teacher who rated in the third quartile chose teaching as the best way to get through college.

When Decided to Become a Teacher. The correlation between when effective and ineffective teachers decided to become teachers was only $-.05322$. Five of the seven ineffective teachers decided on teaching careers in high school while effective teachers varied in their decision from always wanting to be a teacher to not deciding until the sophomore year in college.

How Like Teaching Career. There was a zero correlation between effective and ineffective teachers' rating of their like of teaching as a career. The effective and ineffective teachers checked either "well, but would also like other fields" or "well, probably the best." Teachers rated as average teachers checked these responses plus "excellent, by far the best," "very well, definitely the best," and "not too well, would like some others better." No teachers checked "dislike greatly."

How Like Present Teaching Position. How well the teacher liked her present teaching position was found to have no significant relation to her teaching effectiveness. Fourteen of the teachers indicated that they liked their job very well. Only eight teachers

believed their positions were excellent while another five teachers rated their liking of their teaching position as well. No teacher in the study indicated she was displeased by her teaching position. All teachers in the effective classification from small schools indicated they liked their jobs very well.

Plans for Next Year. Eleven of the teachers rated as effective or ineffective were planning on teaching in the same position during the following year. This made the correlation an insignificant $-.23492$. The other three teachers in these categories were either quitting the teaching profession or undecided about their plans for the coming year. Among all the sample, 24 teachers were planning on teaching the following year. The answers on this question followed the trend set by the teachers' like of their present teaching position.

Marital Status

The correlation between effective teachers and ineffective teachers was $-.52915$ among small school teachers and $.56980$ for teachers in large schools. In the small schools all of the teachers except those in the first quartile rated as ineffective were married with and without children. The ineffective teachers who composed the first quartile were married with and without children; widowed, divorced, or separated with children; and remarried with children. The effective teachers in large schools had a positive correlation

indicating that these people tended to be married, widowed, divorced, or separated with or without children. In this group two of the ineffective teachers and one of the effective teachers were single. One ineffective teacher was married with no children while the remaining effective teachers were married with children and widowed, divorced, or separated with children.

Mother's and Father's Formal Education

The amount of education possessed by the parents of effective and ineffective teachers had only a low correlation of .27160 for the father's education and -.28571 for the mother's education in both large and small schools. The mother's education of -.28571 meant that the effective teacher's mother tended to have less formal education while the father of the effective teacher generally had more formal education than the father of an ineffective teacher. The education of mothers of effective teachers ranged from high school without graduating to a college graduate while the education of ineffective teachers' mothers varied from high school graduate to advanced college degree. The effective teachers had fathers with less than eighth grade education to one with an advanced degree. The fathers of the ineffective teachers varied from less than eighth grade education to college graduate. Because the sample was so small, however, another study could have different results.

Amount of Babysitting

This study failed to find any significant correlation between effectiveness and the amount of babysitting the teacher had done in high school and/or college. The teachers in the large schools did have a .32444 correlation indicating that effective teachers had slightly more experience babysitting. The correlation for small schools was only -.06074 making a .10394 correlation for all effective and ineffective teachers.

Status as Home Owner

There was little significant difference in this study between effective and ineffective teachers in the status of their home ownership. Fifteen of the 28 teachers rented while the other 13 teachers were in various stages of home purchasing from a fully paid home to homes less than half paid for.

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study was to determine personal and professional traits of effective and ineffective Oregon home economics teachers of sophomore girls and to discover if the characteristics of effective and ineffective teachers differ between large schools of 1,000 or more pupils and small schools with 500 or fewer students by answering the following questions:

1. Do teachers rated as effective by their students on the Student's Estimate of Teacher Concern have any personal characteristics in common that are not common to teachers who are rated as ineffective?

2. Are the professional traits common to effective teachers any different than the professional traits which are common to teachers rated as ineffective?

3. Do the professional characteristics which are common to effective teachers in large schools differ from those traits which are common to effective teachers in small schools?

4. Do effective teachers in large schools have different personal traits than effective teachers in small schools?

Effective teachers as perceived by their students display concern for individual students according to responses on the SETC.

A survey sheet was sent out in Oregon to 221 homemaking teachers in high schools and senior high schools of over 1,000 students and fewer than 500 students. From the 43 percent survey sheets, teachers were sought for the study who qualified by teaching in a large or small school with at least 15 sophomore girls in the teacher's homemaking classes. Of the 32 teachers selected, 16 were from large schools and 16 were from small schools.

A non-validated questionnaire on the personal and professional traits of teachers (Teacher's Biographical Information) was constructed, tested, and sent to the 32 selected teachers along with the Student's Estimate of Teacher Concern, a measuring device for teacher effectiveness, for the sophomore girls in the teacher's home-making class(s). Of these packets sent out, 28 or 87 percent were returned in time to be used in the study.

The individual student mean scores on the Student's Estimate of Teacher Concern (SETC) which was developed and validated by Ray were calculated after all of the questionnaires had been received. The mean score for each teacher was determined by combining the mean scores from all of her students. Quartiles were established according to the mean scores with each quartile containing seven teachers. Teachers whose mean scores fell into the fourth quartile were considered effective teachers while the teachers whose scores were in the first quartile were classified as ineffective according to

the SETC.

The answers on the Teacher's Biographical Information (TBI) were recorded for each teacher according to quartiles and school size. For every question on the TBI, the answers indicated by the teachers in the first and fourth quartiles were correlated for both school sizes together and large and small schools separately. The level of significance for the correlations was determined with three correlations significant at the .01 level, eight significant at the .05 level and five significant at the .10 level.

Results of Correlation

Traits Associated with Effective and Ineffective Teachers

Correlations involving all the effective and ineffective teachers found significant correlations associated with counseling activities, committee and staff meetings, home visits and guidance of home experiences, attendance at conferences or institutes for teachers in several fields, years since last earned any college credit, and the subject(s) and sex of students. Effective teachers were found to engage in more counseling activities and to attend more staff and committee meetings than ineffective teachers. These positive correlations significant at the .01 level of significance were based on the effective teachers in the study who spent an average of four to eight hours per

month in both of these activities.

Home visits and guidance of home experiences and conferences or institutes for teachers in several fields were found to be traits common to the majority of effective teachers in the study as indicated by the correlations significant at the .05 level. Effective teachers were found to spend an average of one to four hours a month on home visits and guidance of home experiences and an average of four to eight hours a month engaging in counseling activities. Ineffective teachers tended to spend zero amount of time in these activities.

The negative correlations for the number of years since the teacher had last earned any college credit significant at the .05 level and the type of classes she taught significant at the .10 level indicated that ineffective teachers had gone longer without earning college credit and generally taught only home economics classes which involved girls only. The effective teacher in comparison had generally gone less than one year since last earning any college credit and taught a variety of classes with emphasis on home economics to both girls and boys.

Traits Associated with Teachers in Small Schools

There were seven traits associated at the significant level with effective and ineffective teachers in small schools. Of these, four items showed definite differences between the effective teachers in the

small schools and those in large schools. Effective teachers in small schools tended to attend more workshops and be active on the program, significant at the .10 level; to have taken college credit courses within the last year, significant at the .05 level; to prefer a principal who gives suggestions when asked for, significant at the .05 level; and to teach home economics classes and sometimes other subjects for both boys and girls, significant at the .10 level.

The longer lengths of time spent in home visits and guidance of home experiences and committee and staff meetings were significantly associated with effective teachers in small schools at the .05 level of significance. Effective teachers in large schools tended to have these same characteristics, but their correlations were lower and not at a significant level.

The effective teachers in small schools participated in more non-class school activities than did the ineffective teachers. Since the correlation for this item significant at the .10 level was higher than the positive correlation obtained for the large school teachers, it is assumed that it is more characteristic of effective teachers in small schools to spend more time on non-class school activities than it is for effective teachers in large schools or ineffective teachers in either large or small schools.

Traits Associated with Teachers in Large Schools

Only three traits were found to have a significant correlation for effective and ineffective teachers in the large schools. Of these traits, the most significant with a correlation of 1.0 and a significance level of .01 was the association of effective teachers with school money-making projects. Judging from the responses in this study, it could be anticipated that effective teachers would be expected to spend from one to four hours per month in these projects while the ineffective teachers would not be involved at all.

Counseling activities appear to be associated with effective teachers. As indicated in the study, effective teachers can be expected to spend four to eight hours a month in this activity while ineffective teachers tend to spend less than four hours a month. Although the trend is for effective teachers in both large and small schools to spend four to eight hours a month in counseling activities, it is more characteristic of large school effective teachers as indicated by a large correlation significant at the .05 level which is not associated with the small schools in this study.

The taking of graduate courses in child development and child psychology can be associated with effective teachers in large schools as indicated by a correlation with a .05 level of significance. Although there was a slight indication of this trend in small school effective

teachers, it can definitely be related with effective teachers in large schools as indicated by a correlation significant at the .05 level. Ineffective teachers in large schools reported not taking any classes in this area while effective teachers had taken one to three classes.

Conclusions

Correlation of the personal and professional traits as contained in the Teacher's Biographical Information with effective and ineffective teachers as determined by the Student's Estimate of Teacher Concern would imply that:

1. There are no significant personal characteristics in this study that were associated with either effective or ineffective teachers.
2. Effective teachers as opposed to ineffective teachers tend to spend more time on home visits and guiding home experiences, to participate in more counseling activities, to spend more time in connection with committee and staff meetings, to have gone less than a year since last receiving college credit, and to teach home economics classes with both boys and girls.
3. Some characteristics of effective and ineffective teachers differ between large and small schools. Significant characteristics of effective teachers in small schools found in this study were the teacher has taken a college credit course within the last year; teaches home economics classes for boys and girls; spends a minimum of an

hour a month per interest area, attending committee and staff meetings, working on home visits and guiding home experiences; and spends more time on non-class school activities. Ineffective teachers significantly varied from this pattern.

4. Significant common characteristics of effective teachers in large schools were, involved in school money-making projects, participated in counseling activities and had taken graduate courses in child development and child psychology.

These findings tend to differ with the results of other studies. Ryans (1960) found effective teachers spent an average of three or more hours a week doing art work or attending concerts and plays. In this study the teachers averaged about four hours per month attending concerts, plays, exhibits, and lectures.

Early experiences in caring for children found by Ryans (1960) and Dalrymple (1954) to be associated with effective teachers was only slightly true with the overall score for effective teachers in this study. Effective teachers in small schools had results which were the opposite of this.

Marital status of effective teachers was identified by Ryans (1960) as being not married, separated or divorced. This study found the majority of effective teachers were married with or without children.

Williamson (1969) identified effective teachers with having a mother who had more formal education than an ineffective teacher's

mother and owning their own homes more often than ineffective teachers. This study found the opposite to be true in both instances.

Recommendations

This study has been elementary in preparing the way for more advanced and detailed investigations into the area of teacher effectiveness and what characteristics are common with effective and ineffective teachers. The following suggestions are made for follow-up studies:

1. A larger sample of both teachers and students per teacher should be used to help get a larger number of responses and to increase the validity of the results. Additional teachers could be obtained from other states to increase the sample size.
2. The SETC could be administered by the same person and/or someone other than the regular classroom teacher to make the study more controlled.
3. The study could be administered on different grade levels and/or in different states to see if the results would be similar.
4. Additional work could be done on the Teacher's Biographical Information to validate the questions and questionnaire.
5. Norms should be established in an attempt to standardize the SETC.

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APPENDICES

APPENDIX A

STUDENT'S ESTIMATE OF TEACHER CONCERN

Grade _____

ALL THE QUESTIONS OF THIS PAPER REFER TO THE SAME TEACHER.

Read each question carefully and answer according to your own feelings about this teacher.

Directions:

If your answer to a question is "YES", circle the YES following the question.

If your answer is "NO", circle NO.

- | | | |
|--|-----|----|
| 1. Is this teacher interested in you? | YES | NO |
| 2. Does it matter to this teacher if you don't learn anything in this class? | YES | NO |
| 3. Do you think it matters to this teacher if you are happy or unhappy? | YES | NO |
| 4. Does this teacher make you feel that what you say or do, or want to do is important to her? | YES | NO |
| 5. Does this teacher seem to want to know you better? | YES | NO |
| 6. Does this teacher make you feel this class would not be as good if you were not in it? | YES | NO |
| 7. Has this teacher helped you to do anything better than you could do it before? | YES | NO |
| 8. Do you get as much attention as you need | YES | NO |
| 9. Do you feel at ease and comfortable when you talk to her? | YES | NO |
| 10. Has this teacher helped you to learn from the opinions and ideas of others? | YES | NO |
| 11. Does this teacher ask you to do many things in which you see no value? | YES | NO |
| 12. Can this teacher tell when you are honest and could she tell if you were dishonest? | YES | NO |
| 13. Has this teacher tried to help you understand yourself better? | YES | NO |
| 14. Does this teacher seem to know what you are thinking? | YES | NO |
| 15. Has this teacher helped you to work easily and happily with all kinds of classmates? | YES | NO |

STUDENT'S ESTIMATE OF TEACHER CONCERN

-2-			-3-		
16. Does this teacher ask you to do things to help her?	YES	NO	37. Does this teacher make suggestions about how you could find information about things you need to know when you want to know something?	YES	NO
17. Do you feel you can talk with this teacher about your problems?	YES	NO	38. Would this teacher be willing to help you to get a job?	YES	NO
18. Does this teacher really know how you feel so that you want to discuss problems with her?	YES	NO	39. Does this teacher want you to learn the things you want to learn?	YES	NO
19. Has this teacher tried to help you feel more at ease in social situations?	YES	NO	40. Does this teacher know how much you know about this subject?	YES	NO
20. Does she seem to know what girls and boys your age are like?	YES	NO	41. Has this teacher given you a chance to show the class that you know how to do certain things?	YES	NO
21. Has this teacher helped you to learn something from a mistake you made?	YES	NO	42. Does this teacher believe you when you make explanations about being late or absent, or for handing in work late?	YES	NO
22. Does this teacher give you a chance to ask questions when you need help?	YES	NO	43. Has this teacher encouraged you to use your own ideas in making things in class?	YES	NO
23. Would this teacher rather help you solve problems than have you learn a lot of facts?	YES	NO	44. Does this teacher know what you can do and cannot do?	YES	NO
24. Do you feel this teacher has done anything to help you to solve your own problems?	YES	NO	45. Has this teacher helped you to be a better leader?	YES	NO
25. Would this teacher be willing to help you to get a job?	YES	NO	46. Do you think you will want to talk over your problems with this teacher even when she isn't your teacher any longer?	YES	NO
26. Does she seem to understand what you mean to say even when you don't express yourself very well?	YES	NO	47. Does this teacher know how to help you so that you don't mind being helped?	YES	NO
27. Has this teacher tried to help you understand your parents better?	YES	NO	48. Has this teacher helped you to get to know someone you didn't know before?	YES	NO
28. Has this teacher done anything to help you to see more clearly what some of your problems are?	YES	NO	49. Can you talk things over with this teacher even when your problems are not related to her class?	YES	NO
29. Has this teacher tried to help you understand your brothers and sisters better?	YES	NO	50. Would this teacher help you if you got into any kind of trouble?	YES	NO
30. Is this teacher friendly to all the students?	YES	NO	51. Does this teacher tell you what you should think?	YES	NO
31. Does this teacher make you feel that this is an important class?	YES	NO	52. Has this teacher done extra things for you that she didn't need to do?	YES	NO
32. Has this teacher tried to help you become a better person?	YES	NO	53. Does this teacher spend extra time helping you with things you are interested in?	YES	NO
33. Does this teacher give you as much attention as she gives other students?	YES	NO	54. Does this teacher think you are as important as anyone else in the class?	YES	NO
34. Has this teacher helped you to understand why certain of your classmates behave as they do?	YES	NO	55. Has this teacher helped you to think and say what you feel is right?	YES	NO
35. Does this teacher think your problems are just as important as those of other students in the class?	YES	NO	56. Has this teacher done anything that has helped you to get along better with your parents?	YES	NO
36. Has this teacher helped you to know what you are going to do when you finish school?	YES	NO			

STUDENT'S ESTIMATE OF TEACHER CONCERN

-6-

	Always	Often	Once in Awhile	Never
89. Does this teacher use your experiences to explain things to the rest of the class?				
90. When you give your opinions does this teacher make you feel as though your experiences or problems are important?				
91. Does this teacher make you feel she really wants to know what you think?				
92. Does this teacher ask you to tell the class about your experiences?				
93. Does this teacher refer to your experiences in class discussion?				

TEACHER'S BIOGRAPHICAL INFORMATION

Directions: Please respond to each item in the lists below. A code for indicating your responses precedes each group of items.

The following items are concerned with the amount of time you spent on non-class activities during the past month. Please indicate the amount of time for each activity by means of the following code:

- 0 indicates no time spent
- 1 indicates some but less than one hour per month
- 2 indicates between 1 to 4 hours per month
- 3 indicates over 4 to 8 hours per month
- 4 indicates over 8 to 12 hours per month
- 5 indicates more than 12 hours per month

- ___10. home economics club or FHA
- ___11. class adviser
- ___12. home visits and guidance of home experiences
- ___13. school money-making projects
- ___14. responsibility for other school functions
- ___15. study halls
- ___16. home room period
- ___17. clerical work
- ___18. hall duty
- ___19. cafeteria duty
- ___20. counseling activities, excluding home experiences
- ___21. care of laboratory
- ___22. committee and staff meetings
- ___23. and 24. (do not mark this space)
- ___25. attending concerts, plays, exhibits, lectures
- ___26. reading (other than direct class preparation)
- ___27. sewing, cooking, knitting, crafts, etc.
- ___28. parties, dances, bridge, etc.
- ___29. social service organizations
- ___30. and 31. (do not mark this space)

During the past year, what experiences have you had which lead to professional improvement (non-college credit)? Please use the following code:

- 0 if you have had no opportunity
- 1 if you had opportunity but did not attend
- 2 if you have attended but did not share on the program
- 3 if you have shared on the program
- ___32. conferences or institutes for home economics teachers (one or more days)
- ___33. workshops for home economics teachers (at least one week)
- ___34. conferences, or institutes, for teachers in several fields
- ___35. conferences, or institutes, for your local school faculty

Please indicate below the number of graduate courses taken in each of these areas: (do not count any courses more than once, but try to classify each course according to its principal emphasis.) PLEASE DO NOT LEAVE ANY BLANK EMPTY. PLACE A ZERO IN THE BLANK IF YOU HAVE NOT HAD A COURSE.

- ___36. child development, child psychology
- ___37. personal and family relationships
- ___38. home economics education
- ___39. education, guidance, mental hygiene, psychology, and sociology
- ___40. foods and nutrition
- ___41. textiles and clothing
- ___42. related arts

Directions: Place the appropriate number in the blank provided to the left of the question.

- ___43. What is the closest approximate size of your school's sophomore class?
 - 1. 49 or less
 - 2. 50 to 99
 - 3. 100 to 199
 - 4. 200 to 299
 - 5. 300 to 399
 - 6. 400 to 499
 - 7. 500 to 599
 - 8. 600 to 699
 - 9. 700 or more
- ___44. What experience have you had in the supervision of student teachers?
 - 1. no experience
 - 2. have preparation in supervision but no experience
 - 3. have supervised this year but have had no special preparation for supervision
 - 4. have supervised this year and have had special preparation
 - 5. have supervised in the past years (not this year) but have had no special supervision
 - 6. have supervised in the past years (not this year) and have had special preparation
- ___45. What are your present class responsibilities?
 - 1. home economics and other subjects for boys and girls
 - 2. home economics and other subjects for girls only
 - 3. home economics for boys and girls
 - 4. home economics for girls only

- ___46. What is your responsibility during the year for homemaking education with adults?
 - 1. none
 - 2. one class unit with central theme
 - 3. one series of 6 - 10 lessons
 - 4. more than one series
 - 5. combination of class and one class units
 - 6. promote, organize and obtain teachers for adult homemaking classes
- ___47. What age group would you like best to teach?
 - 1. preschool
 - 2. elementary only
 - 3. junior high school
 - 4. senior high school
 - 5. junior and senior high school
 - 6. college
 - 7. adults
- ___48. What is the total (combined) enrollment in all of your classes (not including classes of adults) during the present semester?
 - 1. less than 25 pupils
 - 2. 25 to 49 pupils
 - 3. 50 to 74 pupils
 - 4. 75 to 99 pupils
 - 5. 100 to 124 pupils
 - 6. 125 or more pupils
- ___49. Which statement is most representative of your experience with your principal?
 - 1. tells me what to do
 - 2. helps me identify and work out problems
 - 3. leaves me alone
 - 4. gives me suggestions as I ask for them
- ___50. Which of the above statements is most representative of the experience you would prefer to have with your principal?
- ___51. What is or was your predominant reason for deciding to be a teacher?
 - 1. like children and/or young people
 - 2. like to teach things to other people
 - 3. it seemed a convenient way of living
 - 4. under the circumstances, it suited best for getting through college
 - 5. influence of counselors and advisors
 - 6. influence of school teacher(s)
 - 7. parents and/or close relative(s) were teachers
 - 8. other (specify)

- ___52. Which statement is most representative of your experience with the state supervisor in home economics?
1. indicates how and what she thinks I should do
 2. helps me find ways to solve problems I ask about
 3. makes me aware of new problems and ways I can improve
 4. encourages me to carry responsibility for assisting in state, district, or city programs
 5. gives help only through mail correspondence or group conferences
 6. gives little or no help
 7. I am not visited by such a supervisor
 8. I do not work under such a supervisor
- ___53. Which of the above statements is most representative of the experience you would prefer to have with your state supervisor in home economics?
- ___54. If you had a local supervisor, which statement in No. 52 would be more representative of the experience you would prefer to have with your local supervisor?
- ___55. What is the length of your home economics teaching experience, including the current year?
1. less than one year
 2. one to less than three years
 3. three to less than five years
 4. five to less than ten years
 5. ten to less than twenty years
 6. twenty years or more
- ___56. How many credits have you earned beyond the bachelor's degree?
1. none
 2. some graduate work but less than half the credits for a master's degree
 3. less than a master's degree but more than No. 2
 4. a master's degree or equivalent amount of credit (60 hours)
 5. more credit than required for a master's degree
- ___57. Including the present school year, how many years have elapsed since you last earned any college credit?
1. less than one year
 2. one to less than three years
 3. three to less than five years
 4. five to less than ten years
 5. ten to less than twenty years
 6. twenty years or more
- ___58. What is the characteristic of your present marital status?
1. single
 2. married, no children
 3. married, have children
 4. widowed, divorced, or separated; no children
 5. widowed, divorced, or separated; have children
 6. remarried, no children
 7. remarried, have children
- ___59. My mother's formal education was that of:
1. eighth grade or less
 2. high school, but not a graduate
 3. high school graduate
 4. college, but not a graduate
 5. college graduate
 6. advanced degree
 7. post doctorate
- ___60. Which statement in No. 59 refers to your father's formal education?
- ___61. On the average, how much babysitting paid or unpaid did you do while in high school and/or college?
1. none
 2. once a year
 3. twice a year
 4. once a month
 5. twice a month
 6. once a week
 7. more than once a week
- ___62. What is the status of your home ownership (home, duplex, apartment, etc.)?
1. home is owned and fully paid for
 2. home is owned and nearly paid for
 3. home is owned and about half paid for
 4. home is owned and less than half paid for
 5. home is being rented
- ___63. Which category below applies to the special honors you earned at college graduation?
1. none
 2. with distinction
 3. with high distinction
 4. cum laude
 5. magna cum laude
 6. summa cum laude

- ___64. What are your plans for next year?
1. continue teaching in the same position
 2. continue teaching but in a different school
 3. continue teaching but in a different area
 4. continue teaching and try to advance
 5. continue teaching part-time only
 6. quit teaching temporarily for the purpose of further study
 7. quit teaching and take a job in a different field
 8. quit teaching for reasons not directly connected with teaching career (marriage, illness, etc.)
 9. no particular plans; will probably continue teaching at least for next year
- ___65. What is the general relationship among students in your school?
1. extremely good; harmonious relationship and excellent student morale
 2. good
 3. fair; the students are indifferent to one another; no serious tendencies for clique formation
 4. extremely poor, there is marked dissension and rivalry among the students
- ___66. When did you decide to become a teacher?
1. always wanted to be a teacher
 2. in grade school
 3. in high school
 4. first year in college
 5. second year in college
 6. third year in college
 7. fourth year in college
 8. after college
 9. other (specify) _____
- ___67. How do you like a teaching career, generally speaking?
1. excellent, by far the best
 2. very well, definitely the best
 3. well, probably the best
 4. well, but would also like other fields
 5. not too well, would like some others better
 6. dislike greatly
- ___68. How do you like your present teaching position?
1. excellent
 2. very well
 3. not too well
 4. well
 5. dislike it
- ___69. What is the policy of your school administration (superintendent, principal, school board) toward a teacher's private life?
1. no restrictions at all
 2. no definite restrictions, but some suggested or implied codes of behavior
 3. some definite restrictions
 4. quite a few definite restrictions
 5. a strict set of definite restrictions

Dear Oregon Home Economics Teachers:

I'm beginning a thesis for a master of science degree in Home Economics Education, OSU. I plan to determine what biographical features are characteristic of an effective teacher. Would you be willing to assist me by filling out a biographical information form and having your students complete the Student's Estimate of Teacher Concern? All information collected will not be identified with any specific individual.

Your willingness to assist in this survey is appreciated. Would you please fill out the information at the bottom of the sheet? When you are finished please fold the sheet, staple or tape closed, and mail. The questionnaire has my name, address, and postage on the back. Thank you for your assistance.

Yours truly,

(Miss) Lillian A. Eaton

Name _____

School _____

Address _____

Yes No

I am willing to participate in this survey. _____

The total number of students at my school _____

Class	Grade Level and Sex								Total	
	9		10		11		12		M	F
	M	F	M	F	M	F	M	F		
1. Foods (example)										
2.										
3.										
4.										
5.										
6.										
7.										

I would prefer to have my students and myself fill out the questionnaires

_____ January 12 - 16 _____ January 19 - 23
 _____ January 26 - 30 _____ February 2 - 6

Thank you for promptly filling out this information. Please fold, close and return this to me.

Miss Lillian Eaton
2305 N. W. Jackson
Corvallis, Oregon
752-7309

Dear Home Economics Teacher,

Around December 8th, your school received a copy(s) of the enclosed survey sheet. Because your returned survey sheet has not yet been received, would you please fill out the enclosed survey(s) and return them?

Judging from data already received, the study will be limited to sophomore girls and their home economics teachers. If you personally do not have at least 15 sophomore girls would you please give this survey sheet to a home economics teacher in your school that does. Thank you for taking your time during this busy season to answer this.

Sincerely,

Lillian A. Eaton

TEACHER EFFECTIVENESS

Dear Home Economics Teacher,

Your agreement to participate in this thesis study on teacher effectiveness is greatly appreciated. The purpose of the study is to determine personal and professional traits of teachers who are classified primarily as effective or ineffective according to the Student's Estimate of Teacher Concern (SETC). You, the teacher, are to fill out the Teacher's Biographical Information (TBI). The sophomore girls in your home economics classes will complete the SETC, which has been developed, tested, and validated by Dr. Elizabeth Ray of Pennsylvania State University for indicating the effectiveness of a teacher among her pupils.

Please have at least 15 or more of your sophomore girls fill out the SETC. It takes a minimum of 15 students to give a valid rating on the degree of teacher effectiveness. The SETC takes approximately 15 to 20 minutes to complete while the TBI will be completed in about 15 minutes. Please do not indicate your name, your students' names, or your school on either the SETC or TBI. Both types of questionnaires have code numbers for record keeping purposes only. They will not be used to identify you or your students. Because of the rating scale used to score the SETC, it will be impossible for a teacher to tell her effectiveness from the responses of the students. Upon completion of this study, you will receive an abstract indicating the total results. An attached page gives instructions for administering the SETC.

Some of you may have a large number of sophomores. I am sending only enough SETC forms for a maximum of 30 or enough for a large sophomore class plus one additional for the teacher to keep.

When you and your students have completed the questionnaires, please return them together with any extra in the enclosed stamped envelope within two weeks. Thank you for your assistance.

Sincerely,

(Miss) Lillian A. Eaton
2305 N. W. Jackson St.
Corvallis, Oregon 97330

INSTRUCTIONS
FOR
STUDENT'S ESTIMATE OF TEACHER CONCERN

The Student's Estimate of Teacher Concern (SETC) may be taken during regular class time or at another convenient time. It is suggested that as many students as possible take the test at the same time. This technique discourages discussion of questions and answers among students until all the students have completed the questionnaire. If the teacher completes the Teacher's Biographical Information (TBI) instead of walking around in the room, it will encourage the students to be more truthful in their answers and also allows the teacher time to complete the TBI.

When all students have completed the SETC, students designated by the teacher should collect the completed questionnaires, place them in the return envelope along with the Teacher's Biographical Information form, and seal the envelope for mailing. Having the completed SETC and TBI enclosed in the envelope at the same time helps to prevent loss of completed questionnaires and encourages a quick return mailing.

PLEASE READ THE FOLLOWING SET OF INSTRUCTIONS TO THE STUDENTS BEFORE BEGINNING THE SETC.

Steps to follow:

1. Each participating student should have a SETC questionnaire.
2. Only sophomore girls currently enrolled in home economics classes taught by the participating teacher will fill out the SETC.
3. The test should be filled out with a number 2 pencil or a dark ink pen.
4. Each student should indicate the grade level at the top of the SETC. Make sure names of student, teacher or school and any other identifying marks do not appear on the questionnaire.
5. All answers should be clear and distinctly marked. If a change of an answer is desired, make sure the old answer is crossed out and the new answer plainly indicated.
6. You should quietly read the directions by yourself before starting each section.
7. You will be allowed 15 to 20 minutes or as much time as is necessary to complete the form. It is important that each SETC question be answered to help insure more measurable results.
8. You are to answer each question as honestly and truthfully as possible.
9. There is to be no talking once the forms are distributed until all of them have been collected.

POSTCARD REMINDER

Dear _____,

As of this writing, I have not received your completed Student Estimate of Teacher Concern (SETC) or the Teacher's Biographical Information from you and your sophomore home economics students. If you have not yet administered them and/or mailed the questionnaires, please do so at once. Your cooperation is appreciated in completing this study.

Yours truly,

Lillian Eaton

APPENDIX B

Table 9. Time Spent in FHA or Home Economics Club

Amount of Time	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
No time spent	1			2	1	2	3	2	2	2	3	4
Some but less than one hour per month						1				1		
Between 1 hour to 4 hours per month	1	2	2	2	1	1		1	2	3	2	3
Over 4 hours to 8 hours per month	2	1					1		2		2	
Over 8 hours to 12 hours per month		1			1				1	1		
More than 12 hours per month												

Table 10. Time Spent as a Class Adviser

Time Spent	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
No time spent	2		1	2	3	4	4	3	5	4	5	5
Some but less than one hour per month	1	1	1						1	1	1	
Between 1 hour to 4 hours per month		2		2						2		2
Over 4 hours to 8 hours per month	1		1						1		1	
Over 8 hours to 12 hours per month												
More than 12 hours per month												

Table 11. Time Spent on Home Visits and Guidance of Home Experiences

Time spent	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
No time spent	4	1		1	2	3	3		6	4	3	1
Some but less than one hour per month		1	1	1			1			1	2	1
Between 1 hour to 4 hours per month			1	2		1		2		1	1	4
Over 4 hours to 8 hours per month			1		1				1		1	
Over 8 hours to 12 hours per month												
More than 12 hours per month		1						1	1			1

Table 12. Time Spent on School Money-making Projects

Time Spent	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
No time spent		1		1	3	3	2		3	4	2	1
Some but less than one hour per month	2	2	2	1		1	2		2	3	4	1
Between 1 hour to 4 hours per month	2		1	1				3	2		1	4
Over 4 hours to 8 hours per month												
Over 8 to 12 hours per month				1								1
More than 12 hours per month												

Table 13. Time Responsible for Other School Functions

Time Spent	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
No time spent	2	1			2	2		1	4	3		1
Some but less than one hour per month		2		1			1			2	1	1
Between 1 hour to 4 hours per month	1		2		1	1	2	1	2	1	4	1
Over 4 to 8 hours per month	1		1	2					1		1	2
Over 8 hours to 12 hours per month						1	1			1	1	
More than 12 hours per month				1				1				2

Table 14. Time Spent in Study Hall

Time Spent	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
No time spent	2	3	3	3	2	4	4	3	4	7	7	6
Some but less than one hour per month												
Between 1 hour to 4 hours per month	1			1					1			1
Over 4 to 8 hours per month												
Over 8 hours to 12 hours per month												
More than 12 hours per month	1				1				2			

Table 18. Time Spent on Cafeteria Duty

Time Spent	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
No time spent	4	3	2	3	3	4	3	3	7	7	5	6
Some but less than one hour per month												
Between 1 hour to 4 hours per month			1								1	
Over 4 hours to 8 hours per month				1			1				1	1
Over 8 hours to 12 hours per month												
More than 12 hours per month												

Table 19. Time Spent on Counseling Activities and Home Experience

Time Spent	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
No time spent		2			1	1	1		1	3	1	
Some but less than one hour per month					1	1	1		1	1	1	
Between 1 hour to 4 hours per month	4	1	2	2	1	2	1		5	3	3	2
Over 4 hours to 8 hours per month			1	2				2			1	4
Over 8 hours to 12 hours per month							1	1			1	1
More than 12 hours per month												

Table 20. Time Spent Caring for Laboratory

Time Spent	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
No time spent												
Some but less than one hour per month												
Between 1 hour to 4 hours per month	1	1	2		1	3	1	1	2	4	3	1
Over 4 hours to 8 hours per month	1	1		1		1		1	1	2		2
Over 8 hours to 12 hours per month	1			2	1		3	1	2		3	3
More than 12 hours per month	1	1	1	1	1				2	1	1	1

Table 21. Time Spent on Committee and Staff Meetings

Time Spent	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
No time spent												
Some but less than one hour per month	2	2			1				3	2		
Between 1 hour to 4 hours per month	2	1	3	2	2	4	3	1	4	5	6	3
Over 4 to 8 hours per month				2				1				3
Over 8 hours to 12 hours per month								1				1
More than 12 hours per month							1				1	

Table 22. Conferences or Institutes for Home Economics Teachers

Experience	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Had no opportunity	1	1	1	1					1	1	1	1
Had opportunity but did not attend		1								1		
Attended but did not share on the program	2	1	2	1	1	3	2	2	3	4	4	3
Attended and shared on the program	1			2	2	1	2	1	3	1	2	3

Table 23. Workshops for Home Economics Teachers

Experience	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Had no opportunity	4	2	3	1	2	2	4	3	6	4	7	4
Had opportunity but did not attend		1		1		1				2		1
Attended but did not share on the program						1				1		
Attended and shared on the program				2	1				1			2

Table 24. Conferences or Institutes for Teachers in Several Fields

Experience	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Had no opportunity	3	3	2	1	3	4	1	1	6	7	3	2
Had opportunity but did not attend							1				1	
Attended but did not share on the program	1						1	1	1		1	1
Attended and shared on the program			1	3			1	1			2	4

Table 25. Conferences or Institutes for Local School Faculty

Experience	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Had no opportunity	1	3		1	1	1	1	1	2	4	1	2
Had opportunity but did not attend												
Attended but did not share on the program	2		2	1	1	2	1	2	3	2	3	3
Attended and shared on the program	1		1	2	1	1	2		2	1	3	2

Table 26. Graduate Courses Taken

Graduate Course	Number of Graduate Courses Taken											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Child Development and Child Psychology	0	0	1	3	0	0	0	2				
	0	11	2	0	0	0	1	3	7	15	4	22
	1	1	0	1	0	2	0	1				
	6			12		1	0					
Personal and Family Relationships	0	1	0	0	3	0	0	2				
	0	15	3	3	0	0	1	0	10	24	10	9
	1	2	3	1	0	2	2	0				
	6			3		4	1					
Home Economics Education	0	3	2	11	2	0	0	2				
	0	6	6	0	2	1	3	0	24	19	18	25
	8	3	3	11	0	3	1	1				
	12			0		5	3					
Education, Guidance, Mental Hygiene, Psychology, and Sociology	0	6	0	9	2	0	1	11				
	0	3	3	0	2	4	6	4	67	20	34	40
	1	3	14	0	1	1	4	1				
	61			15		3	6					
Foods and Nutrition	0	0	0	6	3	0	0	0				
	0	3	2	0	0	0	1	0	20	6	8	6
	2	0	1	0	0	3	3	0				
	15			0		0	1					
Textiles and Clothing	0	0	2	3	4	0	0	1				
	0	15	5	0	3	0	6	1	41	21	15	9
	12	1	0	1	0	3	0	0				
	22			3		2	2					
Related Arts	0	0	0	3	2	0	3	0				
	0	9	2	0	0	0	4	6	27	11	10	23
	10	0	0	0	0	2	1	0				
	15			14		0	0					

Table 27. Years Since Last Earned Any College Credit

Years	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Less than one year	1	1	1	4	2	4	2	2	3	5	3	6
One to less than three years	2	2	2		1		2	1	3	2	4	1
Three to less than five years	1								1			
Five to less than ten years												
Ten to less than twenty years												
Twenty years or more												

Table 28. Credits Earned Beyond Bachelor's Degree

Credits Earned	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
None	1			1					1			1
Some graduate work but less than half the credits for a master's degree		1	1	2	2	1	1	1	2	3	2	3
Less than a master's degree but more than half	2	2		1	1	2	1	1	3	4	1	2
A master's degree or equivalent amount of credit (60 hours)			2				2	1			4	1
More credit than required for a master's degree	1					1			1	1		

Table 29. Length of Home Economics Teaching Experience

Number of Years	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Less than one year	1			2					1			2
One to less than three years		1	1		1	1	1	1	1	2	2	1
Three to less than five years		1			1		3	1	1	1	3	1
Five to less than ten years	2					2		1	2	2		1
Ten to less than twenty years		1	1	1						1	1	1
Twenty years or more	1		1	1	1	1			2	1	1	1

Table 30. Honors Earned at Graduation

Honors	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
None	3	2	3	4	2	4	4	3	5	6	7	7
With distinction		1			1				1	1		
With high distinction	1								1			
Cum Laude												
Magna Cum Laude												
Summa Cum Laude												

Table 31. Supervision of Student Teachers

Experience	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
No experience	3	3	2	3	1	1	2	2	4	4	4	5
Have preparation in supervision but no experience						1				1		
Have supervised this year but have had no special preparation for supervision							1	1			1	1
Have supervised this year and have had special preparation			1	1							1	1
Have supervised in past years (not this year) and have had no special preparation					2	1			2	1		
Have supervised in past years (not this year) and have had special preparation	1					1	1		1	1	1	

Table 32. Experience with Principal

Experience	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Tells me what to do												
Helps me identify and work out problems			1		1	1	1		1	2	1	
Leaves me alone			1			2				3		
Gives me suggestions	3	3	1	4	3	3	1	2	6	6	2	6

Table 33. Preferred Experience with Principal

Experience	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Tells me what to do												
Helps me identify and work out problems	4		1	1	1	2	2	3	5	2	3	4
Leaves me alone			1								1	
Gives me suggestions		3	1	3	2	2	2		2	5	3	3

Table 34. Experience with Home Economics State Supervisor

Experience	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Indicates how and what she thinks I should do												
Helps me find ways to solve problems I ask about		1						1		1		1
Makes me aware of new problems and ways I can improve					1					1		
Encourages me to carry responsibility for assisting in state, district, or city programs			1									1
Gives help only through main correspondence or group conferences				1			1				1	1
Gives little or no help												
I am not visited by such a supervisor	2	2	1	2	2	2	1	2	4	4	2	4
I do not work under such a supervisor	2		1	1		1	2		2	1	3	1

Table 35. Preferred Experience with Home Economics State Supervisor

Experience	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Indicates how and what she thinks I should do												
Helps me find ways to solve problems I ask about		1	1	2	1			1	1	1	1	3
Makes me aware of new problems and ways I can improve	3	2	1	1	2	1	1	1	5	3	2	2
Encourages me to carry responsibility for assisting in state, district, or city programs			1				1				2	
Gives help only through main correspondence or group conferences						2	1			2		1
Gives little or no help												
I am not visited by such a supervisor												
I do not work under such a supervisor	1			1		1	2		1	1	2	1

Table 36. Preferred Experience with Home Economics Local Supervisor

Experience	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Indicates how and what she thinks I should do	1								1			
Helps me find ways to solve problems I ask about		1	1	3	2		2	1	2	1	3	4
Makes me aware of new problems and ways I can improve	2	2	1	1	1	3	2	2	3	5	3	3
Encourages me to carry responsibility for assisting in state, district, or city programs			1								1	
Gives help only through main correspondence or group conferences	1					1			1	1		
Gives little or no help												
I am not visited by such a supervisor												
I do not work under such a supervisor												

Table 37. Class Responsibilities

Responsibilities	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Home economics and other subjects for boys and girls				1								1
Home economics and other subjects for girls only												
Home economics for boys and girls		1		2		1	1	1		2	1	3
Home economics for girls only	4	2	3	1	3	3	3	2	7	5	6	3

Table 38. Homemaking Education Responsibilities for Adults

Responsibility	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
None	1	2	1	3	3	4	4	2	4	6	5	5
One class unit with central theme	1								1			
One series of 6-10 lessons				1				1				2
More than one series			1								1	
Combination of class and one class units												
Promote, organize and obtain teachers for adult homemaking classes												

Table 39. Number of Students Taught Present Semester

Number of Students	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Less than 25 pupils												
25 to 49 pupils				1								1
50 to 74 pupils							1				1	
75 to 99 pupils	2	2	2	2	1				3	2	2	2
100 to 124 pupils	2	1	1	1	2	4	2	2	4	5	3	3
125 or more pupils							1	1			1	1

Table 40. Sophomore Students in Schools

Number of Students	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
49 or less	2			2			1		2		1	2
50 to 99	1	2	1	1		1			1	3	1	1
100 to 199	1	1	2	1					1	1	2	1
200 to 299					1				1			
300 to 399												
400 to 499						2	1	1		2	1	1
500 to 599					1		1	1	1		1	1
600 to 699					1			1	1			1
700 or more						1	1			1	1	

Table 41. Relationship Among Students in School

Type of Relationship	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Extremely good; harmonious relationship and excellent student morale	1	1					1		1	1	1	
Good	2	2	3	4	2	4	1	3	4	6	4	7
Fair; the students are indifferent to one another; no serious tendencies for clique formation	1				1		1		2		1	
Extremely poor, there is marked dissension and rivalry among students							1				1	

Table 42. Administration's Policy Toward a Teacher's Private Life

Policy	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
No restrictions at all	2		1		2	1	1	1	4	1	2	1
No definite restrictions, but some suggested or implied codes of behavior	2	3	2	4	1	3	3	2	3	6	5	6
Some definite restrictions												
Quite a few definite restrictions												
A strict set of definite restrictions												

Table 43. Time Spent Attending Concerts, Plays, Exhibits, Lectures

Time Spent	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
No time spent	1	2		1					1	2		1
Some but less than one hour per month		1	2			1	1	1		2	3	1
Between 1 hour to 4 hours per month	3		1		3	3	1	2	6	3	2	2
Over 4 hours to 8 hours per month				2			2				2	2
Over 8 hours to 12 hours per month												
More than 12 hours per month				1								1

Table 44. Time Spent in Personal Reading

Time Spent	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
No time spent												
Some but less than one hour per month					1	1			1	1		
Between 1 hour to 4 hours per month	1				1		1	1	2		1	1
Over 4 hours to 8 hours per month	1	2	1	2		2			1	4	1	2
Over 8 hours to 12 hours per month	1					1	2	2	1	1	2	2
More than 12 hours per month	1	1	2	2	1		1		2	1	3	2

Table 48. Age Group Like Best to Teach

Age Group	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Preschool												
Elementary only												
Junior high school	2						1	1	2		1	1
Senior high school		1	3	2	2	2	2	1	2	3	5	3
Junior and senior high school	2	2		1	1	1	1	1	3	3	1	2
College												
Adults				1		1				1		1

Table 49. Reason Became a Teacher

Reasons	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Like children and/or young people	1	1	2	3	3	1	3	3	4	2	5	6
Like to teach things to other people	2	2		1					2	2		1
Seemed a convenient way of living												
Under circumstances, it suited best for getting through college						1				1		
Influence of counselors and advisors												
Influence of school teacher(s)			1			1				1	1	
Parents and/or other close relative(s) were teachers												
Other						1	1			1	1	

Table 52. How Like Present Teaching Position

How Like	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Excellent		2	1		1	1	2	1	1	3	3	1
Very well	3		2	4	1	2	1	1	4	2	3	5
Not too well	1								1			
Well		1			1	1	1	1	1	2	1	1
Dislike it												

Table 53. Plans for Next Year

Plans	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Continue teaching in same position	3	3	3	4	2	4	3	2	5	7	6	6
Continue teaching but in a different school												
Continue teaching but in a different area							1				1	
Continue teaching and try to advance												
Continue teaching part-time only												
Quit teaching temporarily for the purpose of further study												
Quit teaching and take a job in a different field								1				1
Quit teaching for reasons not directly connected with teaching career (marriage, illness, etc.)												
No particular plans; will probably continue teaching at least for next year		1				1				2		

Table 56. Father's Formal Education

Amount of Education	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Eighth grade or less	1	1	1	1		3		1	1	4	1	2
High school, but not a graduate	1		1			1			1	1	1	
High school graduate	2				2		1		4		1	
College, but not a graduate		2	1	2						2	1	2
College graduate				1	1			1	1			2
Advanced degree							2	1			2	1
Post doctorate							1				1	

Table 57. Amount of Babysitting

How Often	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
None	1	1	2			1			1	2	2	
Once a year		1		1	1				1	1		1
Twice a year			1		1			1	1		1	1
Once a month	1			2		1			1	1		2
Twice a month		1				1				2		
Once a week	1					1	2	1	1	1	2	1
More than once a week	1			1	1		2	1	2		2	2

Table 58. Status as Home Owner

Home Ownership Status	Number of Teachers											
	Small Schools				Large Schools				Total			
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄	Q ₁	Q ₂	Q ₃	Q ₄
Home is owned and fully paid for	1	1	1	1					1	1	1	1
Home is owned and nearly paid for					1				1			
Home is owned and about half paid for	1					2			1	2		
Home is owned and less than half paid for	1		2	1				1	1		2	2
Home is rented	1	2		2	2	2	4	2	3	4	4	4