

AN EVALUATIVE STUDY OF THE GRADUATES OF THE KANSAS STATE
TEACHERS COLLEGE OF EMPORIA WITH A BACHELOR OF
SCIENCE MAJOR IN SPEECH, 1950-1962

A Thesis

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CHAPTER I

THE PURPOSE OF THE STUDY

In this time of turmoil, change, and a constantly shrinking world, education has gained new prominence. The Federal and state governments, the nation's educators, and even the "man on the street" are becoming increasingly aware that the key to America's future lies in education.

I. THE PROBLEM

Statement of the problem. In so recognizing this great need for better education, it is necessary first to focus one's attention upon the institution which, beyond the home, is most responsible for educating men--the school. That educational facility within the school which is of greatest importance is, of course, the teacher. In recent years the teacher has been the subject of much scrutiny. The teachers' colleges, which have as their primary mission the training of teachers, are especially aware of this scrutiny. Studies are now being undertaken in many schools of education and teachers' colleges to evaluate their programs of teacher education. The Speech Department at the Kansas State Teachers College, Emporia, Kansas, is one of these.

Purpose of the study. This study has been conducted

with a two-fold purpose in mind. First, it is a status study of the 1950-1962 Speech majors at Kansas State Teachers College. A real test of the usefulness of a teacher education program is whether the graduates of that program are putting to use the knowledge and training they have received. Once teachers are trained, do they enter the profession and remain there? Are they teaching in the subject area for which they have been trained? These and other questions as they pertain to Kansas State Teachers College Speech graduates, will be answered in Chapter Three.

Second, an attempt will be made to determine what factors, if any, in the teacher's college background might be indicative of future success as a teacher. For instance, might participation in fraternal organizations contribute to the teacher's leadership abilities, which he will need to lead his classes once he graduates and begins to teach? Can his ability to teach Speech be predicted from his grade point average while in college? Chapters Four and Five will attempt to answer questions such as these.

Limitations of the study. This paper will try to meet these aims as they concern the 1950-1962 Speech graduates of the Speech Department at Kansas State Teachers College, with majors in Speech, who earned Bachelor of Science in Education degrees. This group was chosen for several rea-

sons. First, Speech minors were not included, since their primary interest would probably be in their major field and their inclusion might tend to bias the results of the study. The limitation was also placed to prevent the study from becoming too large and unwieldy; the number of Speech majors available was of sufficient size to permit an adequate return.

Second, since the study is interested in teachers and those prepared to teach, only graduates who had earned Bachelor of Science in Education degrees were included. Those who graduate from Kansas State Teachers College with a Bachelor of Science in Education degree automatically earn teaching certification in the state of Kansas, and thereby qualify to teach.

Third, by selecting a twelve-year span of graduates, 1950-1962, it was felt that a large number of them will now be settled in their occupations and therefore will have made their decision for or against teaching as an occupation.

II. ORGANIZATION OF REMAINDER OF THE THESIS

The thesis will be organized according to the following format:

1. The sources of data. (Chapter Two)

2. The results of the status study of the graduate population. (Chapter Three)
3. The results of the administrator evaluations. (Chapter Four)
4. Correlation of factors in the graduate's college background against administrator evaluations. (Chapter Five)
5. A final summary. (Chapter Six)

CHAPTER II

THE SOURCES OF DATA

In compiling data for this study, two questionnaires and an examination of college student records provided the bulk of information.

I. THE USE OF QUESTIONNAIRES

Questionnaire to graduates. A questionnaire was sent to 167 Speech graduates who were graduated with majors in Speech between the years 1950 and 1962 with Bachelor of Science in Education degrees. It was designed to procure information concerning each graduate's present status, academically and professionally. As was stated earlier, only Bachelor of Science in Education degree graduates were used because this degree automatically provides teacher certification in the state of Kansas. Graduates holding this degree, therefore, are potential teachers.

Questionnaire to administrators. Another questionnaire was sent to administrators under whom the graduates had taught or are now teaching. The administrators were asked to evaluate the graduates as teachers. It is believed that evaluations from administrators under whom the graduates have taught is a valid measure of the teacher's abil-

ity, since immediate supervisors are the ones closest to the work of the teacher who have the ability to judge his performance. Only those teaching or who had taught in Kansas were used for this phase of the study, since: (1) it was believed that this group would be indicative of the larger population, and (2) the names of Kansas administrators were more readily available.

Trial questionnaires. Prior to sending questionnaires to the graduates and their administrators, trial questionnaires were sent to select groups. It was hoped that this would enable the researcher to check on the efficiency of his questionnaires to obtain the desired information. The questionnaire to Speech graduates was sent on a trial basis to six graduates, representing three educational levels: (1) two graduates who are now teaching in colleges, (2) two who are now teaching in junior colleges, and (3) two who are now teaching in high schools. Four high school principals received the administrator questionnaire on a trial basis. Copies of both questionnaires will be found in the Appendix, pages 59 to 63. All trial questionnaires were answered properly and promptly, together with comments and suggestions for improvement.

After a few changes were incorporated, upon the suggestions of the thesis committee and trial subjects, the

final forms of the questionnaires were drawn up. Copies of these questionnaires, together with their cover letters, appear in the Appendix, pages 64 to 69.

II. INFORMATION OBTAINED FROM COLLEGE STUDENT RECORDS

Nine items of information were obtained from the college student records for those graduates whose administrators were sent a questionnaire.

Overall grade point average. The overall grade point average was computed on a four-point grading system, where A = 4, B = 3, C = 2, D = 1, and F = 0. This figure is an average of all grades earned in all of the classes that the graduate took during his college career.

Speech grade point average. The grade point average for Speech courses was also computed on the four-point system and was an average of all grades earned in Speech courses during the graduate's college career.

Membership in honorary organizations. Honorary organizations are those which have as their purpose enriching the student's academic life, and whose membership is restricted by high scholastic requirements, such as maintaining a specific grade point average in a particular subject area or earn-

ing an award, such as an athletic letter. Examples of honorary organizations are K-Club, Pi Kappa Delta, Kappa Delta Pi, Quivera and Emporia State Players.

Membership in fraternal organizations. Fraternal organizations in this context will mean those organizations that are concerned more with the student's social life than his academic life, and whose membership is not restricted by pre-requisites such as those mentioned in connection with honorary organizations. There may be a scholastic requirement for admission to certain organizations, but the grade point averages required are not as high as for most honorary organizations. Examples of fraternal organizations are social fraternities and sororities, Masonic Lodge, and Knights of Columbus.

Membership in professional organizations. Professional organizations will mean those that are concerned with the future occupation of the student. Examples of professional organizations are National Education Association, Student National Education Association, and Speech Association of America.

General honors. General honors received are those positions of trust and leadership held in both fraternal and honorary organizations, and honors and awards conferred by

departments and organizations other than the Speech Department. For example, being president of a social fraternity, such as Sigma Tau Gamma, would be a position of trust and leadership in a fraternal organization. Also, being treasurer of Kappa Delta Pi would be a like position in an honorary organization. Examples of honors conferred would be appointments to the President's Honor Roll and to Who's Who in American Colleges and Universities.

Speech honors. Speech honors earned will mean those positions of trust and leadership held in Speech honorary organizations, and honors and awards that are conferred upon the student by the Speech Department. For example, being president of Emporia State Players would be a position of trust and leadership. Examples of honors conferred would be selection as Best Actor of the Year and Best Debater.

Participation in general activities. General activities will mean those activities conducted by departments other than Speech, or by the school in general, such as participation in football, tennis, school newspaper, or the yearbook.

Participation in Speech activities. Speech activities will mean those activities conducted only by the Speech Department, such as Debate and Dramatics.

CHAPTER III

PROFESSIONAL STATUS OF SPEECH GRADUATES

The graduate questionnaire was designed to procure information concerning each graduate's present academic and professional status, plus a record of their careers since their graduation from Kansas State Teachers College. Of the 167 questionnaires sent to graduates who elected a major in Speech, 138, or 83 per cent, returned them. The basic figure to be used for the remainder of the thesis will be the 138 graduates who answered and returned the questionnaire. Of these, seventy-two were men and sixty-six were women. This chapter will be devoted to the responses and results obtained from the questionnaires which were returned.

I. LOSS OF TEACHERS

One hundred thirty, or 94 per cent, of the graduates have taught at some time since their graduation, and ninety-one, or 66 per cent, are teaching at the present time. This shows a loss of thirty-nine teachers, or 30 per cent of those who have taught. Combining with this the eight graduates who have never taught, there was a total loss of forty-seven qualified teachers, or 34 per cent. Of the thirty-nine who left the teaching profession, sixteen were men and twenty-three were women. Table I, illustrating the reasons given

teaching profession

often

This

TABLE I

NUMBER OF TRAINED TEACHERS WHO
HAVE LEFT THE PROFESSION AND
THEIR REASONS FOR LEAVING

Reasons	Ranking		
	1	2	3
Salary	4	3	1
Armed forces	2		1
Unpleasant working conditions	4	6	1
Children	20	2	
Graduate work	2		
Industry	2		
Travel	1	1	
Other interests	4		
Total	39	12	3

NOTE: The term ranking should be interpreted as follows: Ranking 1 was the graduate's first, or primary reason for leaving the teaching profession; ranking 2 was his second reason.

given by the

tion. Although

proposals, in view

for leaving the teaching profession, shows that having children is the reason most often given as the primary cause for leaving the profession. This reason accounts for twenty, or almost 50 per cent, of the drop-outs. One might interpret this as a reason against certifying women to teach; however, these women do not represent a total loss to the profession. They may go back to teaching when their families are raised; this was indicated in the responses of ten women who have families and are now teaching. Also, if their husbands should become disabled or otherwise barred from their position of breadwinner, they may return to the teaching profession.

By examining the other primary reasons for leaving the profession, shown in column one of Table I, one finds that salary and unpleasant working conditions polled four votes each. These reasons, coupled with graduate study, are the only ones that can be called "professional" reasons, and combined they account for approximately 25 per cent of the drop-outs. The two people who listed graduate study cannot be considered a loss to teaching at this time, since they may continue teaching after they finish their graduate work. Finally, armed forces, industry, travel, and other interests were primary reasons given by the remainder of those leaving the teaching profession. Although 30 per cent appears to be a large number of drop-outs, in view of the above assumption

that some will return to teaching, the long range loss to the teaching profession is somewhat smaller.

II. ACADEMIC LEVEL OF TEACHERS

Figure 1 illustrates the distribution of teaching graduates at the various levels of education. As one can see, the majority of the graduates teach at the secondary and college levels; sixty-five, or 70 per cent, at the secondary level and seventeen, or 18 per cent, at the college level. Seven graduates, or 8 per cent, teach at the elementary level and three, or 4 per cent, teach in junior college. This adds up to ninety-two, or one more than were reported teaching at the present time. This is because one of the teaching graduates teaches both junior college and high school on a split schedule.

III. CLASSES TAUGHT BY GRADUATES

Table II, page 15, shows the breakdown of classes taught by our graduates. The important point illustrated by Table II is that only three graduates are teaching full schedules of Speech courses, while twenty are teaching full schedules in some other field. (It should be noted that the term "Speech courses" includes Speech, Drama and Stagecraft, and Debate, as they appear on the table.) This is assuming at least five hours per day to be a standard teaching load.

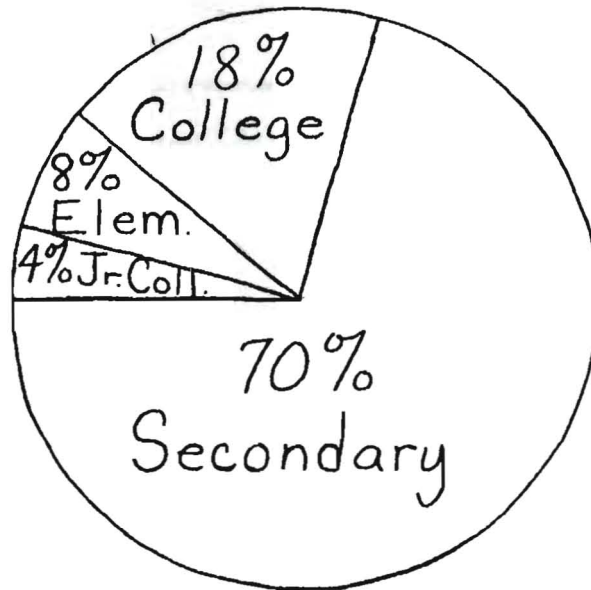


FIGURE 1

DISTRIBUTION OF TEACHING GRADUATES
AT VARIOUS ACADEMIC LEVELS
SCHOOL YEAR 1962-63

TABLE II

CLASSES TAUGHT BY SPEECH GRADUATES,
SCHOOL YEAR 1962-1963

Subject	Number of hours per day						Number of hours per week				
	1	2	3	4	5	6	2	4	6	8	12
Speech	11	12	7	4	1		1		3	2	1
Drama and Stagecraft	10	2	5	2				1	1	1	1
Debate	3	3	1								
English	5	1	6	7	11	2					
Phys. Ed.	1				1	1					
Soc. Sci.	2	1	1		1	1					
History		1		1							
For. Lang.		1			1						
Others	4		3	1	2						

NOTE: This table should be read as follows: Eleven graduates are teaching Speech one hour per day; seven graduates are teaching English four hours per day. As can be seen, one graduate may be represented more than once on the table, depending upon his schedule. For example, he may be teaching Speech one hour and English four hours, and thus be represented in both columns.

in high school and twelve hours per week to be the standard college teaching load. This would seem to indicate that there is not a large demand for full time Speech teachers.

IV. ADVANCED DEGREES OF GRADUATES

Table III presents an analysis of graduates by the year of their graduation with a Bachelor of Science in Education from Kansas State Teachers College and the major field selected per advanced degree. Seventy-four, or 54 per cent, of the graduates have or are earning master's degrees. Of this group fourteen have or are earning doctorate degrees. Forty-seven of the graduates elected a major in Speech at the master's level; thus, there was a loss of twenty-seven people to the field of Speech. It is interesting to note that some graduating classes lost a larger percentage to other fields of study than others. For instance, of the sixteen graduates from the 1958 and 1959 classes who are working on or have advanced degrees, nine, or 56 per cent, left the Speech field. Other classes, particularly 1957 and 1960, fared much better at keeping graduates in the field of Speech.

V. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Figure 2, page 18, illustrates the percentage of graduates belonging to various professional organizations.

TABLE III
DEGREE STATUS OF SPEECH GRADUATES

B.S.E. Degree	Master's Degrees				Doctor's Degrees			
	Speech	Eng.	Soc.Sci.	Educ.	Guid.	Others	Speech	Others
1950	1						2	
1951	4						1	
1952	3		2				1	
1953	5	2	1			1	1	1
1954	3			1				1
1955	2						1	
1956	4				1		2	
1957	8		1		2		2	
1958	3				1		1	
1959	2	2		2	1		1	
1960	7	1		1			1	
1961	2		1				1	
1962	3		1			3		
Totals	47	7	4	4	9	9	12	2

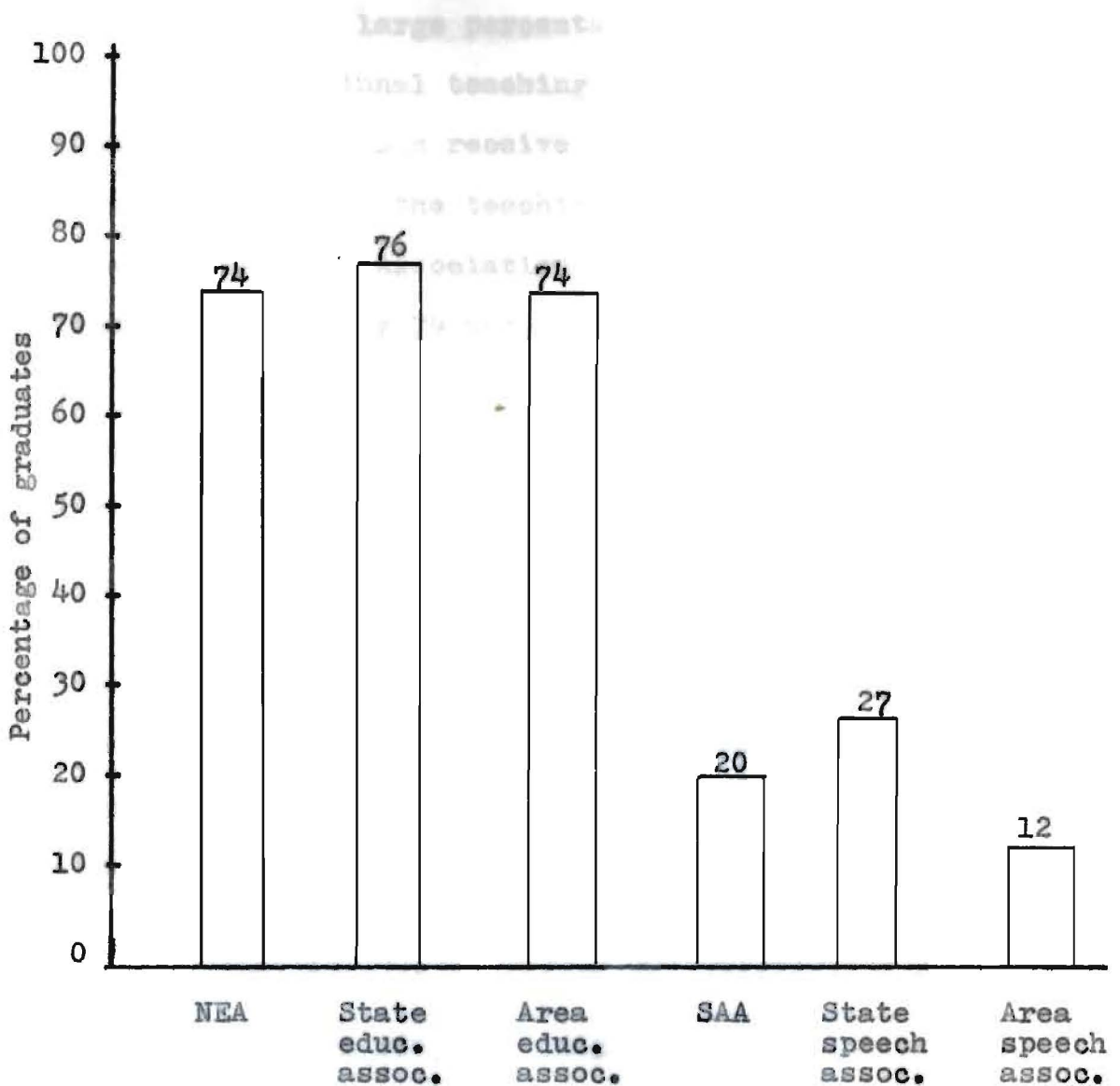


FIGURE 2

PERCENTAGE OF TEACHING SPEECH GRADUATES
BELONGING TO PROFESSIONAL
ORGANIZATIONS

As can be seen, a large percentage of the group belongs to the three professional teaching organizations. The state education associations receive the largest number of members, with 76 per cent of the teaching graduates belonging. The National Education Association and area educational associations were joined by 74 per cent, while the Speech Association of America, state Speech associations, and area Speech associations were joined by 20 per cent, 27 per cent, and 12 per cent respectively.

VI. SALARY COMPARISONS

In an effort to determine the degree and possible causes of the effectiveness, or "success", of Speech graduates who are teaching, two methods were employed: (1) the graduates' salaries were compared with the mean salaries paid to Kansas teachers,¹ and (2) correlations were computed between the graduates' college backgrounds, as mentioned earlier in Chapter Two, and judgments by administrators of their teaching effectiveness, which were obtained from the questionnaires sent to them. These correlations will be discussed in detail in Chapter Five.

¹Kansas State Teachers Association, TEPS Commission, Statistics, Kansas Teachers, 1962-63 (Topeka, Kansas: State Printing Office, 1963), p. 29.

Male teaching graduates. To compare salaries the graduates were grouped according to sex, level taught, and years of experience. A mean of the salaries in each bracket was then computed for comparison with the Kansas mean. Figure 3 illustrates the comparison of male secondary teachers holding a Bachelor of Science in Education degree with a major in Speech from Kansas State Teachers College, with the Kansas mean. According to the table, it appears that the Kansas State Teachers College Speech teachers' mean is slightly lower than the Kansas mean for the first three years and higher from the fifth year on. However, sufficient data was no longer available from Kansas State Teachers Association to enable a test for the possible statistical significance of this difference between the means. Since this could not be done, no inferences will be drawn from this information.

Female teaching graduates. Figure 4, page 22, shows the comparison of female secondary teachers who hold a Bachelor of Science in Education degree with a major in Speech from Kansas State Teachers College, with the Kansas mean. According to the table, the female graduate appears to have some advantage for the first three years after graduation, but she falls below the state mean in the fourth year and is about equal to the state mean in the fifth year. The same

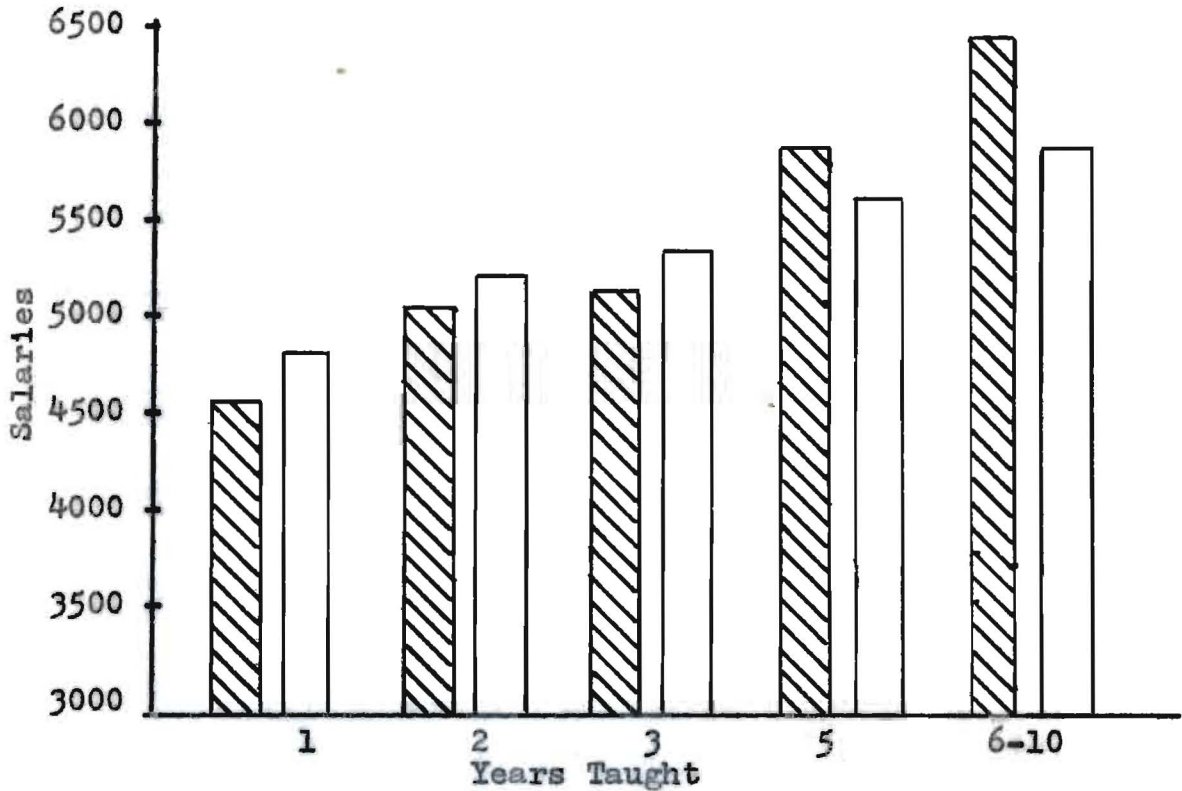
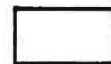


FIGURE 3

A COMPARISON OF THE SALARIES OF MALE SECONDARY TEACHERS
HOLDING BACHELOR OF SCIENCE IN EDUCATION DEGREES
WITH MAJORS IN SPEECH FROM K.S.T.C.,
WITH THE KANSAS MEAN



K.S.T.C.



KANSAS

NOTE: The fourth year of teaching is not listed in this illustration, because there were no male K.S.T.C. Speech graduates teaching in the four-year bracket.

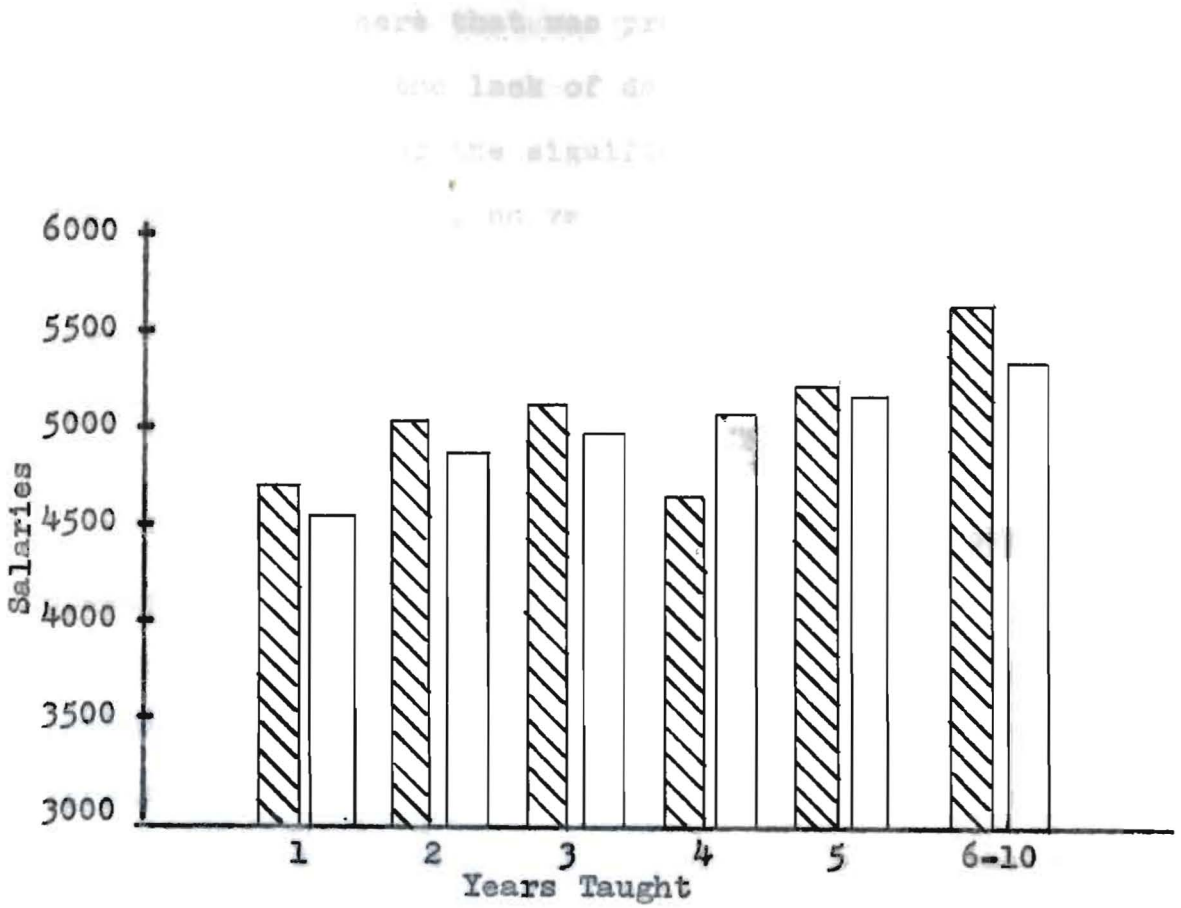


FIGURE 4

A COMPARISON OF THE SALARIES OF FEMALE SECONDARY TEACHERS HOLDING BACHELOR OF SCIENCE IN EDUCATION DEGREES WITH MAJORS IN SPEECH FROM K.S.T.C., WITH THE KANSAS MEAN

 K.S.T.C.
  KANSAS

are interesting in
 of degrees, check
 each. And again,

problem existed here, that was present in comparing the male salaries; namely, the lack of data with which to compute a statistical test for the significance of difference between the two means. Again, no valid inferences can be made concerning the graduates' salary advantage or disadvantage, if any.

VII. SUMMARY

This information suggests that the Department of Speech has met its obligation to provide teachers, since 66 per cent of those qualified to teach are teaching at the present time. Although 30 per cent of the graduates have left the teaching profession, many of them may return to teaching, so that the actual long-range loss to the profession from this group may be smaller.

For the most part the graduates are teaching some Speech courses, for which they are academically prepared, although a majority of their time is spent teaching other courses. Only three of the teaching graduates are teaching full schedules of Speech courses. Most of the graduates are teaching at the secondary and college levels, 70 per cent and 18 per cent respectively.

It would prove interesting to know why some graduates, when taking advanced degrees, choose to elect a different major area than Speech. And again, why in some years, as in

the years 1958 and 1959, a majority of graduates chose to do this. It was not the purpose of this study to answer these questions; therefore, none is given. However, one graduate was kind enough to explain why he changed his major emphasis, and this may provide a clue to the problem. He related that he was first hired to teach English with one or two classes in Speech; also, since it was a small school, he was asked to take charge of the library. He was then encouraged by various administrators under whom he worked to take more work in the English and library fields rather than Speech. When he finally finished his master's degree, therefore, it was in Library Science and not Speech.

Another fact of note brought forth by this study was that a large percentage of the graduates belong to professional associations. A majority of the graduates belong to the educational organizations, with the state educational associations polling the largest membership, with 76 per cent belonging.

Finally, the Speech graduates' salaries were compared with the mean salaries paid to Kansas teachers. These salary comparisons proved inconclusive, since there was no longer enough data available from the Kansas State Teachers Association to compute a test for significance of difference between the means.

CHAPTER IV

ADMINISTRATOR EVALUATIONS OF TEACHER EFFECTIVENESS

In order that an evaluation of the Speech graduate's teaching effectiveness might be made, another questionnaire was sent to a group of Kansas administrators. This was described earlier in the Sources of Data chapter. This questionnaire sought information concerning the proficiency of Kansas State Teachers College Speech graduates as judged by their administrators.

Questionnaires were sent to fifty-four administrators for evaluation of graduates; of this number forty-five, or 83 per cent, returned completed forms. Of the forty-five questionnaires received, only forty-two were used for the computations appearing in this chapter and in Chapter Five, since student records were available only for the teachers associated with these administrators. A sample of the questionnaire appears in the Appendix, page 69.

The administrators were asked to rate the Speech graduates on each of eleven questions, using a five-point scale of excellence, the ratings to be:

- 5 Superior
- 4 Good
- 3 Average
- 2 Fair
- 1 Poor

They were also asked to rate the graduates in comparison to other teachers who had held the same position. Four possible responses were provided for this purpose: (1) Superior, (2) Above Average, (3) Average, or (4) Below Average, when compared to other teachers who have held the same position.

I. ADMINISTRATOR RATINGS OF SPEECH GRADUATES

Table IV provides a profile of the responses obtained from the administrator questionnaire for the forty-two graduates whose administrators were polled for evaluations. Of the forty-two graduates evaluated, thirty-six were secondary teachers and six were college teachers. The mean score of the ratings for each of the twelve questions will be reported, first for the overall group and then for the college and high school teachers.

Knowledge of subject. Question one asked for an evaluation of knowledge of subject matter. The overall mean score for this question was 4.26; the college teachers' mean was 4.00, while the secondary teachers scored 4.33.

Ability to arouse the interest of students in Speech. Question two concerned the teacher's ability to arouse student interest in the subject of Speech. The group as a whole scored a mean of 3.73. The college teachers rated

TABLE IV

DATA OF GRADUATES OBTAINED FROM ADMINISTRATOR EVALUATIONS

Subject			Administrator Ratings														
Case No	Sex	Teaching Level	Ques. 1	Ques. 2	Ques. 3	Ques. 4	Ques. 5	Ques. 6	Ques. 7	Ques. 8	Ques. 9	Ques. 10	Ques. 11	Superior	Above Aver.	Average	Below Aver.
1	M	S	4	4	3	4	2	3	3	2	1	1					
2	M	S	4	4	5	4	4	4	4	4	5	5		X			
3	M	S	4	3	4	4	3	4	4	3	3	5	X				
4	F	S	4	4	4	4	4	4	4	4	4	4					
5	M	S	4	3	3	3	2	3	3	3	3	4				X	
6	M	S	4	3	4	4	4	3	3	3	4	4					
7	F	S	4	4	4	4	5	4	4	5	4	4		X			
8	M	S	5	4	4	4	3	5	4	4	5	4		X			
9	F	S	5	3	3	3	4	5	4	1	1	1			X		
10	M	S	4	4	4	4	4	5	5	5	4	5					
11	M	S	4	4	4	4	3	3	5	4	4	4	X				
12	M	S	5	4	4	4	4	5	4	4	4	4	X				
13	M	S	5	4	4	4	5	4	5	4	4	4		X			
14	M	S	5	4	4	4	4	4	5	4	5	4		X			
15	F	S	5	3	3	3	5	5	5	3	5	4			X		
16	M	S	5	5	4	4	4	4	4	5	4	4		X			
17	M	S	5	4	4	4	3	4	4	5	4	5		X			
18	F	S	5	4	3	3	4	4	5	4	5	4		X			
19	F	S	5	4	3	3	4	5	4	5	5	4	X				
20	F	S	5	5	4	4	4	5	5	5	5	4	X				
21	F	S	5	5	5	5	5	5	5	5	5	5	X				
22	F	S	4	3	3	4	4	3	3	4	5	5			X		
23	M	S	5	4	4	4	5	3	4	3	2	3		X	X		
24	M	S	4	3	4	2	2	2	1	4	3	3		X	X		
25	F	S	4	4	4	4	5	3	4	4	3	4			X		
26	F	S	4	3	3	3	3	4	4	3	3	4			X		
27	F	S	2	2	1	1	2	2	2	2	2	3					
28	F	S	4	4	4	3	4	4	4	3	3	4					
29	F	S	4	3	3	3	4	4	4	3	4	4		X			
30	F	S	5	5	4	4	4	5	5	4	4	4	X				
31	F	S	5	5	4	4	4	5	5	5	5	4	X				
32	F	S	4	4	3	3	3	3	4	3	3	4					
33	F	S	4	3	3	3	4	4	3	4	4	5			X		
34	F	S	5	4	4	4	4	4	4	5	4	5		X			
35	F	S	4	2	3	3	3	2	1	2	3	3					X
36	M	S	4	4	4	4	3	4	4	4	3	5					X
37	M	C	4	4	4	4	5	5	5	5	5	5		X			
38	M	C	3	3	3	3	4	3	3	3	3	3			X		
39	M	C	4	5	5	5	5	4	4	5	4	4			X		
40	M	C	4	5	5	5	5	4	3	5	5	5	X				
41	M	C	5	5	5	5	5	5	5	5	5	5		X			
42	M	C	4	3	3	3	3	2	3	3	2	2					X

4.17, as compared to 3.69 for the secondary teachers.

Ability to involve students in Speech. Question three was concerned with the teacher's ability to involve students in Speech. This differs from the second question in that it implies actual student participation in Speech rather than intellectual interest, as implied by the former. The results were similar to those obtained in question two, with the group as a whole scoring 3.71; college teachers scoring 4.17, as compared to 3.63 for the secondary group.

Ability to involve students in Dramatics. Question four sought an opinion from the administrator of the teacher's ability to involve students in Dramatics. This naturally lowered the number of teachers included since not all of them taught Dramatics. A total of thirty-five were involved, four at the college level and thirty-one at the secondary level. The overall group scored a mean of 3.94, with the college teachers scoring 4.50 and the secondary group 3.87.

Ability to involve students in Debate. In question five the ability of the teachers to involve students in Debate was sought. Only twenty teachers were included in this question, with results similar to the preceding questions. The overall mean was 3.60; the college teachers averaged

3.50, as opposed to 3.62 for the secondary group.

Organization of classwork. Question six asked the teacher's ability to organize classwork. The results again were about the same as before, with an overall mean of 3.73, with the college group scoring 4.00 and the secondary group 3.67. All forty-two teachers were scored on this question.

Organization of extra-curricular projects. Question seven sought the administrator's opinion of the teacher's ability to organize extra-curricular projects. The overall mean was 3.90, with the college mean 4.00 and the secondary group mean 3.89.

Execution of extra-curricular projects. Question eight was a follow-up of seven, attempting to determine if the teachers were able to execute the extra-curricular activities as well as they organized them. The mean score was 3.95, with the college group scoring 3.83 and the secondary group 3.97.

Maintenance of the respect of the students. Question nine dealt with how well the teachers maintained the respect of their students. The overall mean score was 3.76; the college teachers scored 4.17 and the secondary teachers 3.69.

Maintenance of the respect of the faculty. Question

ten concerned the teacher's ability to maintain the respect of the faculty. The overall mean was 3.76, with the college group averaging 3.67, as compared to 3.78 for the secondary group.

Maintenance of a cooperative attitude with the administration. Question eleven attempted to determine the cooperativeness of the teachers with their administrations. The overall mean score was 4.00, with the college teachers scoring 3.40 and the secondary group 4.08.

Ratings with other teachers. The administrators were also asked to rate the Speech graduates with other teachers who had held the same position, as described earlier. Only thirty administrators answered this question, but the results showed over half of the teachers evaluated were considered above average and only three below average. The actual results were: (1) Superior = 8, (2) Above Average = 10, (3) Average = 9, and (4) Below Average = 3.

II. SIGNIFICANCE OF DIFFERENCES BETWEEN COLLEGE AND HIGH SCHOOL MEANS

Since differences appeared between means scored by the college teaching graduates and their secondary counterparts, t-tests were computed to determine if these differences were statistically significant. The results were

Table of t-Tests

page 31, TABLE V

RESULTS OF T-TESTS BETWEEN MEANS OF COLLEGE
AND SECONDARY TEACHING GRADUATES FROM
THE ADMINISTRATOR'S QUESTIONNAIRE

Factors	t	p
Knowledge of subject	.558	--
Ability to arouse the interest of students in Speech	.001	--
Ability to involve students in Speech	.001	--
Ability to involve students in Dramatics	.002	--
Ability to involve students in Debate	.0001	--
Organization of classwork	-.334	--
Organization of extra-curricular projects	-.078	--
Execution of extra-curricular projects	.351	--
Maintenance of the respect of the students	-1.179	--
Maintenance of the respect of the faculty	.680	--
Maintenance of a cooperative attitude with the adminis- tration	.035	--

checked against the Table of t-Probabilities, in Downie and Heath.¹ Table V, page 31, shows the results of these tests. As can be seen, none of the differences proved statistically significant.

III. SUMMARY

Although the scores made by Kansas State Teachers College Speech graduates were high when compared to the scale provided, there is no way of knowing how they might compare to other teachers in the state of Kansas or in the nation. Since this was not a purpose of this study no attempt was made to make such a comparison.

¹N. M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper, 1959), p. 265.

COLLEGIATE CHAPTER V

CORRELATIONS BETWEEN ADMINISTRATOR EVALUATIONS AND COLLEGIATE RECORDS OF SPEECH GRADUATES

One of the purposes of this study, set forth in Chapter One, was that an attempt would be made to determine what factors, if any, in the teacher's college background might be indicative of future success as a teacher. For instance, might leadership abilities gained by participation in fraternal organizations be a positive aspect of training the teacher's leadership abilities? To attempt to answer questions such as this, correlations were computed between the graduates' college backgrounds and judgments by administrators of their teaching success.

I. ADMINISTRATOR EVALUATIONS

The administrator questionnaire served a two-fold purpose. First, it gave the desired evaluation of the graduate's teaching proficiency, as reported in Chapter Four. Second, the results of this questionnaire were used to determine if there might be any correlation between the teacher's proficiency and various observable factors in their collegiate record, such as grade point average and extra-curricular activities.

II. COLLEGIATE RECORDS OF SPEECH GRADUATES

The administrator ratings obtained from each question of the questionnaire were statistically compared against nine factors of the teacher's college background. These factors were explained in detail in Chapter Two, pages 7 to 9:

1. Overall grade point average.
2. Speech grade point average.
3. Honorary organizations, such as Kappa Delta Pi.
4. Fraternal organizations, such as fraternities and sororities.
5. Professional organizations, such as Speech Association of America.
6. General honors, such as treasurer of Kappa Delta Pi and appointment to Who's Who.
7. Speech honors, such as Best Actor of the Year and president of Emporia State Players.
8. General activities, such as competitive athletics.
9. Speech activities, such as Dramatics.

A summary of all grade point averages, memberships, honors, and activities for each graduate is reported in Table VI. The grade point averages were computed on a four-point scale: A = 4, B = 3, C = 2, D = 1, F = 0. The remaining seven factors were later converted to z-scores so that they would be easier to handle in the correlations, since

TABLE VI

DATA OF GRADUATES OBTAINED FROM
COLLEGE STUDENT RECORDS

35

Subject			Grades			Number of Memberships, Honors, and Activities					
Case No.	Sex	Teaching Level	Overall Grade Point Average	Speech Grade Point Average	Honorary Organ.	Fraternal Organ.	Professional Organ.	General Honors	Speech Honors	General Activities	Speech Activities
1	M	S	2.78	3.35	2	1	2	1		2	1
2	M	S	2.63	2.96	1	4	1	3		1	1
3	M	S	2.82	3.22	2	1	1	5	1		2
4	F	S	2.72	3.04	2	1	1	4		3	2
5	M	S	2.62	3.16	3	2		6		3	1
6	M	S	3.35	3.40	1	1		3		3	1
7	F	S	2.96	3.03	6	1	1	3		1	1
8	M	S	2.21	2.36	1	1	1			1	1
9	F	S	3.47	3.63	3					1	2
10	M	S	2.25	2.63	4	4		1	4		1
11	M	S	2.10	2.31	3	1				4	2
12	M	S	3.07	3.67	3			1		1	1
13	M	S	3.37	3.81	1		2			2	1
14	M	S	2.58	2.98	2	1		3		3	1
15	F	S	2.80	3.86	4	1	1	2	1	1	2
16	M	S	3.38	3.73	3			1	1		1
17	M	S	2.36	2.62	3	1	1				1
18	F	S	3.50	3.30	3	2	3	5	6		1
19	F	S	3.53	3.61	8		1	2	2		1
20	M	S	2.46	2.72	1	3	3	2		1	1
21	F	S	3.15	3.56	1						1
22	M	S	2.37	2.74	2	1	2	1	1	1	1
23	M	S	3.66	3.92	4	1	4	4	2		1
24	M	S	2.18	2.29	1		1			1	1
25	F	S	3.43	3.31	5	1	1	5		3	1
26	M	S	2.93	3.37	2			2		1	1
27	F	S	2.44	2.80						1	1
28	F	S	3.78	3.94	6	1	1	3	2		1
29	M	S	2.32	2.83	1	1			1	1	
30	F	S	2.37	3.03	1	2	4	3	1		2
31	F	S	2.76	3.00	2	1	2	1		1	1
32	M	S	2.36	2.88	2			1			1
33	F	S	2.20	2.58	2	1	2	2			1
34	M	S	2.29	2.59	1	1	1		1	1	1
35	F	S	3.45	3.00	2		1	2		2	1
36	M	S	2.06	2.15	2	1		1		2	1
37	M	C	2.49	2.79	1	1		1	2		2
38	M	C	3.12	3.50	4	1			1	2	1
39	M	C	3.11	3.57	4				2	1	3
40	M	C	2.85	3.47						1	
41	M	C	3.08	3.76	1			2			2
42	M	C	2.86	3.34	2	1		3	1	1	2

z-scores are equal units of measurement and can be manipulated mathematically.¹

The result of each question of the administrator's questionnaire was correlated against all nine factors, giving a total of 108 correlations computed for the study. While one might on first examination eliminate certain factors of the graduate's background as not being indicative of teaching effectiveness, the author believed that this use of intuitive reasoning might introduce bias into the study, since he could not positively state that one factor rather than another would have more influence on the graduate's future. It is for this reason that each factor in the graduate's background was checked for possible correlation with each aspect of the administrator's evaluation.

III. CORRELATION TECHNIQUE EMPLOYED

The correlation technique employed in this study was the Pearson product-moment correlation. The purpose of the correlation procedure was to determine what, if any, qualities might be related to teaching efficiency. For example, would a high grade point average bear a significant relationship to teaching proficiency? In all aspects of life there

¹N. M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper, 1959), p. 61.

are relationships of some sort; however, a high degree of correlation between two variables does not indicate that one is the cause of the other.² What is shown by the coefficient of correlation is: (1) the magnitude of the correlation, and (2) the direction of the relationship, whether positive or negative.³ The correlations were checked to determine significance at any level found in the Table of r Values, in Downie and Heath.⁴

IV. RESULTS OF THE CORRELATIONS

Table VII expresses the results of the correlations between question one, knowledge of subject, of the administrator questionnaire and the nine factors listed previously. The results obtained from correlations with overall grade point average, Speech grade point average, membership in honorary organizations, membership in fraternal organizations, general honors, Speech honors, general activities, and Speech activities were not statistically significant.

Membership in professional organizations yielded a significant positive result at better than the .05 level of

²Ibid., p. 78.

³Ibid.

⁴Ibid., p. 274.

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undred cases

TABLE VII

CORRELATION COEFFICIENTS FOR QUESTION ONE, KNOWLEDGE
OF SUBJECT, WITH ACADEMIC QUALIFICATIONS
AND EXTRA-CURRICULAR ACTIVITIES

Factors	r	p
Overall grade point average	.134	--
Speech grade point average	.024	--
Honorary organizations	-.049	--
Fraternal organizations	.231	--
Professional organizations	.347	.05
General honors	.088	--
Speech honors	.074	--
General activities	-.194	--
Speech activities	.045	--

NOTE: This table should be read as follows: "r" is the coefficient of correlation, and "p" is the level of probability; therefore, Professional organizations, when correlated with knowledge of subject, yielded an r of .347, and is statistically significant at the .05 level of probability. Succeeding tables in this chapter may be explained in the same manner.

probability (meaning that the result would be obtained only five times in one hundred cases due to chance alone), the result obtained being .347, while .05, according to the Table of r Values, was .304.

Table VIII shows the results of correlations between question two, ability to arouse the interest of students in Speech, and the nine factors. As can be seen, none of the results of these nine correlations was significant at any level.

Table IX, page 41, reports the results of correlations for question three, ability to involve students in Speech. All factors proved to be not statistically significant except for Speech honors. Speech honors proved significant at the .1 level of probability, with a result of .300, while .1, according to the Table of r Values, was .257.

Table X, page 42, illustrates the results of correlations for question four, ability to involve students in Dramatics. All factors proved not significant.

Table XI, page 43, shows results for question five, ability to involve students in Debate. Membership in fraternal organizations proved significant at the .001 level of probability, with a correlation of .574, while .001, according to the Table of r Values, was .499. Membership in professional organizations was significant at the .01 level of probability, with .410, the .01 level being .393. General

TABLE VIII

CORRELATION COEFFICIENTS FOR QUESTION TWO, ABILITY
 TO AROUSE THE INTEREST OF STUDENTS IN SPEECH,
 WITH ACADEMIC QUALIFICATIONS AND
 EXTRA-CURRICULAR ACTIVITIES

Factors	r	p
Overall grade point average	.033	--
Speech grade point average	.094	--
Honorary organizations	-.050	--
Fraternal organizations	.145	--
Professional organizations	.178	--
General honors	-.111	--
Speech honors	.102	--
General activities	-.100	--
Speech activities	-.144	--

TABLE IX

CORRELATION COEFFICIENTS FOR QUESTION THREE,
 ABILITY TO INVOLVE STUDENTS IN SPEECH,
 WITH ACADEMIC QUALIFICATIONS AND
 EXTRA-CURRICULAR ACTIVITIES

Factors	r	p
Overall grade point average	.213	--
Speech grade point average	.182	--
Honorary organizations	.027	--
Fraternal organizations	.249	--
Professional organizations	.245	--
General honors	.064	--
Speech honors	.300	.1
General activities	-.164	--
Speech activities	-.102	--

TABLE X

CORRELATION COEFFICIENTS FOR QUESTION FOUR,
 ABILITY TO INVOLVE STUDENTS IN DRAMATICS,
 WITH ACADEMIC QUALIFICATIONS AND
 EXTRA-CURRICULAR ACTIVITIES

Factors	r	p
Overall grade point average	.093	--
Speech grade point average	.169	--
Honorary organizations	.161	--
Fraternal organizations	-.004	--
Professional organizations	.230	--
General honors	-.082	--
Speech honors	.150	--
General activities	.030	--
Speech activities	-.009	--

significant at the .05 level being .306. Significant at the level of .001, the

TABLE XI

CORRELATION COEFFICIENTS FOR QUESTION FIVE,
ABILITY TO INVOLVE STUDENTS IN DEBATE,
WITH ACADEMIC QUALIFICATIONS AND
EXTRA-CURRICULAR ACTIVITIES

Factors	r	p
Overall grade point average	.103	--
Speech grade point average	-.032	--
Honorary organizations	.152	--
Fraternal organizations	.574	.001
Professional organizations	.410	.01
General honors	.337	.05
Speech honors	.299	.1
General activities	-.215	--
Speech activities	.011	--

honors was significant at the .05 level of probability, with .337, the .05 level being .304. Finally, Speech honors was statistically significant at the .1 level of probability, with a correlation of .299, the .1 level being .257.

Question six, ability to organize classwork, proved statistically not significant at all levels, as is shown in Table XII.

Table XIII, page 46, illustrates the results of question seven, ability to organize extra-curricular projects, when compared with the nine factors. As can be seen, membership in fraternal organizations was statistically significant at the .02 level of probability, with .358, the .02 level being .358. Speech honors was significant at the .1 level of probability, with .293, the .1 level being .257. All other factors proved not significant.

Question eight, ability to execute extra-curricular projects, as reported in Table XIV, page 47, yielded significant results for Speech honors at the .1 level of probability, with .277. Participation in general activities yielded significant negative results at the .02 level, with a score of $-.370$. All other factors proved not significant.

Both membership in fraternal organizations and winning of Speech honors were significant at the .1 level of probability, with .281 and .260 respectively, when compared with question nine, maintains the respect of his students,

TABLE XII

CORRELATION COEFFICIENTS FOR QUESTION SIX, ABILITY TO ORGANIZE CLASSWORK, WITH ACADEMIC QUALIFICATIONS AND EXTRA-CURRICULAR ACTIVITIES

Factors	r	p
Overall grade point average	.146	--
Speech grade point average	.172	--
Honorary organizations	.018	--
Fraternal organizations	.102	--
Professional organizations	.052	--
General honors	-.031	--
Speech honors	.139	--
General activities	-.175	--
Speech activities	.005	--

TABLE XIII

CORRELATION COEFFICIENTS FOR QUESTION SEVEN, ABILITY
TO ORGANIZE EXTRA-CURRICULAR PROJECTS,
WITH ACADEMIC QUALIFICATIONS AND
EXTRA-CURRICULAR ACTIVITIES

Factors	r	p
Overall grade point average	-.076	--
Speech grade point average	.101	--
Honorary organizations	.129	--
Fraternal organizations	.358	.02
Professional organizations	.237	--
General honors	.133	--
Speech honors	.293	.1
General activities	-.184	--
Speech activities	.066	--

in Table XV. As

significant.

participation

not negative re-

-.279, when compared

TABLE XIV

CORRELATION COEFFICIENTS FOR QUESTION EIGHT, ABILITY
TO EXECUTE EXTRA-CURRICULAR PROJECTS,
WITH ACADEMIC QUALIFICATIONS AND
EXTRA-CURRICULAR ACTIVITIES

Factors	r	p
Overall grade point average	-.014	--
Speech grade point average	.072	--
Honorary organizations	.062	--
Fraternal organizations	.187	--
Professional organizations	.200	--
General honors	-.168	--
Speech honors	.277	.1
General activities	-.370	.02
Speech activities	.202	--

as illustrated in Table XV. As can be seen, all other factors were not significant.

One factor, participation in Speech activities, yielded significant negative results at the .1 level of probability, with $-.298$, when compared to question ten, maintains the respect of the faculty. As shown in Table XVI, page 50, all other factors proved not significant.

As can be seen in Table XVII, page 51, participation in Speech activities yielded significant negative results when compared with question eleven, maintains a cooperative attitude with the administration, with a score of $-.314$ at the .05 level of probability. All other factors were not significant.

Table XVIII, page 52, shows the results of correlations between the nine factors and question twelve, the ratings of the graduates when compared with other teachers who had held the same position. To compute these findings, the ratings were converted to a four-point scale: (1) Superior = 4, (2) Above Average = 3, (3) Average = 2, and (4) Below Average = 1. As can be seen, all factors were not significant.

V. SUMMARY

It has been shown through this study that membership in fraternal and professional organizations, and winning of

TABLE XV
 CORRELATION COEFFICIENTS FOR QUESTION NINE,
 MAINTAINS THE RESPECT OF HIS STUDENTS,
 WITH ACADEMIC QUALIFICATIONS AND
 EXTRA-CURRICULAR ACTIVITIES

Factors	r	p
Overall grade point average	-.147	--
Speech grade point average	-.129	--
Honorary organizations	-.042	--
Fraternal organizations	.281	.1
Professional organizations	.112	--
General honors	-.001	--
Speech honors	.260	.1
General activities	-.137	--
Speech activities	-.206	--

TABLE XVI

CORRELATION COEFFICIENTS FOR QUESTION TEN,
 MAINTAINS THE RESPECT OF THE FACULTY,
 WITH ACADEMIC QUALIFICATIONS AND
 EXTRA-CURRICULAR ACTIVITIES

Factors	r	p
Overall grade point average	-.121	--
Speech grade point average	-.125	--
Honorary organizations	-.036	--
Fraternal organizations	.208	--
Professional organizations	-.015	--
General honors	.040	--
Speech honors	.165	--
General activities	-.094	--
Speech activities	-.298	.1

TABLE XVII

CORRELATION COEFFICIENTS FOR QUESTION ELEVEN, MAINTAINS
 A COOPERATIVE ATTITUDE WITH THE ADMINISTRATION,
 WITH ACADEMIC QUALIFICATIONS AND
 EXTRA-CURRICULAR ACTIVITIES

Factors	r	p
Overall grade point average	-.219	--
Speech grade point average	-.213	--
Honorary organizations	-.016	--
Fraternal organizations	.208	--
Professional organizations	.129	--
General honors	-.020	--
Speech honors	-.001	--
General activities	-.084	--
Speech activities	-.314	.05

TABLE XVIII

CORRELATION COEFFICIENTS FOR QUESTION TWELVE, RATINGS
OF GRADUATES BY THEIR ADMINISTRATORS, WITH ACADEMIC
QUALIFICATIONS AND EXTRA-CURRICULAR ACTIVITIES

Factors	r	p
Overall grade point average	.011	--
Speech grade point average	.138	--
Honorary organizations	-.184	--
Fraternal organizations	.058	--
Professional organizations	.206	--
General honors	-.041	--
Speech honors	-.068	--
General activities	-.129	--
Speech activities	-.143	--

general and Speech honors bear a positive and statistically significant relationship to one or more of the measures of teaching effectiveness presented. The winning of Speech honors correlated significantly with five of the twelve questions on the administrator questionnaire. This was the highest number of occurrences for any of the correlation factors. The highest level of confidence, .001, was scored between membership in fraternal organizations and question five, ability to involve students in Debate.

It also appears that grade point average, either overall or in Speech subjects alone, and membership in honorary organizations are not indicators of teacher effectiveness, since these three factors never correlated with any degree of significance with the evaluations of teacher effectiveness presented.

Only two factors yielded significant negative results, participation in general activities and Speech activities. Participation in Speech activities was negatively significant to both questions ten and eleven. These questions dealt with the teachers' relationships with other members of the faculty and with the administration. Participation in general activities correlated negatively at a high level of significance, .02, with question eight, ability to execute extra-curricular projects.

These findings do not necessarily indicate that a

person who desires to be a good teacher of Speech must participate in those activities which correlated significantly with various measures of teacher effectiveness. It would seem to show, however, that these activities may contribute to his effectiveness.

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CHAPTER VI

SUMMARY AND CONCLUSIONS

This study has revealed some answers to the questions advanced in Chapter One. The status study of the graduates, the subject of Chapter Three, noted that the majority of the Kansas State Teachers College Speech graduates of the past twelve years who are prepared to teach are doing so. The evidence also suggests that about half of those graduates who have ceased to teach may return to teaching. The Speech Department, therefore, has succeeded in maintaining the primary purpose of the college; namely, to provide teachers.

Several other facts of note were revealed in the status study. For instance, the majority of the teaching graduates--70 per cent--teach at the secondary level. The study also found a majority of the department's graduates teaching subjects other than Speech.

The degree status of the Speech graduates brought to light the interesting fact that many graduates are changing their major emphasis when taking advanced degrees. This could be an area for future study to determine the causes, particularly why some graduating classes lost a larger percentage to other fields of study than others.

It also appears that the graduates make good salar-

ies, by teaching standards, and that they command better than average salary after a few years' experience. However, no test could be made that would determine the significance of this difference with the Kansas mean, to which it was compared.

The administrator's questionnaire gave evaluations of the teaching effectiveness of the Kansas State Teachers College Speech graduates and was reported in Chapter Four. This provided information with which to compute the correlations contained in Chapter Five. The means for each question were high compared with the scale provided; however, there was no way of comparing this to other teachers in the state or nation. When t-tests for significance of difference between mean scores of college and secondary teachers were made, it was found that the difference had no statistical significance.

The other phase of the study involved correlations between administrator evaluations and collegiate records of Speech graduates. This was done to determine what factors, if any, in the teacher's college background might be indicative of future success as a teacher. Of the 108 correlations run, fourteen were statistically significant and ninety-four were not significant. On the basis of the correlations it appears that grade point average, both overall and in Speech courses, and membership in honorary organiza-

tions are not indicative of a person's effectiveness as a teacher, since these factors never correlated significantly with any of the items included in the administrator's questionnaire. The person who wins honors in the field of Speech appears to become a more proficient teacher, since this factor correlated significantly with five of the twelve items with which it was compared. Other factors that correlated significantly with one or more items were membership in fraternal and professional organizations and winning of general honors. Factors of negative significance were participation in general and Speech activities. While those factors which proved statistically significant will not necessarily make a teacher proficient, it appears that they do not harm his development and may contribute to it.

It is hoped that the information contained in this study will prove helpful to the Speech Department of Kansas State Teachers College in evaluating their teacher-training program.

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Republic of
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Please check
line (xxxx)
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comments in
inadequate
situation.

APPENDIX

Questionnaire to Speech Graduates
of Kansas State Teachers College,
Emporia, Kansas

59

Name _____ School _____

Present Address _____

Instructions: Please check () the appropriate dotted line (.....) or fill in the solid blanks () as requested. Feel free to insert comments if you find the questionnaire inadequate to describe your particular situation.

.....Yes 1. Have you taught since your graduation
.....No from K.S.T.C.?

.....Yes 2. Did you teach immediately after grad-
.....No uation from K.S.T.C.?

.....Yes 3. Did you take academic work beyond the
.....No bachelor's level after graduation from
K.S.T.C., but before teaching?

If yes, where did you take this work? _____

.....Yes 4. Are you teaching at the present time?
.....No

5. At what academic level are you now
teaching?

..... Elementary

..... Secondary

..... Junior College

..... College

6. How many classroom hours per day do you teach the following?

- Speech _____
 - Dramatics _____
 - Debate _____ Other _____
-

7. If you have taught, but have since ceased to teach, what are your reasons for ceasing? (You may rank in order of importance, 1, 2, 3, etc.)

- _____ Salary
 - _____ Unpleasant working conditions
 - _____ Armed Forces
 - _____ Other (Please explain) _____
-

8. Indicate what degrees you hold and the major subject you elected for each degree. (Example: A.B. - Speech, M.A. - Education, etc.)

- _____ A. B.
- _____ B. S. E.
- _____ M. A.
- _____ M. S. E.
- _____ Specialist in Education
- _____ Ed D.
- _____ Ph D.
- _____ Other

.....Yes 9. Are you at the present time working on
No an advanced degree?

10. If you are working on an advanced degree, indicate the degree you are working on and the major subject elected for it. (Example: M.A. - Speech, etc.)

..... _____ M. A.
 _____ M. S. E.
 _____ Specialist in Education
 _____ Ed D.
 _____ Ph D.
 _____ Other

11. If you are now working on an advanced degree, where are you taking this work?

12. Please check the organizations of which you are now a member, and list below any not mentioned here.

..... S. A. A.
 A. E. T. A.
 State speech association
 Area or regional speech association
 N. E. A.
 State education association
 Local education association
 Lodge (Masons, Eagles, Elks, etc.)
 Civic organizations (Lions, Kiwanis, etc.)
 Others _____

13. Please check below those spaces which describe your activities from the date you received your bachelor's degree to the present time.

	High School Teaching	Jr. College Teaching	College Teaching	Graduate Study
1950-51				
1951-52				
1952-53				
1953-54				
1954-55				
1955-56				
1956-57				
1957-58				
1958-59				
1959-60				
1960-61				
1961-62				
1962-63				

Concerning: _____

1. Please rate this person according to your judgment of his teaching efficiency, using the following number scale:

- 5 Superior
- 4 Good
- 3 Average
- 2 Fair
- 1 Poor

- _____ Knowledge of subject matter.
- _____ Ability to arouse the interest of the students.
- _____ Relationship with faculty.
- _____ Relationship with students.
- _____ Relationship with community.

2. Please rank this teacher, in relation to the other teachers who have held the same position and of whom you have knowledge. Check one space below.

- _____ He is the best teacher we have had for this subject.
- _____ He is one of the better teachers we have had for this subject.
- _____ He is average, compared to the other teachers we have had.
- _____ He is one of the poorer teachers of this subject we have had.

3. If you wish to comment on your answers to either question, please do so.

Comments _____



THE KANSAS STATE TEACHERS COLLEGE - EMPORIA

64

100th Anniversary

May 7, 1963

Dear Graduate:

Enclosed in this envelope you will find a questionnaire. The information obtained from this questionnaire will form the major portion of my thesis and is therefore of the utmost importance to me.

The Speech Department and the Graduate Division of Kansas State Teachers College, not to mention myself, believe that this project will be worthwhile. As you know, the success or failure of this type of study depends upon the number of returns obtained. Every questionnaire not returned seriously handicaps the study. For this reason, please answer and return the questionnaire as soon as possible. Why not do it now? It would only take a few minutes. Enclosed is a self-addressed envelope for your convenience. All information obtained will be treated anonymously, unless special permission is first obtained.

Please reply quickly and thank you for your cooperation.

Sincerely yours,

Raymond V. Wallace

Raymond V. Wallace

enc.

Questionnaire to Speech Graduates
of Kansas State Teachers College,
Emporia, Kansas

Name _____ School _____

Present Address _____

Instructions: Please check () the appropriate dotted line (.....) or fill in the solid blanks (_____) as requested. Feel free to insert comments if you find the questionnaire inadequate to describe your particular situation.

.....Yes 1. Have you taught since your graduation
.....No from K.S.T.C.?

.....Yes 2. Did you teach immediately after grad-
.....No uation from K.S.T.C.?

.....Yes 3. Did you take academic work beyond the
.....No bachelor's level after graduation from
 K.S.T.C., but before teaching?

If yes, where did you take this work? _____

.....Yes 4. Are you teaching at the present time?
.....No

5. At what academic level are you now
teaching?

..... Elementary

..... Secondary

..... Junior College

..... College

6. How many classroom hours per day do you teach the following?

Speech

.....

Dramatics

.....

Debate

.....

Other

7. If you have taught, but have since ceased to teach, what are your reasons for ceasing? (You may rank in order of importance, 1, 2, 3, etc.)

Salary

Unpleasant working conditions

Armed Forces

Other (Please explain)

8. Indicate what degrees you hold and the major subject you elected for each degree. (Example: A.B. - Speech, M.A. - Education, etc.)

A. B.

B. S. E.

M. A.

M. S. E.

Specialist in Education

Ed D.

Ph D.

Other

.....Yes

.....No

9. Are you at the present time working on an advanced degree?

10. If you are working on an advanced degree, indicate the degree you are working on and the major subject elected for it. (Example: M.A. - Speech, etc.)

_____ M. A.

_____ M. S. E.

_____ Specialist in Education

_____ Ed D.

_____ Ph D.

_____ Other

11. If you are now working on an advanced degree, where are you taking this work?
- _____

12. Please check the organizations of which you are now a member, and list below any not mentioned here.

.....

S. A. A.

.....

A. E. T. A.

.....

State speech association

.....

Area or regional speech association

.....

N. E. A.

.....

State education association

.....

Local education association

.....

Lodge (Masons, Eagles, Elks, etc.)

.....

Civic organizations (Lions, Kiwanis, etc.)

Others _____

14. Please list any college courses that you believe have been especially helpful to you as a teacher.

15. Please list any courses that you believe would have been helpful to you as a teacher that you did not receive in your college preparation.

16. Please list any college experiences that you believe have been helpful to you as a teacher.

17. Please check the salary bracket that applies to you for the school year 1962-63.

- \$3,000 - \$4,000
- \$4,000 - \$5,000
- \$5,000 - \$6,000
- \$6,000 - \$7,000
- \$7,000 - \$8,000
- over \$8,000

June 7, 1963

Dear Sir:

We are conducting a study of graduates of the Speech Department of this college. The major portion of this study is concerned with the graduate's effectiveness as a teacher.

Since you have been associated with one of our graduates we would very much appreciate your help. Would you please take a few minutes to answer the enclosed questionnaire concerning

When you have completed the form, return it to us in the enclosed self-addressed envelope.

Thank you very much for your cooperation in this matter.

Very sincerely yours,

Karl C. Bruder, Head
Department of Speech

KCB:lm

Speech Department Questionnaire

Instructor: _____

Please rate this person according to your judgment of his teaching efficiency in speech subjects, using the following number scale:

5 Superior

4 Good

3 Average

2 Fair

1 Poor

- _____ 1. Knowledge of subject.
- _____ 2. Ability to arouse the interest of students in speech.
- _____ 3. Ability to involve students in speech (if taught)
- _____ 4. Ability to involve students in dramatics (if taught)
- _____ 5. Ability to involve students in debate (if taught)
- _____ 6. Ability to organize classwork.
- _____ 7. Ability to organize extra-curricular projects (plays, debates, oratory contests, etc.)
- _____ 8. Ability to execute extra-curricular projects (plays, debates, oratory contests, etc.)
- _____ 9. Maintains the respect of his students.
- _____ 10. Maintains the respect of the faculty.
- _____ 11. Maintains a cooperative attitude with the administration.

Please rank this teacher, in relation to the other teachers who have held the same position and of whom you have knowledge. Check one space below.

_____ 12. He is superior when compared to other teachers we have had for this subject.

_____ He is above average when compared to other teachers we have had for this subject.

_____ He is average when compared to other teachers we have had for this subject.

_____ He is below average when compared to other teachers we have had for this subject.

3. If you wish to comment on your answers to either question, please do so.