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A regional study of first year teachers as a means of interpreting certain elements of job preparation leading to continuation in the teaching profession

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A REGIONAL STUDY OF FIRST-YEAR TEACHERS
AS A MEANS OF INTERPRETING CERTAIN
ELEMENTS OF JOB PREPARATION
LEADING TO CONTINUATION IN
THE TEACHING PROFESSION

A Thesis
Presented to
the Graduate Faculty of
The University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Mills Arnold March
July 1967
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VIRGINIA

APPROVAL SHEET

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CHAPTER I

THE PROBLEM

One of the problems facing modern education and particularly the school administrator is that of staffing the classrooms with good teachers. In the selection of and employment of teachers the question of the nature of appropriate preparation for a teacher's responsibilities is of great significance. In fact a teacher's preparation for his responsibilities determines to a large extent his success as a beginner and may affect his decision about remaining in the teaching profession.

I. BACKGROUND OF THE PROBLEM

The critical shortage of teachers, which developed during World War II and was intensified in the postwar period because of an increase in school-age population, is a fact well known to educators. In order to fill classroom positions, many states resorted to the issuance of emergency teaching certificates to teachers who had not met a prescribed program of preparation. The question of the effectiveness of these teachers has always been one of considerable importance.

According to the Virginia State Department of Education there were 5,132 teachers without standard certificates in Virginia during the 1965-66 school session.¹

¹State Department of Education, Public Education in Virginia, 1966. Time to Teach, No. 2 (Richmond, Virginia: Division of Educational Research, 1966), p. 11.

At a meeting of the State Board of Education in February 1966, former Governor Colgate W. Darden, Jr., raised the question of teacher certification in Virginia. Mr. Darden stated that "we are never going to upgrade public education in Virginia until we upgrade the teaching part of it."²

As a result of this discussion a committee of college personnel and school superintendents was appointed to make a study of the problem, particularly of teacher certification.

The preceding summary of information lead the investigator to a similar problem concerning first-year teachers. Many school divisions in the State of Virginia select teaching personnel who have not taken or completed professional education and psychology courses, or who have completed professional education courses but are assigned to teach in an area for which they are not fully qualified. Several questions were raised in the investigator's mind. Are teachers employed with these credentials able to accept certain professional duties and responsibilities as well as those who are fully qualified and teaching in the field of their preparation? Do these people feel as successful as those whose preparation meets the state standard for full certification? It was the investigator's assumption that teachers employed with these credentials do not upgrade public education but degrade it in many instances. In order to present objectively established facts rather than opinions, a research study was undertaken.

²Robert Holland, "Education Board May Warn Teachers Who Lack Degrees," Richmond Times-Dispatch, February 26, 1966, p. 3.

II. STATEMENT OF THE PROBLEM

The problem of this investigation was to determine whether there was a difference among first-year teachers who have met full certification requirements and those who are on substandard certificates because of a lack of part or all of the required courses in education and psychology with respect to the following statements:

1. Continuation of professional training and membership in professional organizations.
2. Job-satisfaction with respect to salary, social acceptance by community and conformity to the philosophy of the principal.
3. Selection and employment procedures of employer.
4. Instructional difficulties with regard to the amount of help needed and received by first-year teachers.
5. A desire to continue in the teaching profession.

III. THE DEFINITION OF THE PROBLEM

Delimitation of Research. This investigation was concerned with first-year teachers who had completed professional education and psychology courses and student teaching, first-year teachers who had completed professional education and psychology courses but had not taken student teaching, and first-year teachers who had not taken any professional education and psychology courses (above the general education requirements of their college) or student teaching.

First-year teachers included in the study were selected from the cities of Norfolk, Virginia Beach, Portsmouth, Chesapeake, Suffolk and

Franklin, and the counties of Nansemond, Isle of Wight and Southampton. Selected teachers were asked to fill-in and return a questionnaire to the author.

Facts which were reported in this study are indicative of conditions existing in the school divisions of Southeastern Virginia in the school year 1966-67. They do not necessarily give an accurate picture of conditions existing either before or after 1966-67.

Definition of terms. Throughout this study it was necessary to classify first-year teachers who had taken all required semester hours of professional education and psychology courses and student teaching as "prepared" teachers. First-year teachers who had taken at least 9 semester hours of professional education and psychology courses, but had not done their student teaching, were classified as "partially prepared." First-year teachers who had taken less than 9 semester hours in professional education and psychology courses and had had no student teaching were classified as "unprepared teachers."

It should be borne in mind that these phrases refer to the teacher's being prepared, partially prepared, or unprepared with respect to the prescribed sequence of education and psychology courses required by the State of Virginia for certification. In no way was this phraseology meant to imply a lack of concern for other vital areas of teacher preparation, in basic liberal arts courses and a strong sequence of courses in the teaching major.

The study was limited to public school classroom teachers who

were serving their first year in a regular teaching position. Those teachers who in 1966-67 were returning to teaching after an absence of several years from an earlier teaching position or who transferred from one school system to another were not included. In other words, first-year or beginning teachers, as used in this study, referred to classroom teachers teaching their first year.

Throughout this report first-year teachers may be classified simply as teachers.

IV. THE OBJECTIVES OF THE STUDY

It was an objective of this study to help both educators and first-year teachers to recognize the real importance of completing professional education and psychology courses and student teaching before attempting to fill a teaching position.

Another objective of the study was intended to show whether there were differences among prepared, partially prepared, and unprepared teachers with respect to the following statements:

1. Continuation of professional training and membership in professional organizations.
2. Job-satisfaction with respect to salary, social acceptance by community and conformity to the philosophy of the principal.
3. Selection and employment procedures of employer.
4. Instructional difficulties with regard to the amount of help needed and received by first-year teachers.
5. A desire to continue in the teaching profession.

V. REVIEW OF THE LITERATURE

Much has been written in regard to professional preparation, continuation of professional training, membership in professional organizations, job satisfaction and instructional difficulties of the first-year teacher. In a survey of literature, no approach that enumerated the various topics mentioned above was found that was similar to the one used in this investigation.

A brief summary of related research studies that reviewed first-year teachers as one group will be presented.

Related research studies. The Virginia Education Association Professional Standards and Teacher Education Committee, headed by Lindley J. Stiles, made a study of first-year teachers in Virginia in 1952. Three hundred and fifteen first-year teachers were invited to participate in the study by filling out and returning a questionnaire. These teachers represented all sections of the state and various types of communities. Only 10 per cent returned the questionnaire. The sampling also included elementary, junior high and high school teachers.

The major purpose of the study was to find out what constituted the obstacles in the way of happiness in teaching from the standpoint of working conditions, living conditions, teacher preparation and community acceptance. The findings of this study are presented in the following statements:

1. Twenty-seven per cent of those teaching in elementary schools were not professionally prepared for teaching.

2. New teachers rated their acceptance in the community in which they taught as only "average."

3. Thirteen per cent reacted negatively to employment procedures and lack of definiteness with respect to assignment.

4. About 50 per cent of the group felt the need for help with problems of discipline and in determining content for a given grade level or course.

5. Twenty-four per cent of those teachers assigned to secondary school work were teaching subjects for which they were not certified.

6. Eight per cent indicated that they liked teaching less than had been anticipated and about 40 per cent were finding teaching even more enjoyable than they had expected.

7. Eighty-five per cent felt personally that their teaching had been generally successful and that they wanted to continue in their positions next year.

8. Eleven per cent of the teachers had made up their minds to leave the teaching profession and enter another type of work.

In general, the recommendations of this study emphasized the following points:

1. Each school system should provide a well-organized orientation program devised to acquaint new teachers with the physical facilities of the schools, policies, the curriculum content for courses and grade levels, and the school's system of records and reports.

2. Members of the community and school officials should assist new teachers in becoming acquainted with the community.

3. Beginning teachers desire to be assigned to teach at grade levels and in subject fields in which they made their preparation.

4. Beginning teachers need and want the help of supervisors, more experienced teachers and administrative personnel in learning how to teach effectively.

The Research Division of the National Education Association made a study of first-year teachers in urban school systems in the United States in 1954-55. Of the 5,000 first-year teachers that received a

questionnaire, twenty-six hundred returned it. The purpose of the study was to enumerate ways to get new classroom teachers off to a good start.

The findings of the study are presented in the following statements:

1. Seven per cent of the teachers felt that they were rejected by the community in which they taught.

2. Nine in every ten respondents secured their first teaching position either through applying on their own or through help given by a university placement office.

3. Beginning teachers reported they preferred to ask another classroom teacher for help than a principal or supervisor.

4. About one in twenty beginning teachers were teaching in unlicensed grades or subjects.

5. Fifty-one per cent of the teachers said they experienced conflict with their principal with regard to educational philosophy.

6. Nine per cent of the teachers said they were disappointed with teaching.

7. Eighty-three per cent said they planned to teach a second year.

CHAPTER II

PROCEDURES, METHODS AND TECHNIQUES, AND INSTRUMENT

The procedures, methods and techniques, and instrument used in the investigation of "A Regional Study of First-Year Teachers as a Means of Interpreting Certain Elements of Job Preparation Leading to Continuation in the Teaching Profession" are described in the paragraphs which follow.

I. PROCEDURES

This study was based on three hundred first-year teachers to whom questionnaires were sent. The process of selecting names and compiling the group of first-year teachers to receive questionnaires is explained in the following paragraph.

In March 1967, superintendents in the cities of Norfolk, Virginia Beach, Portsmouth, Chesapeake, Suffolk and Franklin, and the counties of Nansemond, Isle of Wight and Southampton were asked to submit to the investigator a complete list of names and addresses of all first-year teachers with zero years of teaching experience. All superintendents from the above mentioned school divisions did so with the exception of Norfolk. Mrs. Alma H. Sawyer, Statistician for the Norfolk Public Schools, requested that the investigator forward the questionnaires to her office. She distributed them to the specific teachers with a directive that they might participate in the study if they so desired.

The three hundred first-year teachers who received questionnaires were selected in the following manner:

Because of the small number of first-year teachers in Suffolk, Franklin, Nansemond, Isle of Wight and Southampton, each first-year teacher received a questionnaire. Teachers were selected at random for Virginia Beach, Portsmouth and Chesapeake. This was accomplished by selecting every third teacher from the lists submitted by the superintendents. Only fifty questionnaires were distributed to Norfolk because of the method of distribution selected by that school division. It was requested by the investigator that the questionnaires be distributed to at least five of the larger schools in Norfolk.

Of the three hundred first-year teachers receiving the questionnaire, two hundred and five, or 68.33 per cent, returned it. Table I shows the distribution of first-year teachers by school division and the outgo of questionnaires by school division. Since no distinction was made between school divisions, it was impossible to show returning questionnaires by school division.

Questionnaires were mailed April 21, 1967, sufficiently near the end of the school year so that respondents could base their report on all or almost all of one full year of experience.

II. METHODS AND TECHNIQUES

The descriptive research method and technique was used in this investigation. Meanings were developed as a result of classifying, analyzing and interpreting data concerning the first-year teacher's

TABLE I
DISTRIBUTION OF OUTGO AND RETURN OF QUESTIONNAIRES

School Division	Number of Beginning Teachers		Questionnaires Sent Out		Questionnaires Returned	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1	2	3	4	5	6	7
Suffolk	7	.87	7	2.33		
Franklin	7	.87	7	2.33		
Norfolk	220	27.30	50	16.67		
Portsmouth	86	10.67	28	9.33		
Chesapeake	126	15.63	42	14.00		
Virginia Beach	290	35.98	96	32.00		
Nansemond	38	4.71	38	12.67		
Isle of Wight	20	2.48	20	6.67		
Southampton	12	1.49	12	4.00		
Total	806	100%	300	100%	205	68.33

professional status, continuation of professional training, membership in professional organizations, job satisfaction, instructional difficulties, and desire to continue in the teaching profession, as well as the employment procedures of his employer. Data which were analyzed and interpreted were acquired as matter-of-fact opinion and were subjective in the case of each first-year teacher. Various conclusions could be made as to prepared, partially prepared and unprepared first-year teachers. It should be stated that the purpose of the study was not to provide predetermined results of what should be the case in regard to first-year teachers.

Measures. Data were interpreted and analyzed by the use of the chi square statistic and percentages. Chi square was used in the analysis of contingency tables as a test for independence. This statistic provided a basis for judging whether differences were likely or unlikely to be a result of chance factors associated with the sampling of the prepared, partially prepared and unprepared teacher.³

Percentage tables were included in the study to determine to what extent differences existed among prepared, partially prepared and unprepared teachers and to show relationships among the three groups of teachers.

Grouping procedures. When first-year teachers returned the

³N. M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper and Row, Publishers, 1965), pp. 160-65.

questionnaires, three master sheets were prepared for the purpose of dividing first-year teachers into three basic groups, namely, prepared, partially prepared and unprepared teachers. The three groups are described in detail in the paragraphs which follow.

Prepared teachers were first-year elementary teachers who had taken at least eighteen semester hours in professional education and psychology courses including student teaching and first-year high school teachers who had taken at least fifteen semester hours of the same; 100 per cent of the teachers in this category held the collegiate professional certificate.

Professional education and psychology requirements for these teachers are described below in general areas of study.

Area I: Human Growth and Development

Area II: Principles of Instruction and Organization of Subject Content and Materials

Area III: Student Teaching

Area I gives the applicant some understanding of the physical, emotional, intellectual, and social development of children. This area should establish knowledge of the learning process and its relation to maturity levels of children. It should involve observation and a variety of the experiences of children either in or out of school.

The following courses should contribute to the understanding and basic skills required in this area: Educational Psychology, Child Psychology, Adolescent Psychology, and Human Growth and Development. Other courses in human growth and development may make a contribution. General Psychology is regarded as part of general education and not a professional education course.

Area II contributes to the development of an understanding of and skills required in planning, using, and evaluating classroom procedures; and in the selection, organization, and use of subject content and materials.

Requirements in Area II include a course, at either the elementary or the secondary level or both, such as Curriculum and Teaching, Principles of Education, or School Practice.

Area III embodies the requirement in student teaching which represents the application and extension of the principles acquired in all types of college courses. A total of not less than a hundred clock hours must be allotted to this course, at least sixty of which shall be given to actual teaching. The experience must be in a public school or in a school approved for student teaching.⁴

Partially prepared teachers were first-year teachers who had taken at least nine semester hours of professional education and psychology courses but had not done student teaching; 100 per cent of the teachers in this category held the collegiate certificate. Requirements for this certificate are described in the paragraph which follows:

The holder of the collegiate certificate may have this certificate raised to the Collegiate Professional upon completing satisfactorily two years of teaching and nine semester hours of professional education. The nine semester hours should be distributed in areas I and II with not less than three semester hours in each.⁵

Unprepared teachers were first-year teachers who had taken less than nine semester hours of professional education and psychology courses and had had no student teaching. If the teacher had taken any professional education and psychology courses, the courses could be selected from Areas I and II; 91.30 per cent of the teachers in this group held the collegiate certificate and 8.70 per cent held the special license.

⁴Virginia State Board of Education, Revised Certification Regulations for Teachers, Vol. 49 (Richmond, Virginia: State Department of Education, 1967), p. 3.

⁵Ibid., p. 5.

The grouping of teachers for the study is presented in Table II. It will be noted that the group designations of teachers were prepared, partially prepared and unprepared according to the number of semester hours of professional education and psychology courses completed by the individual teacher while in college.

TABLE II
GROUPINGS IN STUDY OF BEGINNING TEACHERS
BY PROFESSIONAL PREPARATION

Professional Preparation	Number of Teachers	Percentage of Teachers
1	2	3
Prepared	157	76.59
Partially Prepared	25	12.19
Unprepared	23	11.22
Total	205	100.00

It is noted from Table II that of the 205 teachers who reported, 157 or 76.59 per cent were prepared teachers, 25 or 12.19 per cent were partially prepared teachers, and 23 or 11.22 per cent were unprepared teachers.

III. THE INSTRUMENT

Pertinent information which was used in "A Regional Study of First-Year Teachers as a Means of Interpreting Certain Elements of Job Preparation Leading to Continuation in the Teaching Profession" was obtained from a questionnaire devised by the investigator. There were twenty-seven items on the questionnaire which required yes and no answers, fill-in the blanks, ratings, or check the correct answers. The usefulness and validity of the questionnaire was established by several stated means which are as follows:

1. A review of textbooks and research studies dealing with first-year teachers.
2. A conference with an administrator in public school administration.
3. An evaluation of the instrument by ten professional teachers who gave their opinions concerning the questionnaire.

Reliability. The reliability of the instrument depended to a large extent on the truthfulness and correctness with which the individual teacher filled in the questionnaire. As an additional check of reliability, questions four and six were repeat items worded different ways. In question four teachers were asked to check which of the following degrees they held:

1. Bachelor's Degree
2. Master's Degree
3. Doctor's Degree

4. None

In question six, teachers were asked to circle yes or no if they had received their degree. There was a 100 per cent correlation between these two questions.

Background data. The various groupings of teachers were compared on certain of the items on the questionnaire to check the success of classifying teachers into groups of prepared, partially prepared and unprepared. These items were as follows:

1. What was the type of degree held?
2. What was the name of the undergraduate college?
3. What was the type of Virginia Teaching Certificate held?
4. Was the college degree received?
5. Were education and psychology courses taken in college?
6. How many semester hours of education and psychology were taken?
7. Was student teaching taken in college?

Several items were included on the questionnaire to determine the teacher's plans for continuation of professional training and membership in professional organizations. These items were as follows:

1. Have education and psychology courses been taken this school year?
2. Did plans for furthering education include summer school this summer, school within the next five years, night classes next year, or a graduate program in the future?

3. Did the teacher belong to the Virginia Education Association and National Education Association?

The next section of items was devoted to a variety of topics dealing with job-satisfaction with respect to salary and social acceptance by community. This section also dealt with whether conflict existed between the teacher's philosophy and that of the principal. These items were as follows:

1. Was the present salary satisfactory?
2. Was the teacher accepted or rejected in the community in which he taught?
3. Was the teacher's philosophy in conflict with the philosophy of the principal?

Selection and employment procedures of employer was the subject of interest for the next section. Items related to this section were as follows:

1. What was the method used in obtaining first position?
2. Was the employed teacher interviewed before leaving college?
3. Were a particular school and grade promised and was this assignment received?
4. Was teacher assigned to an area in which he was certified?

The next section of the instrument was devoted to a variety of topics but all were related in some way to instructional difficulties encountered during the first year of service. These items are stated below:

1. How much supervision or help did the teacher receive from the

principal, supervisor and fellow classroom teachers?

2. How much help was needed and received by first-year teachers concerning:

- a. Personal qualities
- b. Disciplinary problems
- c. Standardized test results
- d. Records and reports
- e. Variety of teaching methods
- f. Understanding and ability to get on level of above average, average, and below average child.
- g. Using curriculum guides
- h. Using community resources

The last section of the instrument served as a climax of the study to show whether teachers planned to continue in the teaching profession. The following items were included in the instrument to find out the teacher's plans for the future:

1. Does the teacher like teaching?
2. What are the plans for a second year of teaching?
3. Would teacher prefer some other field of work to teaching?
4. What was the teacher's opinion as to success as a first-year teacher?

CHAPTER III

ANALYSIS AND INTERPRETATIONS OF DATA

I. THE BASIC DATA

The basic analysis of the data collected was in terms of the prepared, partially prepared and unprepared teachers. Some of the questions on the questionnaire were designed to provide information in order that the teachers might be grouped. Each group of teachers could be roughly classified on the type of degree held, type of Virginia teaching certificate, whether the teacher received a degree, whether the teacher took education and psychology courses in college, and the number of semester hours in education and psychology, and whether student teaching was taken in college.

Table III presents a summary of professional preparation for the three groups of teachers. The following conclusions can be made concerning each group.

1. Prepared Teachers. The prepared teachers were a well-qualified group in terms of professional preparation. Several facts in Table III merit special comment. All the teachers held at least a bachelor's degree when they entered teaching. Also, 1.91 per cent of the teachers held the master's degree before starting to teach. All teachers in the prepared group had taken professional education and psychology courses and student teaching in college. The mean for the number of semester hours in professional education and psychology

TABLE III

SUMMARY OF PROFESSIONAL PREPARATION OF THE THREE
GROUPS OF TEACHERS

Professional Preparation	Groups					
	Prepared		Partially Prepared		Unprepared	
	Number Responding	Percentage	Number Responding	Percentage	Number Responding	Percentage
1. Type of degree:						
a. Bachelor's	154	98.09	25	100	21	91.30
b. Master's	3	1.91	0	0	0	0
c. Doctor's	0	0	0	0	0	0
d. None	0	0	0	0	2	8.80
Total	157	100	25	100	23	100
2. Type of Virginia Teaching Certificate						
a. Post Graduate Professional	0	0	0	0	0	0
b. Collegiate Professional	157	100	0	0	0	0
c. Collegiate	0	0	25	100	21	91.30
d. Special License	0	0	0	0	2	8.70
Total	157	100	25	100	23	100

TABLE III (Continued)

Professional Preparation	Groups					
	Prepared		Partially Prepared		Unprepared	
	Number Responding	Percentage	Number Responding	Percentage	Number Responding	Percentage
3. Were Education and Psychology Courses Taken in College?						
Yes	157	100	25	100	11	47.83
No	0	0	0	0	12	52.17
Total	157	100	25	100	23	100
4. Was Student Teaching Taken in College?						
Yes	157	100	0	0	0	0
No	0	0	25	100	23	100
Total	157	100	25	100	23	100
5. The Mean for Number of Semester Hours in Education	30.21		16.24		2.52	

courses was 30.21, which showed a strong background in education and psychology courses. With these credentials, 100 per cent of the teachers in this group qualified for the collegiate professional certificate.

The evidence at hand justified the conclusion that beginning teachers in the group of prepared teachers qualified, at least in terms of the amount of professional preparation for teaching.

2. Partially Prepared Teachers. The partially prepared teachers were similar to the group of prepared teachers with the exception of the number of semester hours in psychology and education courses and student teaching. All the teachers in this category held a bachelor's degree. Also, all teachers stated that they had taken education and psychology courses in college. It is noted from Table III that the mean for this group is only 16.24 semester hours as compared with 30.21 semester hours for the group of prepared teachers. This means that prepared teachers took almost twice as many semester hours in education and psychology courses as partially prepared teachers. Also, none of the teachers in this group took student teaching. With these credentials, 100 per cent of the teachers classified as partially prepared qualified for the collegiate teaching certificate.

The evidence from the preceding paragraphs shows that the partially prepared teacher was not as well qualified as the prepared teacher in terms of professional preparation for beginning teaching.

3. Unprepared Teachers. Table III shows that 91.30 per cent of the unprepared teachers held the bachelor's degree when they entered

teaching. Only 8.70 per cent of this group had no degree. Many unprepared teachers, 47.83 per cent, took psychology and education courses in college while 52.17 per cent of these teachers took no psychology and education courses. It should be pointed out that the mean for the number of semester hours for psychology and education courses was only 2.52 semester hours; also, none of these teachers took student teaching in college. With credentials of this nature, 91.30 per cent of the teachers qualified for the collegiate certificate and 8.70 per cent qualified for the special license certificate.

The preceding summary justified the statement that this group of teachers was unprepared for teaching in terms of the amount of professional preparation required.

II. CONTINUATION OF PROFESSIONAL TRAINING

More evidence regarding the professional attitude of first-year teachers could be obtained from their plans for continuation of professional training. Beginning teachers were, therefore, asked whether they had taken education and psychology courses this school year (1966-67), and whether plans for furthering education included summer school this summer (1967), summer school within the next five years (1967-71), night classes next year (1967-68), or a graduate program in the future.

Education and psychology courses taken by teachers this school year (1966-67). In Table IV a chi square contingency table is set up to test the significance of the difference among the frequencies in

TABLE IV *

EDUCATION AND PSYCHOLOGY COURSES TAKEN BY TEACHERS
THIS SCHOOL YEAR (1966-67)

Group	Have you taken education and psychology courses this school year (1966-67)?					Total
	Yes		No			
	Of	Ef	Of	Ef		
1	2	3	4	5		6
Prepared	21	(26.04)	136	(130.96)		157
Partially Prepared	5	(4.15)	20	(20.85)		25
Unprepared	8	(3.81)	15	(19.19)		23
Total		34		171		205

$$df = 2$$

$$x^2 \text{ observed} = 8.71$$

$$x^2 .05 = 5.99$$

*The following statistical symbols will be used for all chi square tables in the study: x^2 (chi square), Of (observed frequencies), Ef (expected frequencies), and df (degrees of freedom).

the groups of teachers taking education and psychology courses this school year (1966-67). The computed value for χ^2 was 8.71 which exceeded the value of χ^2 at the five per cent level of significance. The hypothesis that there was no significant difference among the three groups of teachers taking education and psychology courses this school year was rejected. Table V, which presents by groups the percentages of teachers who took education and psychology courses, reveals that the partially prepared and unprepared teachers were more likely to take these courses than the prepared teachers during the first year of teaching. These results were expected because prepared teachers had already taken these courses in college.

TABLE V

PERCENTAGE OF FIRST-YEAR TEACHERS TAKING EDUCATION AND
PSYCHOLOGY COURSES DURING SCHOOL SESSION 1966-67

Group	Have you taken education and psychology courses this school year (1966-67)?		
	Yes	No	Total
1	2	3	4
Prepared	13.38%	86.62%	100%
Partially Prepared	20.00%	80.00%	100%
Unprepared	34.78%	65.22%	100%

Plans to attend summer school 1967. Table VI contains the results of chi square for the three groups of teachers who planned to attend summer school this summer (1967). Results here were again significant at the 5 per cent level. Table VII, which shows percentages, reveals results similar to Table V. Very few prepared teachers felt a need to go to summer school this summer when compared with the percentage of partially prepared and unprepared teachers, because the former group of teachers had taken the required education and psychology courses in college.

Plans to take night classes next year (1967-68). A chi square table is established in Table VIII to show differences among the three groups of teachers in regard to plans for taking night classes next year (1967-68). With x^2 computed at 2.93, results were not significant at the five per cent level. From these results there were indications that the desire and interest among the three groups of teachers was about the same.

Plans to attend summer school within the next five years. The results of Table IX, which is a chi square contingency table, reveal that there was no significant difference among the three groups of teachers who planned to attend summer school within the next five years. As is revealed in Table VIII, the desire and interest among the teachers was about the same.

Plans to enroll in a graduate program in the future. The

TABLE VI
 PLANS TO ATTEND SUMMER SCHOOL THIS SUMMER (1967)

Group	I plan to attend summer school this summer.					Total
	Yes		No		Total	
1	2	3	4	5		6
Prepared	28	(40.59)	129	(116.41)	157	
Partially Prepared	11	(6.46)	14	(18.54)	25	
Unprepared	14	(5.95)	9	(17.05)	23	
Total		53		152	205	

$$df = 2$$

$$x^2 \text{ observed} = 24.29$$

$$x^2 .05 = 5.99$$

TABLE VII
 PERCENTAGE OF TEACHERS PLANNING TO ATTEND
 SUMMER SCHOOL THIS SUMMER (1967)

Group	I plan to attend summer school this summer.		
	Yes	No	Total
1	2	3	4
Prepared	17.83%	82.17%	100%
Partially Prepared	44.00%	56.00%	100%
Unprepared	60.87%	39.13%	100%

TABLE VIII
 PLANS TO TAKE NIGHT CLASSES NEXT YEAR (1967-68)

Group	I plan to take night classes next year.					Total
	Of	Yes Ef	Of	No Ef		
1	2	3	4	5	6	
Prepared	49	(53.61)	108	(103.39)	157	
Partially Prepared	10	(8.54)	15	(16.46)	25	
Unprepared	11	(7.85)	12	(15.15)	23	
Total	70		135		205	

df = 2

χ^2 observed = 2.90

$\chi^2 .05 = 5.99$

TABLE IX
 PLANS TO ATTEND SUMMER SCHOOL WITHIN THE NEXT FIVE YEARS
 (1966-71)

Group	I plan to attend summer school within the next five years.				
	Yes		No		Total
	Of	Ef	Of	Ef	
1	2	3	4	5	6
Prepared	107	(101.09)	50	(55.91)	157
Partially Prepared	12	(16.10)	13	(8.90)	25
Unprepared	13	(14.81)	10	(8.19)	23
Total	132		73		205

$$df = 2$$

$$x^2 \text{ observed} = 5.05$$

$$x^2 .05 = 5.99$$

hypothesis that is established in Table X reveals that there was no significant difference among the three groups of teachers who planned to enroll in a graduate program in the future. The computed value of x^2 was 1.19; therefore, the hypothesis was accepted. Once again, the stated results of Table IX can be applied here.

III. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Early membership in professional organizations at the local, state, and national level is almost universally recommended by those who have written extensively on the orientation of the beginning teacher. In such organizations, the first-year teacher gets to know his fellow workers, becomes informed with regard to trends and developments in the teaching profession, and learns about the current public issues with which educators at all levels must deal.

Tables XI, XII, and XIII present chi square tables that were set up to test differences among the three groups of teachers in regard to membership in the local teachers' association, the Virginia Education Association, and the National Education Association.

A computed value for x^2 of 5.56 is found in Table IX. At the five per cent level of significance, it was found that there were no major differences among the groups of teachers belonging to the local teachers' association. Of the two hundred and five respondents, a hundred and eighty-one, or 88.29 per cent, stated they belonged to their local teachers' association.

With regard to membership in the Virginia Education Association

TABLE X
PLANS TO ENROLL IN A GRADUATE PROGRAM IN THE FUTURE

Group	I plan to enroll in a graduate program in the future.				
	Yes		No		Total
	Of	Ef	Of	Ef	
1	2	3	4	5	6
Prepared	100	(97.26)	57	(59.74)	157
Partially Prepared	15	(15.49)	10	(9.51)	25
Unprepared	12	(14.25)	11	(8.75)	23
Total	127		78		205

$$df = 2$$

$$x^2 \text{ observed} = 1.19$$

$$x^2 .05 = 5.99$$

TABLE XI
MEMBERSHIP IN THE LOCAL TEACHERS ASSOCIATION

Group	Do you belong to the local teachers association?				
	Yes		No		Total
	Of	Ef	Of	Ef	
1	2	3	4	5	6
Prepared	143	(138.62)	14	(18.38)	157
Partially Prepared	19	(22.07)	6	(2.93)	25
Unprepared	19	(20.31)	4	(2.69)	23
Total	181		24		205

$$df = 2$$

$$x^2 \text{ observed} = 5.56$$

$$x^2 .05 = 5.99$$

TABLE XII
MEMBERSHIP IN THE VIRGINIA EDUCATION ASSOCIATION

Group	Do you belong to the Virginia Education Association?				Total
	Yes		No		
	Of	df	Of	df	
1	2	3	4	5	6
Prepared	142	(137.85)	15	(19.15)	157
Partially Prepared	18	(21.95)	7	(3.05)	25
Unprepared	20	(20.20)	3	(2.80)	23
Total	180		25		205

df = 2

χ^2 observed = 7.00

χ^2 .05 = 5.99

TABLE XIII
MEMBERSHIP IN THE NATIONAL EDUCATION ASSOCIATION

Group	Do you belong to the National Education Association?				Total
	Yes		No		
	Of	Of	Of	Of	
1	2	3	4	5	6
Prepared	106	(94.97)	51	(62.03)	157
Partially Prepared	7	(15.12)	18	(9.88)	25
Unprepared	11	(13.91)	12	(9.09)	23
Total	124		81		205

df = 2

χ^2 observed = 15.81

χ^2 .05 = 5.99

and National Education Association, Tables XII and XIII show results different from Table XI. At a computed value of 7.00 at the 5 per cent level of significance, Table XII shows significant difference among the three groups of teachers who belonged to the Virginia Education Association. Table XIII shows a computed value of 15.81 at the 5 per cent level of significance which meant that there was a difference among the groups of teachers who belonged to the National Education Association.

Table XIV shows the percentage of teachers by groups that belonged to the Virginia Education Association and National Education Association. In spite of the advantages of membership in these organizations, the percentages for all groups are rather low; however, the data reveals that more prepared teachers belonged to the organizations than partially prepared teachers. This table also reveals that partially prepared teachers showed less interest in professional organizations than the other two groups.

III. JOB SATISFACTION WITH RESPECT TO SALARY, SOCIAL ACCEPTANCE BY COMMUNITY, AND CONFORMITY TO THE PHILOSOPHY OF THE PRINCIPAL

Satisfaction with the position is an important factor which may affect continued employment of the beginning teacher. With respect to job satisfaction, teachers were asked whether they were satisfied with their present salary, whether they had been accepted or rejected by the community in which they were teaching, and whether their ideas and philosophy of education conflicted with their principal's ideas and philosophy of education.

TABLE XIV
 PERCENTAGE OF FIRST YEAR TEACHERS WHO BELONGED TO THE
 VIRGINIA EDUCATION ASSOCIATION AND THE NATIONAL
 EDUCATION ASSOCIATION

Group	Percentage of First-Year Teachers who Belonged to:			
	Virginia Education Association		National Education Association	
	Yes	No	Yes	No
1	2	3	4	5
Prepared	90.45	9.55	67.52	32.48
Partially Prepared	72.00	28.00	28.00	72.00
Unprepared	86.96	13.04	47.83	52.17

Salary. Table XV is set up to show that there were significant differences among the three groups of teachers in regard to satisfaction with present salary. With x^2 computed at 1.67 at the 5 per cent level of significance, the hypothesis was rejected. Only sixty-four, or 33.65 per cent, of the teachers said they were satisfied with their present salary, while one hundred and thirty-six, or 66.34 per cent, said they were not satisfied. Table XVI shows the mean salary for beginning teachers with a Bachelor's degree to be \$4,866.66.

Since the preceding figures revealed that teachers in general were dissatisfied with their present salary, a chi square table was set up to evaluate the difference between single and married teachers. Table XVII shows a computed value of 4.39 at the five per cent level of significance. This exceeded the value of x^2 and meant that there was a significant difference in salary between single and married teachers.

Social acceptance by the community. The field of educational literature has emphasized the importance of beginning teachers becoming quickly adjusted to the community in which they start their careers. If a beginning teacher was not accepted by the community in which he taught, he would soon become discouraged about his position. In order to indicate whether teachers had established rapport with the community, they were asked whether they felt accepted or rejected by the community in which they taught. Table XVIII reveals that almost all teachers felt accepted in the community in which they taught. Only eight of the two hundred and five respondents felt rejected by the community.

TABLE XV
SATISFACTION WITH PRESENT SALARY

Group	Are you satisfied with your present salary?				
	Yes		No		Total
	Of	Ef	Of	Ef	
1	2	3	4	5	6
Prepared	54	(52.84)	103	(104.16)	157
Partially Prepared	6	(8.41)	19	(16.59)	25
Unprepared	9	(7.75)	14	(15.25)	23
Total		69		136	205

$$df = 2$$

$$x^2 \text{ observed} = 1.67$$

$$x^2 .05 = 5.99$$

TABLE XVI

SALARIES OF BEGINNING TEACHERS WITH BACHELOR'S DEGREES
BY SCHOOL DIVISION

School Division	Salary
1	2
Norfolk	\$ 4,800.00
Portsmouth	5,000.00
Chesapeake	5,000.00
Virginia Beach	4,800.00
Suffolk	4,900.00
Nansemond	4,800.00
Franklin	4,900.00
Isle of Wight	5,000.00
Southampton	4,600.00
Mean	4,866.66

TABLE XVII
SATISFACTION WITH PRESENT SALARY

Group	Are you satisfied with your present salary?				
	Yes		No		Total
	Of	Ef	Of	Ef	
1	2	3	4	6	6
Single	37	(29.96)	52	(59.04)	89
Married	32	(39.04)	84	(76.96)	116
Total	69		136		205

df = 1

χ^2 observed = 4.39

$\chi^2 .05 = 3.84$

TABLE XVIII

PERCENTAGE OF TEACHERS BY GROUPS WHO FELT ACCEPTED
OR REJECTED BY COMMUNITY

Group	Accepted	Rejected	Total
1	2	3	4
Prepared	97.45%	2.55%	100%
Partially Prepared	92.00%	8.00%	100%
Unprepared	91.30%	8.70%	100%

Conforming to the philosophy of the principal. In order to determine whether any conflicting educational ideas and philosophy existed between teacher and principal, teachers were asked whether they had encountered any conflicting ideas and philosophy they had formed while in college with that of the ideas and philosophy of their principal. Table XIX reveals the differences among the three groups of teachers with regard to the preceding statement. With a computed value of x^2 at 1.18, it was determined that there was no basic distinction among the three groups of teachers.

IV. SELECTION AND EMPLOYMENT PROCEDURES OF EMPLOYER

How did the various groups of first-year teachers obtain their first teaching position? Did the school divisions that employed the various groups of teachers interview them before they left college? Were a particular school and grade promised and was this assignment received? Were the members of the various groups assigned to an area in which they were certified? Did the school divisions in the regional study obtain prepared teachers from colleges in Virginia or other states? These questions were presented for study in this section.

Method of getting first teaching position. Table XX presents the results for the method that the various groups of teachers used to obtain their first teaching position. The computed value of x^2 was 14.37, which was significant at the 5 per cent level. Table XXI, which presents the percentage of teachers by groups according to the method

TABLE XIX
CONFORMITY TO THE PHILOSOPHY OF THE PRINCIPAL

Group	Have you encountered any conflicting ideas and philosophies you had formed while in college with the ideas and philosophy of your principal?				Total
	Yes		No		
	Of	Ef	Of	Ef	
1	2	3	4	5	6
Prepared	92	(88.84)	65	(68.16)	157
Partially Prepared	13	(14.15)	12	(10.85)	25
Unprepared	11	(13.01)	12	(9.99)	23
Total	116		89		205

$$df = 2$$

$$x^2 \text{ observed} = 1.18$$

$$x^2 .05 = 5.99$$

TABLE XX
METHOD OF OBTAINING FIRST POSITION

Group	Placement Agency of College		Personal Application		Commercial Employment Agency		Some Other Way	
	Of	Ef	Of	Ef	Of	Ef	Of	Ef
1	2	3	4	5	6	7	8	9
Prepared	36	(33.69)	114	(114.88)	0	(2.31)	7	(6.12)
Partially Prepared	3	(5.37)	20	(18.29)	1	(.36)	1	(.98)
Unprepared	5	(4.94)	16	(16.83)	2	(.33)	0	(.90)
Total	44		150		3		8	

df = 6

x^2 observed = 14.37

x^2 .05 = 12.59

TABLE XXI
METHOD OF OBTAINING FIRST POSITION BY PERCENTAGE

Group	Per Cent of Teachers Getting Jobs Through				
	Placement Agency of College	Personal Application	Commercial Employment Agency	Some Other way	Total
1	2	3	4	5	6
Prepared	22.93%	72.61%	0%	4.46%	100%
Partially Prepared	12.00	80.00	4.00	4.00	100
Unprepared	21.74	69.56	8.70	0	100

used in obtaining a teaching position, reveals that prepared teachers were more likely to use the placement agency of their college and personal application, whereas, partially prepared and unprepared teachers depended mostly on personal application, placement agency of college and commercial employment agencies.

Interviews before college graduation. Table XXII shows the differences among the various groups of teachers who were interviewed before they were graduated from college. The computed value for χ^2 was 17.44, which exceeded the value of χ^2 at the five per cent level of significance. In Table XXIII, the percentages of the various groups of teachers interviewed before college graduation show that twice as many prepared teachers were interviewed as partially prepared or unprepared teachers.

Promise of a particular school and grade level or subject field at time of employment. Table XXIV presents the results of a chi square contingency table for the three groups of teachers who were promised a particular school and grade level or subject field at the time of employment. With χ^2 computed at 1.66, results were not significant at the 5 per cent level of significance. Table XXV reveals that a larger percentage of unprepared teachers were promised a particular school and grade level or subject field at the time of employment than were prepared and partially prepared teachers.

TABLE XXII
 INTERVIEWS BEFORE COLLEGE GRADUATION
 BY EMPLOYING SCHOOL DIVISIONS

Group	Were you interviewed before leaving college by the school system you are presently employed in as a teacher?				Total
	Yes		No		
	Of	Ef	Of	Ef	
1	2	3	4	5	6
Prepared	93	(80.41)	64	(76.59)	157
Partially Prepared	7	(12.80)	18	(12.20)	25
Unprepared	5	(11.79)	18	(11.21)	23
Total	105		100		205

df = 2

χ^2 observed = 17.44

χ^2 .05 = 5.99

TABLE XXIII

PERCENTAGE OF FIRST YEAR TEACHERS INTERVIEWED BEFORE COLLEGE
GRADUATION BY EMPLOYING SCHOOL DIVISIONS

Group	Were you interviewed before leaving college by employing school division?		
	Yes	No	Total
1	2	3	4
Prepared	59.24%	40.76%	100%
Partially Prepared	28.00	72.00	100
Unprepared	21.74	78.26	100

TABLE XXIV

PROMISE OF ASSIGNMENT OF FIRST YEAR TEACHERS TO SPECIFIC POSITION

Group	Were you promised a specific job?				Total
	Yes		No		
	Of	Ef	Of	Ef	
1	2	3	4	5	6
Prepared	126	(27.90)	31	(29.10)	157
Partially Prepared	20	(20.37)	5	(4.63)	25
Unprepared	21	(18.73)	2	(4.27)	23
Total	167		38		205

$$df = 2$$

$$x^2 \text{ observed} = 1.66$$

$$x^2 .05 = 5.99$$

TABLE XXV

PERCENTAGE OF FIRST-YEAR TEACHERS PROMISED A SPECIFIC POSITION

Group	Percentage of First-Year Teachers Promised and Not Promised a Specific Job		
	Promised	Not Promised	Total
1	2	3	4
Prepared	80.25%	19.75%	100%
Partially Prepared	80.00	20.00	100
Unprepared	91.30	8.70	100

Assignment to a particular school and grade level or subject field that was promised at the time of employment. Table XXVI presents the results for the three groups of teachers that received the assignment that they were promised at the time of employment. As in Table XXIV, results were not significant at the 5 per cent level. Table XXVII gives the percentages for the three groups of teachers who received the assignment that they were promised at the time of employment. The percentages in this table are very significant when compared with those in Table XXV. A comparison of these tables reveals that more unprepared teachers did not receive the assignment that they were promised at the time of employment than partially prepared or prepared teachers.

Teaching in unlicensed fields. Table XXVIII presents the differences among the groups of teachers assigned to teach in an area in which they were certified. The computed value of x^2 was 21.99, which was significant at the 5 per cent level. Table XXIX shows the percentage of teachers by groups who were assigned to an area in which they were certified. This table reveals that the more preparation a teacher had, the more likely the assignment would be in an area in which he was certified.

Teachers obtained from Virginia colleges. Table XXX is set up to show by percentages where school divisions obtained the various groups of teachers. This table reveals that the better prepared teachers were obtained from colleges located in Virginia. Also, a larger

TABLE XXVI
 FIRST YEAR TEACHERS WHO RECEIVED THE JOB THAT WAS PROMISED
 BY EMPLOYER

Group	Did you receive the job you were promised?				
	Yes		No		Total
	Of	Ef	Of	Ef	
1	2	3	4	5	6
Prepared	112	(107.89)	14	(18.11)	126
Partially Prepared	16	(17.13)	4	(2.87)	20
Unprepared	15	(17.87)	6	(3.13)	21
Total	143		24		167

df = 2

χ^2 observed = 5.04

$\chi^2 .05 = 5.99$

TABLE XXVII
 PERCENTAGE OF TEACHERS WHO RECEIVED THE TEACHING ASSIGNMENT
 PROMISED

Group	Did you receive the job you were promised?			Total
	Yes	No	Were not Promised	
1	2	3	4	5
Prepared	71.34%	8.91%	19.75%	100%
Partially Prepared	64.00	16.00	20.00	100
Unprepared	65.21	26.09	8.70	100

TABLE XXVIII
 ASSIGNMENT TO AN UNLICENSED FIELD

Group	Are you assigned to an area in which you are certified?				
	Yes		No		Total
	Of	Ef	Of	Ef	
1	2	3	4	5	6
Prepared	141	(132.49)	16	(24.51)	157
Partially Prepared	20	(21.10)	5	(3.90)	25
Unprepared	12	(19.41)	11	(3.59)	23
Total	173		32		205

$$df = 2$$

$$x^2 \text{ observed} = 21.99$$

$$x^2 .05 = 5.99$$

TABLE XXIX
 PERCENTAGE OF TEACHERS ASSIGNED TO AN UNLICENSED FIELD

Group	Are you assigned to an area in which you are certified?		
	Yes	No	Total
1	2	3	4
Prepared	89.81%	10.19%	100%
Partially Prepared	80.00	20.00	100
Unprepared	52.17	47.83	100

TABLE XXX

PERCENTAGE OF TEACHERS OBTAINED WHO GRADUATED FROM COLLEGE
IN VIRGINIA AND OTHER STATES

Group	Teachers obtained from colleges in:		
	Virginia	Other States	Total
1	2	3	4
Prepared	59.24%	40.76%	100%
Partially Prepared	44.00	56.00	100
Unprepared	43.48	56.52	100

percentage of partially prepared and unprepared teachers obtained from colleges outside Virginia. This might be explained by the fact that states have different requirements for teacher certification.

V. INSTRUCTIONAL PROBLEMS OF FIRST-YEAR TEACHERS

This section was devoted to the problems teachers encountered during their first year of service. All respondents were asked to report how much help they received from building principals, supervisors and fellow classroom teachers. Considerable information was obtained on the types of help first-year teachers needed and actually received.

Sources of help. In order to determine how much help was obtained from principals, supervisors and fellow classroom teachers, teachers were given four possible answers for each source of help: "much help," "some help," "little help," or "no help." Tables XXXI, XXXIII and XXXV consist of chi square contingency tables to test the significance of the differences among the frequencies in the groups of teachers receiving help from principals, supervisors and fellow classroom teachers. Tables XXXI and XXXIII reveal no significant difference at the 5 per cent level among the groups of teachers receiving help from principals and supervisors. Table XXXV reveals that there were significant differences with regard to help received from fellow classroom teachers.

Tables XXXII, XXXIV, and XXXVI present the percentages of teachers

TABLE XXXI

AMOUNT OF HELP RECEIVED BY FIRST-YEAR TEACHERS FROM PRINCIPAL

Group	Amount of help received:								
	Much		Some		Little		None		Total
	Of	Ef	Of	Ef	Of	Ef	Of	Ef	
1	2	3	4	5	6	7	8	9	10
Prepared	54	(51.31)	58	(55.91)	29	(32.17)	16	(17.61)	157
Partially Prepared	7	(8.17)	11	(8.90)	3	(5.12)	4	(2.81)	25
Unprepared	6	(7.52)	4	(8.19)	10	(4.71)	3	(2.58)	23
Total	67		73		42		23		205

$$df = 6$$

$$x^2 \text{ observed} = 11.39$$

$$x^2 .05 = 12.59$$

TABLE XXXII

PERCENTAGE OF HELP RECEIVED FROM PRINCIPAL

Group	Percentage of teachers reporting various amounts of help				
	Much Help	Some Help	Little Help	No Help	Total
1	2	3	4	5	6
Prepared	34.39%	36.94%	18.48%	10.19%	100%
Partially Prepared	28.00	44.00	12.00	16.00	100
Unprepared	26.09	17.39	43.48	13.04	100
All Respondents	32.68	35.61	20.49	11.22	100

TABLE XXXIII

AMOUNT OF HELP RECEIVED BY FIRST-YEAR TEACHERS FROM SUPERVISORS

Group	Amount of help received:								
	Much		Some		Little		None		Total
	Of	Ef	Of	Ef	Of	Ef	Of	Ef	
1	2	3	4	5	6	7	8	9	10
Prepared	27	(26.80)	44	(43.65)	41	(39.83)	45	(46.72)	157
Partially Prepared	4	(4.27)	7	(6.95)	8	(6.34)	6	(7.44)	25
Unprepared	4	(3.93)	6	(6.40)	3	(5.83)	10	(6.84)	23
Total	35		57		52		61		205

$$df = 6$$

$$x^2 \text{ observed} = 3.75$$

$$x^2 .05 = 12.59$$

TABLE XXXIV
PERCENTAGE OF HELP RECEIVED FROM SUPERVISORS

Group	Percent of Teachers Reporting Various Amounts of Help Received				
	Much Help	Some Help	Little Help	No Help	Total
1	2	3	4	5	6
Prepared	17.20%	28.02%	26.12%	28.66%	100%
Partially Prepared	16.00	28.00	32.00	24.00	100
Unprepared	17.39	26.09	13.04	43.49	100
All Respondents	17.07	27.80	25.37	29.76	100

TABLE XXXV

AMOUNT OF HELP RECEIVED BY FIRST-YEAR TEACHERS FROM FELLOW CLASSROOM TEACHERS

Group	Amount of help received:								
	Much		Some		Little		None		Total
1	Of	Ef	Of	Ef	Of	Ef	Of	Ef	
	2	3	4	5	6	7	8	9	
Prepared	76	(68.16)	53	(56.67)	18	(20.68)	10	(11.49)	157
Partially Prepared	6	(10.85)	15	(9.03)	2	(3.29)	2	(1.83)	25
Unprepared	7	(9.99)	6	(8.30)	7	(3.03)	3	(1.68)	23
Total	89		74		27		15		205

$$df = 6$$

$$x^2 \text{ observed} = 16.09$$

$$x^2 .05 = 12.59$$

TABLE XXXVI
 PERCENTAGE OF HELP RECEIVED FROM FELLOW CLASSROOM TEACHERS

Group	Percentage of Teachers Reporting Various Amounts of Help Received				
	Much Help	Some Help	Little Help	None	Total
1	2	3	4	5	6
Prepared	48.41%	33.76%	11.46%	6.37%	100%
Partially Prepared	24.00	60.00	8.00	8.00	100
Unprepared	30.43	26.09	30.43	13.05	100
All Respondents	43.41	36.10	13.17	7.32	100

by groups that received help from principals, supervisors and fellow classroom teachers. Table XXXII reveals that prepared and partially prepared teachers generally received more help from principals than did unprepared teachers. Table XXXIV reveals that the percentages showing the various amounts of help from supervisors did not vary widely from one group of teachers to another. The results of Table XXXVI are similar to Table XXXII. The better prepared teachers received more help from fellow classroom teachers than the unprepared teachers.

An evaluation of Tables XXXII, XXXIV, and XXXVI reveals that all beginning teachers get more help from fellow classroom teachers than from either principals or supervisors.

Types of help needed and received. For each type of help in Table XXXVII, the groups of teachers were asked to check one of three items, which were "none," "little," or "some" to indicate how much help they needed during their first year of service. They were also asked to check one of the same three items to indicate how much help of each type was received. Table XXXVII shows the distribution of responses in percentages.

All responses tended to validate the need for offering to beginning teachers the types of help listed, although, as the left side of the table shows, there was greater need for some types than for others. For instance, most teachers needed little or some help with handling disciplinary problems, understanding standardized test results, keeping and understanding all records and reports, using a variety of

TABLE XXXVII

AMOUNT OF CERTAIN TYPES OF HELP NEEDED AND RECEIVED BY PREPARED,
PARTIALLY PREPARED AND UNPREPARED FIRST-YEAR TEACHERS

Group	Percentage of teachers reporting various amounts of help needed			Type of help	Percentage of teachers reporting various amounts of help received		
	None	Little	Some		None	Little	Some
1	2	3	4	5	6	7	8
Prepared	60.51	28.03	11.46	Developing personal qualities such as speech, composure, appearance.	75.80	14.65	9.55
Partially	72.00	16.00	12.00		76.00	8.00	16.00
Unprepared	47.83	39.13	13.04		78.26	13.04	8.70
Prepared	12.10	34.40	53.50	Handling disciplinary problems.	20.38	36.31	43.31
Partially	8.00	36.00	56.00		12.00	40.00	48.00
Unprepared	21.74	39.13	39.13		26.09	47.82	26.09
Prepared	32.48	28.03	39.49	Understanding Standardized Test Results.	50.32	19.11	30.57
Partially	32.00	32.00	36.00		52.00	24.00	24.00
Unprepared	26.09	34.78	39.13		60.87	17.39	21.74

TABLE XXXVII (continued)

Group	Percentage of teachers reporting various amounts of help needed			Type of help	Percentage of teachers reporting various amounts of help received		
	None	Little	Some		None	Little	Some
1	2	3	4	5	6	7	8
Prepared	24.84	32.48	42.68	Understanding the philosophy of the school.	40.76	29.30	29.94
Partially	16.00	52.00	32.00		48.00	32.00	20.00
Unprepared	43.48	30.43	26.09		69.57	13.04	17.39
Prepared	14.01	41.40	44.59	Keeping and understanding all records and reports.	17.20	43.31	39.49
Partially	28.00	32.00	40.00		36.00	40.00	24.00
Unprepared	34.78	4.35	60.87		30.44	34.78	34.78
Prepared	23.56	38.22	38.22	Using a variety of teaching procedures and techniques.	40.77	32.48	26.75
Partially	16.00	24.00	60.00		36.00	36.00	28.00
Unprepared	8.70	43.47	47.83		34.78	34.78	30.44

TABLE XXXVII (continued)

Group	Percentage of teachers reporting various amounts of help needed			Type of help	Percentage of teachers reporting various amounts of help received		
	None	Little	Some		None	Little	Some
1	2	3	4	5	6	7	8
Prepared	19.75	39.49	40.76	Understanding and getting on the level of above average, average, and below average child.	47.13	31.21	21.66
Partially	32.00	20.00	48.00		48.00	36.00	16.00
Unprepared	30.44	39.12	30.44		52.17	21.74	26.09
Prepared	42.04	32.48	25.48	Using curriculum guides provided for your grade level.	57.96	27.39	14.65
Partially	32.00	24.00	44.00		52.00	32.00	16.00
Unprepared	26.09	30.44	43.47		60.87	21.74	17.39
Prepared	28.03	36.30	35.67	Making use of community resources.	49.68	31.85	18.47
Partially	36.00	28.00	36.00		72.00	20.00	8.00
Unprepared	65.22	21.74	13.04		86.96	8.70	4.34

TABLE XXXVII (continued)

Group	Percentage of teachers reporting various amounts of help needed			Type of help	Percentage of teachers reporting various amounts of help received		
	None	Little	Some		None	Little	Some
1	2	3	4	5	6	7	8
Prepared	42.04	26.12	31.84	Getting acquainted with the community and its people.	50.32	32.48	17.20
Partially	44.00	20.00	36.00		60.00	24.00	16.00
Unprepared	60.87	34.78	4.35		56.52	34.78	8.70

teaching procedures and techniques, understanding and getting on the level of the above average, average and below average child and understanding the philosophy of the school.

The percentages dealing with the amount of help received reveal that the majority of first-year teachers are getting help, either little or some, with at least two problems: handling disciplinary problems and keeping and understanding all records and reports.

When the various groups of teachers were analyzed, it was found that partially prepared and unprepared teachers needed more help than prepared teachers in using a variety of teaching procedures and techniques, using curriculum guides and understanding standardized test results, as would be expected. Unprepared and partially prepared teachers needed less help than prepared teachers in making use of community resources and getting acquainted with the community and its people.

The percentages dealing with the amount of help received reveal that the better prepared teachers received more help than the unprepared teachers in almost every category.

There is another way of analyzing the data contained in Table XXXVII. By comparing each column on the left with the corresponding column on the right, a rough measure of the deficiencies of certain types of help could be obtained. For example, 60.67 per cent of unprepared teachers needed some help in keeping and understanding all records and reports, but only 34.78 per cent received help. An over-all analysis of the data reveals that if the better prepared teachers needed

help, there was more of a tendency for them to receive help than the poorer prepared teacher.

VI. DECISIONS AT END OF FIRST YEAR

A few questions were included in the questionnaire to find out which group of first-year teachers liked or disliked teaching, whether they felt successful or unsuccessful as teachers, and whether they planned to continue with teaching or find another occupation. Thus, this section served as a climax of the study to show whether teachers planned to continue in the teaching profession. The preceding sections of the study dealt with professional status and continuation of professional training, job satisfaction, employment procedures of employer and instructional difficulties. All these factors may contribute to a decision on the part of the young teacher, either to continue teaching or find another occupation.

Reaction to teaching. The first question in this final section was simple and direct: do you like teaching? A chi square contingency table is set up to test the significance of the differences between the frequencies in the groups of teachers who liked or disliked teaching. The results of this at the 5 per cent level were not significant. Table XXXIX shows the percentages for the various groups of teachers who liked or disliked teaching. While the partially prepared group had the lowest percentage, it is significant to note that all unprepared teachers said they liked teaching.

TABLE XXXVIII
REACTION TO TEACHING

Group	Did you like teaching?						Total
	Yes		No		Undecided		
	Of	Ef	Of	Ef	Of	Ef	
1	2	3	4	5	6	7	8
Prepared	152	(150.87)	4	(5.36)	1	(.77)	157
Partially Prepared	23	(24.03)	3	(.85)	0	(.12)	25
Unprepared	23	(22.10)	0	(.79)	0	(.11)	23
Total	197		7		1		205

$$df = 4$$

$$x^2 \text{ observed} = 6.90$$

$$x^2 .05 = 9.49$$

TABLE XXXIX
 PERCENTAGES FOR REACTION TO TEACHING

Group	Did you like teaching?			Total
	Yes	No	Undecided	
1	2	3	4	5
Prepared	96.82%	2.55%	.63%	100%
Partially Prepared	88.00	12.00	.0	100
Unprepared	100.00	.0	.0	100

Success as a beginning teacher. Table XL presents the results for chi square concerning whether the groups of teachers felt they were successful as teachers. As with reaction to teaching, the results at the five per cent level were not significant. Results in Table XLI are similar to those in Table XXXIX. Teachers with the least preparation felt that they had been more successful than prepared teachers.

Preference for another field. Teachers were asked: would you prefer some other field of work to teaching? If yes, what? A chi square contingency table shows at the 5 per cent level of significance that there was a difference among the three groups of teachers with respect to preference for another field of work. The percentages for preferences of another field of work are presented in Table XLIII. This table reveals that partially prepared teachers preferred another field of work to a greater extent than unprepared and prepared teachers.

Teachers who preferred another field of work stated what they thought would be their preferences. Answers varied greatly, from sales to marine biology.

Plans for teaching a second year. Preferring another field of work did not mean necessarily that these teachers were not planning to teach a second year. The various groups were asked whether they planned to teach a second year. A chi square contingency table shows that there were no significant differences among teachers at the 5 per cent level

TABLE XL
TEACHER'S OPINION AS TO SUCCESS

Group	Do you feel you have been a successful teacher?					Total
	Yes		No			
	Of	Ef	Of	Ef		
1	2	3	4	5	6	
Prepared	142	(143.21)	15	(13.79)	157	
Partially Prepared	23	(22.81)	2	(2.19)	25	
Unprepared	22	(20.98)	1	(2.02)	23	
Total		187		18	205	

$$df = 2$$

$$x^2 \text{ observed} = 1.24$$

$$x^2 .05 = 5.99$$

TABLE XLI
 PERCENTAGE FOR TEACHER'S OPINION OF SUCCESS

Group	Do you feel you have been a successful teacher?		
	Yes	No	Total
1	2	3	4
Prepared	90.45%	9.55%	100%
Partially Prepared	92.00	8.00	100
Unprepared	95.65	4.35	100

TABLE XLII
PREFERENCE FOR ANOTHER FIELD

Group	Would you prefer some other field of work?							Total
	Yes		No		Undecided			
	Of	Ef	Of	Ef	Of	Ef		
1	2	3	4	5	6	7	8	
Prepared	26	(32.17)	126	(120.23)	5	(4.60)	157	
Partially Prepared	11	(5.12)	14	(19.15)	0	(.73)	25	
Unprepared	5	(4.71)	17	(17.62)	1	(.67)	23	
Total	42		157		6		205	

$$df = 4$$

$$x^2 \text{ observed} = 10.55$$

$$x^2_{.05} = 9.49$$

TABLE XLIII

PERCENTAGE OF TEACHERS WHO PREFERRED SOME OTHER FIELD OF WORK

Group	Would you prefer some other field of work?			Total
	Yes	No	Undecided	
1	2	3	4	5
Prepared	16.56%	80.25%	3.19%	100%
Partially Prepared	44.00	56.00	0	100
Unprepared	21.74	73.91	4.35	100

of significance, as shown in Table XLIV. Table XLV, which shows percentages, reveals that the better prepared teachers planned to teach a second year.

Teachers were asked to tell why if they were not planning to teach a second year. Table XLVI reveals that teachers with the least preparation were not planning to teach a second year because of problems they encountered while teaching.

TABLE XLIV
PLANS FOR TEACHING A SECOND YEAR

Group	Do you plan to teach a second year?						Total
	Yes		No		Uncertain		
	Of	Ef	Of	Ef	Of	Ef	
1	2	3	4	5	6	7	8
Prepared	143	(140.15)	12	(14.55)	2	(2.30)	157
Partially Prepared	21	(22.32)	4	(2.32)	0	(.36)	25
Unprepared	19	(20.53)	3	(2.13)	1	(.34)	23
Total	183		19		3		205

$$df = 4$$

$$\chi^2 \text{ observed} = 3.99$$

$$\chi^2 .05 = 9.49$$

TABLE XLV
 PERCENTAGE OF TEACHERS WHO PLAN TO TEACH A SECOND YEAR

Group	Do you plan to teach a second year?			Total
	Yes	No	Uncertain	
1	2	3	4	5
Prepared	91.09%	7.64%	1.27%	100%
Partially Prepared	84.00	16.00	0	100
Unprepared	82.61	13.04	4.35	100

TABLE XLVI
REASONS FOR NOT TEACHING A SECOND YEAR

Group	Reason	Number of Teachers
Prepared	Expecting a baby	6
	To obtain a Master's Degree	2
	Selective Service obligation	2
	Unorganized School System	1
Partially Prepared	Expecting a baby	1
	Needed help and did not receive it	1
	Did not enjoy school work	1
	Too many problems	1
Unprepared	Disciplinary problems	1
	Difficult to survive on salary	1
	Required to return to school for additional classes	<u>1</u>
Total		18

CHAPTER IV

CONCLUSIONS

Chapter IV of this study consists of a discussion of conclusions which can be drawn from the data presented in Chapter III. The statement at the beginning of the study was rather simple and direct. Do education and psychology courses make a difference with respect to the following statements:

1. Continuation of professional training and membership in professional organizations.
2. Job satisfaction with respect to salary, social acceptance by the community and conforming to the philosophy of the principal.
3. Selection and employment procedures of employer.
4. Instructional difficulties with regard to the amount of help needed and received.
5. A desire to continue in the teaching profession.

I. CONTINUATION OF PROFESSIONAL TRAINING

1. A greater percentage of unprepared teachers took education and psychology courses during this school year (1966-67). The percentage was 14.78 per cent greater than the partially prepared teachers, and 21.40 per cent greater than prepared teachers. It was concluded that school authorities required partially prepared and unprepared teachers to make an effort to meet minimum requirements for state certification. Prepared teachers had met at least minimum state requirements

and probably took education courses for their own advancement.

2. As would be expected, only 17.83 per cent of prepared teachers planned to attend summer school this summer, while 44.00 per cent of the partially prepared teachers and 60.87 per cent of the unprepared teachers planned to attend. Here again, the teachers with the least preparation were going to summer school to meet minimum state requirements for certification.

3. No significant differences were found among the three groups of teachers planning to take night classes next year (1967-68). Of the 205 respondents, 70, or 34.14 per cent, said they planned to enroll in night classes. It was concluded that many teachers take advantage of extension classes offered in their school division at night. Also, all teachers included in the study are in commuting distance of William and Mary College and Old Dominion College.

4. The desire and interest among the groups of teachers to attend summer school within the next five years was about the same. Of the 205 respondents, 132, or 64.39 per cent, stated they planned to attend. It was concluded that this high percentage certainly indicated a high interest in professional advancement and a desire to offer better service through training for all groups of teachers.

5. As in the preceding paragraph, no significant difference was found among the three groups of teachers who planned to enroll in a graduate program in the future. Of the 205 respondents, 127, or 61.95 per cent, stated they planned to enroll. This figure represented nearly two-thirds of the respondents. It might be inferred that these

teachers are looking toward the greater security, knowledge, advancement and higher pay that could be possible with a master's degree.

II. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

1. Nearly all teachers, regardless of their group, joined the local teachers' association. One hundred eighty-one, or 88.29 per cent, of the teachers stated they were members. This high percentage indicated that the local teachers' associations in Southeastern Virginia encouraged first-year teachers to join their organizations.

2. The percentage of prepared teachers who belonged to the Virginia Education Association and the National Education Association was higher than the percentage for partially prepared teachers. Prepared and unprepared teachers compared closely in regard to membership in the Virginia Education Association. It was found that about 20 per cent more of the prepared teachers than the unprepared teachers joined the National Education Association.

It was a conclusion that the data presented in this section poses a problem for the state and national organizations, the problem of finding more effective ways of introducing the first-year teacher to the programs and services of their organizations so that they will become members.

III. JOB SATISFACTION WITH RESPECT TO SALARY, SOCIAL
ACCEPTANCE BY COMMUNITY, AND CONFORMITY
TO THE PHILOSOPHY OF THE PRINCIPAL

The three aspects of job satisfaction covered in this study failed to show any significant differences among prepared, partially prepared and unprepared teachers. In general, this meant that all teachers were equally concerned with salary, social acceptance by the community and conformity to the philosophy of the principal. The following concluding statements were made.

1. Only a third of the teachers were satisfied with their present salary, while two-thirds were dissatisfied. Many beginning teachers who have entered the teaching field enthusiastically, setting out in a majority of cases to earn their own living for the first time, soon discovered that teachers' salaries were inadequate to match the high cost of living. In many cases of this nature, the teacher found it necessary to change jobs.

2. Only eight, or 3.90 per cent, of the respondents felt rejected by the community in which they taught. This led to the conclusion that Southeastern Virginia consists of friendly communities in which teachers have the respect and cooperation of the people.

This section also presented a challenge for teachers already in service, for school administrators, for local education associations and laymen in communities in other areas of the state and nation. The proportion of first-year teachers who do not feel at home in the communities where they work can be reduced if those responsible recognize the

problem and organize to do something about it.

One hundred and sixteen, or 56.58 per cent, of the respondents said their ideas and philosophy formed while in college conflicted with their principal's ideas and philosophy. The percentage and number presented was not surprising. In the first place, the new teacher fresh from college, imbued with the latest ideas and ideals, whereas the principal may have formed his basic beliefs at a time when educational philosophers and theorists were following a different line. Secondly, most principals usually have several years of work behind them, and these years have taught them from practical experience many things the young teacher could never learn vicariously. Lastly, teachers and principals have never agreed on every new or old idea in education. No good reason could be stated why it was imperative that teachers and principals agree on everything, because both continue to grow professionally through differences as well as through agreements. In the great majority of cases teachers and principals, through reason and mutual respect for one another, arrive at satisfactory working agreements.

IV. SELECTION AND EMPLOYMENT PROCEDURES OF EMPLOYER

1. Table XXI reveals that 98.54 per cent of the prepared teachers obtained their first positions either through assistance from the placement agency of a college or their own personal application. Unprepared teachers compared favorably with prepared teachers, although 8.70 per cent of the unprepared group had to pay a commercial

employment agency to locate their first position. Eighty per cent of the partially prepared teachers obtained their positions through personal application. The conclusion obtained from this data was that most teachers, regardless of group, use the placement agency of a college and personal application to obtain their first teaching position.

2. Over half of the prepared teachers were interviewed before leaving college as compared with a fourth of the partially prepared and unprepared teachers. It was concluded from this that it is a widespread practice for school systems to send representatives to nearby colleges and universities to interview prospective teachers to fill replacements for teachers retiring and resigning. It is natural to assume that prepared teachers were planning to teach and would be more interested in being interviewed than would partially prepared and unprepared teachers, because the former had taken the prescribed education and psychology courses.

3. Table XXV shows that 91.30 per cent of the unprepared teachers were promised a particular school and grade level or subject field when employed, but Table XXVII shows that only 65.21 per cent received the position they were promised. It was revealed that 80.21 per cent of prepared and partially prepared teachers were promised a particular position and school, and 70.32 per cent received the position and school. It could be concluded from these percentages that the more professional preparation a teacher had before entering teaching, the more likely he would be to receive the assignment that had been promised to him.

means that school divisions in Southeastern Virginia depend chiefly on Virginia colleges for their source of qualified teachers.

V. INSTRUCTIONAL PROBLEMS OF FIRST-YEAR TEACHERS

1. Table XXXII reveals that the percentage reporting various amounts of help from principals did not vary a great deal for prepared and partially prepared teachers. About 70 per cent of this group reported that they received much help or some help from the principal. Fifty-six per cent of the unprepared teachers reported they received little or no help from the principal. The opposite results would be expected for the unprepared teachers, because they would appear to need more professional help than prepared and partially prepared teachers.

2. Percentages reported in Table XXXIV show no significant differences among the groups of teachers with respect to help received from supervisors. Sixty-five per cent of all respondents reported that they received little or no help from supervisors. Unprepared teachers were the most outspoken group. Forty-three per cent reported that they received no help from the supervisors. Five of the nine school divisions included in the study employed only two supervisors in each division. It is possible to understand these large percentages because supervisors in these divisions would have only a limited amount of time to work with individual teachers. The other four school divisions employed one or more such persons in each major curriculum area. From this discussion it might be inferred that first-year teachers in large school divisions, as compared with those in small school systems, get

considerably more help from supervisors.

3. Prepared and partially prepared teachers got more help from fellow classroom teachers than from either principals or supervisors. It was interesting to note that 83 per cent of these teachers indicated that they received much or some help from fellow classroom teachers.

A higher percentage of unprepared teachers indicated that they received more help from fellow classroom teachers than from either principals or supervisors. The percentages for unprepared teachers receiving help from principals, supervisors and fellow classroom teachers was very low when compared with the prepared and partially prepared teachers. It was concluded that many unprepared teachers received little or no help from the sources that were discussed. Apparently, unprepared teachers did not realize that they needed help and did not know how to ask for the help needed.

4. The majority of beginning teachers needed little or some help with handling disciplinary problems, understanding standardized test results, keeping and understanding all records and reports, using a variety of teaching procedures and techniques, understanding and getting on the level of the above average, average and below average child, and understanding the philosophy of the school. Concerning the types of help received by first-year teachers, the majority reported little or some help with at least two problems: handling disciplinary problems and keeping and understanding all records and reports.

It was concluded that those responsible for planning and conducting pre-service and in-service education activities should expand

and intensify their efforts in the areas where teachers need help.

There was a tendency for partially prepared and unprepared teachers to need more help than prepared teachers in using a variety of teaching procedures and techniques, using curriculum guides and understanding standardized test results. These results would seem natural because prepared teachers get an understanding of these things in professional education and psychology courses in college.

It was found that the better prepared teachers received help if they needed help. This was not true for unprepared teachers. It was concluded that better prepared teachers know how and where to get help when they need it.

VI. DECISIONS AT END OF FIRST YEAR

1. Table XXXVIII shows that there were no significant differences among the groups of teachers with regard to liking or disliking teaching. One hundred and ninety-seven, or 96.10 per cent, of the respondents said they liked teaching. All unprepared teachers said they liked teaching. These facts seem to justify the conclusion that the great majority of people who choose teaching as a career are not disappointed with it, at least not in their first year of service.

2. The results of Table XL reveal no significant difference among the groups of teachers concerning whether they felt successful. Table XLI reveals that almost all teachers felt successful during their first year of teaching.

3. Table XLII reveals that there was a difference among the

groups of teachers in regard to preference for another field of work. Table XLIII reveals that 44 per cent of the partially prepared and 21.74 per cent of the unprepared teachers preferred another field of work. The figures show that only 16.56 per cent of the prepared teachers preferred another field of work. It might be inferred that the prepared group planned to be teachers while in college by taking education and psychology courses and were, therefore, sure that they wanted to teach.

4. Chi square in Table XLIV shows that there were no significant differences among the three groups of teachers with respect to plans to teach a second year. Percentages which are presented in Table XLV slightly favored the prepared teachers. The difference was enough to conclude that the better prepared a teacher was in terms of education and psychology courses taken in college, the greater his chance of teaching a second year.

Table XLVI reveals the various groups of teachers who did not plan to teach a second year. Most of the prepared teachers were leaving the teaching profession to raise a family, to obtain a master's degree, or to fulfill their military obligation. These can be considered legitimate reasons for leaving the teaching profession. Most of the partially prepared and unprepared teachers were leaving because of problems experienced with teaching. It was concluded that if the partially prepared and unprepared teacher left the teaching profession, it would be because of problems experienced in teaching with which he was not prepared to cope.

CHAPTER V

SUMMARY

One of the major problems facing education today is that of obtaining enough qualified teachers to keep pace with the expanding school population. While the problem is certainly one of quantity, it is also one of quality. Not only are more teachers needed, but teachers are needed who have the best possible preparation for the position. The nature of the teacher's preparation has been determined more from opinion and philosophical considerations than it has from research into the relative merits of differing kinds of preparation. More research on the problems of teacher education is needed.

This investigation was aimed directly at specifics and, in light of the current practice of issuing substandard teaching certificates in Virginia, a very practical question about teacher preparation arises: does completion of education and psychology courses prescribed for certification make any difference with respect to continuation of professional training and membership in professional organizations, job satisfaction with respect to salary, social acceptance by community and conforming to the philosophy of the principal, selection and employment procedures of employer, instructional difficulties with regard to the amount of help needed and received by first-year teachers and a desire to continue in the teaching profession?

The study was carried on during the school year of 1966-67 in nine school divisions in Southeastern Virginia. Information included

in the study was obtained from first-year teachers who filled in and returned a questionnaire to the investigator. Among the teachers who returned the questionnaire, 157 were found to have completed all prescribed courses in education and psychology. These teachers were called prepared teachers. Twenty-five teachers had completed at least nine hours in education and psychology courses but had not taken student teaching. These teachers were called partially prepared. Twenty-three teachers had completed less than nine hours in professional education and psychology courses and had had no student teaching. These teachers were called unprepared teachers.

The chi square statistic was used to test differences among the three groups of first-year teachers when compared with the various parts of the problem in the investigation. Percentage tables were set up to show the extent of differences among the groups of teachers.

With respect to the teachers included in this study, the following facts were established:

1. A greater percentage of partially prepared and unprepared teachers had taken education and psychology courses this school year (1966-67) and planned to attend summer school this summer (1967) than prepared teachers. This was because these teachers were under pressure from school authorities to meet minimum state requirements for certification.

2. All groups of teachers were concerned about plans for professional growth which included plans to attend summer school within the next five years (1967-71), attend night classes next year (1967-68) and

enroll in a graduate program in the future.

3. All groups of teachers felt equal concern for membership in their local teachers' association. Prepared and unprepared teachers compared closely in regard to membership in the Virginia Education Association. A higher percentage of prepared teachers joined the National Education Association in comparison with partially prepared and unprepared teachers.

4. The three aspects of job satisfaction covered in the study showed no significant differences among the prepared, partially prepared and unprepared teachers. Most teachers were dissatisfied with their present salary while just about all teachers felt accepted in the communities in which they taught. Over half of the teachers said that their ideas and philosophy formed while in college conflicted with their principal's ideas and philosophy.

5. A large majority of teachers depended on the placement agency of a college and their own personal application to obtain their first position. Some partially prepared and unprepared teachers had to depend on a commercial employment agency.

6. More prepared teachers were interviewed before leaving college than partially prepared and unprepared teachers, because the former group of teachers had prepared for teaching.

7. A larger percentage of unprepared teachers were promised a specific teaching assignment, but a smaller percentage actually received the assignment when compared with the number of prepared and partially prepared teachers.

8. The more preparation a teacher possessed, the more likely that individual was teaching in an area in which he was certified.

9. Employers obtained over half of the teachers included in the study from colleges in Virginia and 60 per cent of the prepared teachers were obtained from Virginia colleges.

10. Prepared and partially prepared teachers received more help from principals than unprepared teachers. All groups received very little help from supervisors. Prepared and partially prepared teachers received more help from fellow classroom teachers than from principals and supervisors. Unprepared teachers received very little help from any source.

11. Most teachers needed help with disciplinary problems, understanding standardized test results, keeping and understanding all records and reports, using a variety of teaching procedures and techniques, understanding and getting on the level of the above average, average and below average child, and understanding the philosophy of the school. Most teachers received help with disciplinary problems and keeping and understanding all records and reports.

12. Partially prepared and unprepared teachers needed more help than prepared teachers in using a variety of teaching procedures, using curriculum guides and understanding standardized test results. If the better prepared teachers needed help they always received more help than the unprepared teachers.

13. Most teachers liked teaching during their first year of service and most teachers felt that they had been successful teachers.

14. The more professional preparation a teacher possessed, the less likely the chances of preferring another field of work.

15. The better prepared a teacher was in terms of education and psychology courses, the greater was the chance of teaching a second year.

The question asked throughout this study was very simple and direct. Does taking education and psychology courses make a difference? It does make a difference with regard to the following statements:

1. Immediate plans for continuation of professional training.
2. Membership in the Virginia Education Association and National Education Association.
3. Method of obtaining employment.
4. Being interviewed before leaving college.
5. Receiving a particular job promised by the employer.
6. Teaching in a field in which teacher is certified.
7. Receiving help with instructional problems when help is needed.
8. Preference of another occupation.
9. Plans for teaching a second year.

Education and psychology courses do not make a difference with regard to the following:

1. Future plans for professional training.
2. Membership in the local teachers' association.
3. Job satisfaction with respect to salary, social acceptance by the community and conformity to the philosophy of the principal.

4. Liking teaching.
5. Feeling successful as a teacher.

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A P P E N D I C E S

APPENDIX A

A LIST OF THE SUPERINTENDENTS WHO TOOK PART IN THE STUDY

SCHOOL DIVISION	SUPERINTENDENT
1. Chesapeake	E. W. Chittum
2. Franklin	William B. Blanks
3. Isle of Wight	James W. Eavey
4. Nansemond	H. S. Abernathy
5. Norfolk	E. L. Lambert
6. Portsmouth	M. E. Alford
7. Southampton	E. M. Trice
8. Suffolk	W. R. Savage, Jr.
9. Virginia Beach	Frank W. Cox

APPENDIX B

COPY OF THE LETTER SENT TO EACH
PARTICIPATING SUPERINTENDENT

March, 1967

Dear

I am making a study of first-year teachers in the cities of Norfolk, Virginia Beach, Portsmouth, Chesapeake, Suffolk and Franklin, and the counties of Nansemond, Isle of Wight and Southampton. This study is being made in partial fulfillment for requirements of the Master of Science Degree in Education at the University of Richmond.

The title of my study will be "A Regional Study of First-Year Teacher Preparation as a Means of Interpreting Certain Elements of Job Satisfaction Leading to Continuation in the Teaching Profession." My major objective will be to identify and analyze the obstacles that stand in the way of job satisfaction in teaching from the standpoint of teacher preparation, working conditions, living conditions, and community acceptance. This information will be compared with first-year teachers in three basic categories. These categories are: (1) First year teachers who have taken professional education courses and student teaching, (2) First year teachers who have taken professional education courses but have not done their student teaching, and (3) First year teachers who have taken no professional education courses and have no student teaching.

In order to conduct a study of this nature, it will be necessary to contact first-year teachers in your school division. This only includes those teachers who have zero years of teaching experience. Your cooperation and assistance in sending me the names and addresses of your first-year teachers in the enclosed self-addressed, stamped envelope will be greatly appreciated.

Sincerely,

Mills A. March

APPENDIX C

COPY OF THE LETTER SENT TO EACH
PARTICIPATING FIRST-YEAR TEACHER

April, 1967

Dear

I am making a study of first-year teachers in the cities of Norfolk, Virginia Beach, Portsmouth, Chesapeake, Suffolk and Franklin, and the counties of Nansemond, Isle of Wight and Southampton. This study is being made in partial fulfillment for requirements of the Master of Science Degree in Education at the University of Richmond.

The title of my study will be "A Regional Study of First-Year Teachers as a Means of Interpreting Certain Elements of Job Satisfaction Leading to Continuation in the Teaching Profession." In order to conduct a study of this nature it is necessary to make a random sampling of first-year teachers in the school divisions mentioned above.

Enclosed you will find a questionnaire which I would like for you to fill in. The information that I am requesting is a professional nature. Please do not sign your name to this questionnaire. Your cooperation and assistance in filling in and returning this questionnaire to me in the enclosed self-addressed, stamped envelope will be greatly appreciated.

Sincerely,

Mills A. March

APPENDIX D

QUESTIONNAIRE USED IN THE STUDY

Questionnaire Concerning First-Year Teachers

1. Sex: M - F (Circle One)
 2. Marital Status: S - M (Circle One)
 3. Circle the grade level or levels that you teach:
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
 4. Check which of the following degrees you hold:

a. Bachelor's Degree _____	c. Doctor's Degree _____
b. Master's Degree _____	d. None _____
 5. Check the type of Virginia Teaching Certificate you hold:

a. Post Graduate Professional _____	c. Collegiate _____
b. Collegiate Professional _____	d. Special License _____
 6. Name of College you attended: _____
 Did you receive your degree: (yes, no)(Circle One) Year? _____
 7. Did you take education and psychology courses in college? (yes, no)
 (Circle One)
 Number of semester hours in education and psychology _____
 8. Did your education course include student teaching? (yes, no)
 (Circle One)
 9. Have you taken education courses this school year? (yes, no)
 (Circle One)
 10. Do you like teaching? (yes, no) (Circle One)
 11. Would you prefer some other field of work to teaching? (yes, no)
 (Circle One)
 If yes, what? _____
-

12. Do you plan to teach a second year? (yes, no) (Circle One).

If no, will you state frankly why? _____

13. Do you feel you have been a successful teacher? (yes, no)
(Circle One)

14. Are you satisfied with your present salary? (yes, no) (Circle One)

15. Circle below concerning your plans for furthering your education:

- a. I plan to attend summer school this summer. (yes, no)
- b. I plan to attend summer school within the next 5 years. (yes, no)
- c. I plan to take night classes next year. (yes, no)
- d. I plan to enroll in a graduate program in the future. (yes, no)

16. Circle if you belong to the following:

- a. Local Teachers Association: Yes - No
- b. Virginia Education Association: Yes - No - If you belonged to the VTA check that you belong to the VEA.
- c. National Education Association: Yes - No
- d. Do you belong to a division of the NEA appropriate to your teaching field? Yes - No

17. How do you feel you have been accepted by the community in which you are teaching? _____ Accepted _____ Rejected

18. Are you registered to vote in the community where you teach?
(yes, no)

Are you registered to vote in your home community? (yes, no)

19. Check in the appropriate space the method used in obtaining your first job?

_____ Placement agency of college _____ Commercial employment agency
_____ Personal application _____ Some other way

20. Were you interviewed before leaving college by the school system you are presently employed? (yes, no) (Circle One)

21. At the time you were employed, were you promised a particular school and grade level or subject field? (yes, no) (Circle One)

22. Did you actually get this assignment? (yes, no) (Circle One)

23. Are you assigned to an area in which you are certified? (yes, no)

24. How much help do you receive from the following? (check one)

	Much Help	Some Help	Little Help	No Help
Principal	_____	_____	_____	_____
Supervisor	_____	_____	_____	_____
Fellow Classroom Teachers	_____	_____	_____	_____

25. The following is a list of certain types of help received by first-year teachers. Check the appropriate amount of help you needed and received in various categories:

<u>Amount of Help Needed</u>				<u>Amount of Help Received</u>		
None	Little	Some		None	Little	Some
_____	_____	_____	1. Developing personal qualities such as speech, composure, appearance:	1.	_____	_____
_____	_____	_____	2. Handling disciplinary problems:	2.	_____	_____
_____	_____	_____	3. Understanding standardized test results:	3.	_____	_____
_____	_____	_____	4. Keeping and understanding all records and reports:	4.	_____	_____
_____	_____	_____	5. Use of a variety of teaching procedures and techniques:	5.	_____	_____
_____	_____	_____	6. Understanding and getting on the level of the above average, average, and below average child:	6.	_____	_____
_____	_____	_____	7. Using curriculum guides provided for your grade level:	7.	_____	_____
_____	_____	_____	8. Making use of community resources:	8.	_____	_____
_____	_____	_____	9. Getting acquainted with the community and its people:	9.	_____	_____
_____	_____	_____	10. Understanding the philosophy of the school:	10.	_____	_____

26. Have you encountered any conflicting ideas and philosophy you had formed while in college and the ideas and philosophy of your principal? (yes, no)

27. Your age is? _____

VITA

Mills Arnold March, son of Margaret Copeland March and the late Mills Jordan March, was born November 25, 1938, in Nansemond County, Virginia.

He attended public schools in Nansemond County and graduated from Holland High School in 1956. In 1960 he received the Bachelor of Arts Degree at Guilford College and, from 1963 to 1967, took graduate work at the University of Richmond Summer School.

Mr. March taught the seventh grade in the Chesapeake public schools from 1960 to 1964. He was principal of King's Fork Elementary School in Nansemond County from 1964 to 1967 and since July, 1967, he has been assistant principal at Forest Glen High School in Nansemond County.

He is a member of the National Education Association, Virginia Education Association, Kappa Delta Pi, an honor society in education, and president of the Nansemond County Education Association. He is also a member of a Masonic Lodge and Ruritan Club.

He is married to the former Billie Sharon Hutton of Marion, Virginia, and has one son, Frank Arnold March.