

A SEMANTIC DIFFERENTIAL STUDY OF TEACHER CHARACTERISTICS:

THE PERCEPTION OF TEACHER CHARACTERISTICS OF STUDENTS AND PROFESSIONAL EDUCATORS FROM AMONG AMERICANS IN AMERICAN-SPONSORED SCHOOLS OVERSEAS, NON-AMERICANS IN AMERICAN-SPONSORED SCHOOLS OVERSEAS AND AMERICANS IN SCHOOLS IN THE UNITED STATES

A Dissertation

Presented to

The Faculty of the College of Education

University of Houston

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Floyd John Travis

May 1972

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ACKNOWLEDGMENTS

The writer wishes to acknowledge, with gratitude and thanks, the contributions and assistance of the many individuals, schools, and organizations involved in this study.

Special appreciation is expressed to his advisor and Committee Chairman, Dr. Stewart North, and the other members of the Committee, Dr. Joseph Carbonari, Dr. Guy Cutting, and Dr. James Tinsley. Each has provided individual encouragement, guidance, and assistance in planning this study and in reporting the results.

The writer is especially appreciative of the friendship, faith and support of Dr. Gordon Parsons, Office of Overseas Schools, Department of State, whose invaluable contributions made this study possible.

He is also grateful for the interest, cooperation, and assistance of the administrators in the participating schools in NESAs, whose esprit de corps is unequalled anywhere. This gratitude is expressed to the administration of the Galveston Independent School District who also participated in this study.

To the students and teachers who gave their time to respond to the semantic differential, thanks is expressed. Without their cooperation, this study could not have been completed.

To my wife, Nancy, without whose faith and encouragement this program would not have been attempted, I express my thanks. This dissertation is dedicated to her and our sons, Barrett and Tim, with gratitude for the patience, sacrifices, and quiet evenings they have contributed.

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ABSTRACT

Travis, Floyd John. "A Semantic Differential Study of Teacher Characteristics: The Perception of Teacher Characteristics of Students and Professional Educators from among Americans in American-Sponsored Schools Overseas, Non-Americans in American-Sponsored Schools Overseas and Americans in Schools in the United States." Unpublished Doctoral Dissertation, The University of Houston, 1972.

Committee Chairman: Dr. Stewart D. North

Purpose

The major purpose of this research study was to determine if Americans and non-Americans, professional educators and students, view selected teacher characteristics differently. A secondary purpose of this study was to substantiate the grouping of teacher characteristics into three domains.

Procedures

Professional educators and students participating in this study were selected at random from seven American-sponsored schools in Near East/South Asia and one school district in the United States. These participants were administered a semantic differential instrument. The nine concepts in the semantic differential were teacher characteristics categorized as personal, professional, and instructional. The data from the semantic differential were subjected to a principle components analysis.

The three resulting factors were called evaluative, activity, and potency. Factor scores were obtained on each teacher characteristic on each of the three factors.

Testing the Hypotheses

Factor scores were utilized in analysis of variance procedures to test the following null hypotheses with respect to each of the factors (evaluative, activity, and potency).

H₀₁: There will be no significant difference between professionals and students, status, in the meanings attached to teacher characteristics.

H₀₂: There will be no significant difference among groups in the meanings attached to teacher characteristics.

H₀₃: There will be no significant interaction between status and groups in the meanings attached to teacher characteristics.

H₀₄: There will be no significant difference in the meanings attached to the areas of teacher characteristics.

H₀₅: There will be no significant interaction between characteristics and status in the meanings attached to teacher characteristics.

H₀₆: There will be no significant interaction between characteristics and groups in the meanings attached to teacher characteristics.

H₀₇: There will be no significant interaction between characteristics, status, and groups in the meanings attached to

teacher characteristics.

Findings and Conclusions

The hypothesis of no difference between areas of characteristics was rejected at the .001 level on each of the three factors.

The hypothesis of no difference between professionals and students was rejected at the .001 level on the activity factor and at the .05 level on the potency factor. The F-ratio for this hypothesis on the evaluative factor was less than the value required for rejection of the null hypothesis.

The hypothesis of no interaction between areas of characteristics and status was rejected at the .025 level on the evaluative factor and at the .01 level on the potency factor.

The hypothesis of no interaction between areas of characteristics and groups was rejected at the .05 level on the evaluative factor and was not rejected on the activity or potency factors.

The analysis of variance data from each of the factors on the remaining hypotheses produced F-ratio values which were, in each case, less than the value required for rejection of the null hypotheses.

Three basic conclusions were drawn from testing the hypotheses in this study.

1. Students tend to attach different meanings to teacher characteristics than do professional educators.

2. Americans in schools in the United States, Americans in American-sponsored schools, and non-Americans in American-sponsored schools tend to view teacher characteristics differently.

3. The division of teacher characteristics into personal, professional, and instructional areas does represent three domains of teacher characteristics.

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CHAPTER I

THE NATURE OF THE STUDY

School administrators are confronted with serious problems in the area of teacher effectiveness. Practical decisions must be made concerning teacher employment, assignment, and occasionally, release. There is general agreement that the goal is a competent teacher in every classroom. There is less agreement on what constitutes effectiveness or what characteristics these teachers should possess (Biddle and Ellena, 1964).

Administrators have long been plagued by the inadequacy of the data upon which they must make important decisions about employment, promotions, and dismissals. If one is to recruit, select, and employ with reasonable efficiency, one must have an accurate idea of the kinds of persons desired for teaching. When selection and employment criteria are established, judgments and predictions are being made. This implies that the characteristics being considered are attributes of effective teachers (Stiles, 1960).

The question of teacher effectiveness is of such concern that the Department of Classroom Teachers of the National Education Association, the National School Boards Association, and the American Association of School Administrators convened a seminar of educational researchers to consider it in 1961.

One concrete result of this seminar is a book concerning research approaches to the problem of teacher effectiveness (Biddle and Ellena, 1964).

Concern has been shown for the personal qualities of teachers since early in this century when Ruediger and Strayer (1910) stated, "the topic of the qualities of merit in teachers . . . has been so little investigated." More recently this concern has been the basis of a growing body of research. However, very little is known for certain about the nature and measurement of teacher characteristics. It is said after the usual inventory tabulation that good teachers are friendly, cheerful, sympathetic, and morally virtuous. But what conceivable human interaction is not the better if the people involved are friendly, cheerful, sympathetic, and virtuous rather than cruel, depressed, unsympathetic, and morally depraved? Getzels (1955) stated that what is needed is not reiteration of the self-evident, but a discovery of specific and distinctive features of teacher personality and the effective teacher.

Ideally, teachers are assigned to a particular school or situation in such a way that the teacher characteristics and school objectives are compatible. If teacher variables can be identified, more successful assignment can be accomplished. Ryans (1964) stated that more evidence about teacher characteristics is accumulating. He believes this evidence has great potential and will eventually be directly useful to

practicing administrators.

Greater selectivity in employment of teachers is becoming possible. Stiles believes that as selectivity increases, the characteristics of effective teachers will need more study. He stated more could and should be done to identify the personal prerequisites for teaching. Stiles identified one problem as being the need for a refined list of characteristics acceptable to a number of institutions operating in some named geographical area. Research on perceptions of teacher characteristics and the classification of these characteristics has been done.

Cassell and Johns (1960) used principal's evaluation reports and the critical incident technique to identify critical characteristics of teachers. The characteristics were subdivided into three areas. Under teacher application were listed characteristics such as discipline and continued professional growth. Sense of humor, friendly, and calm were listed under teacher qualifications. Teacher preparation included knowledge of subject matter and knowledge of child psychology.

Teachers judged to be successful by high school students completed the Teacher Characteristics Schedule. These teachers were found to be more responsible, more stimulating, had more favorable opinion of students, were student centered, and had superior verbal understanding according to Bishop (1960). Beck (1967) factor analyzed a 150-item questionnaire which was completed by a sample of sixth grade students. These students

perceived effective teachers as being warm, friendly, supportive, and with clear communication, together with the ability to motivate.

Administrators, teachers, and students were in agreement regarding the importance of teacher characteristics in a study reported by Devane (1961). This report listed consideration of others, fairness, patience, personality, and sense of humor as being important teacher characteristics.

Emry (1968) found parents and students agreeing that the most important characteristics of teachers were good knowledge of subject matter, explains materials well, is enthusiastic, is sensitive to feelings and listens. This same study reported that principals believed it was most important for teachers to be enthusiastic about working with students and inspire them to learn.

Komarchuk (1970) used an open-ended instrument to solicit teacher characteristics thought to be critical for effectiveness from teachers, administrators, parents, and students. He classified continued professional growth, knowledge of subject matter, and understanding of youth as professional characteristics. Communicative skill, good disciplinarian, and fair assignments were listed under instructional characteristics. Friendly, patient, and sense of humor were included in personal characteristics.

Each research study has been complementary to the

previous studies and general agreement on teacher characteristics has been shown. Specific teacher characteristics and their categorization as revealed in these studies were utilized in this study.

Knowledge of subject matter, knowledge of child psychology, and continued professional growth were categorized as professional characteristics. The area of personal characteristics was represented by sense of humor, patience, and friendliness. Discipline, communicative skill, and fairness constituted the area of instructional characteristics.

THE PROBLEM

Background of the Problem

Today approximately one percent of the total population of the United States, nearly two million United States citizens, live outside of the United States. These people have chosen to establish and operate community schools in nearly 100 countries in all parts of the world. The United State government provides assistance to 130 of these American-sponsored schools, schools with American type curriculums primarily for American students. In spite of this assistance, the schools must recruit and employ a large share of the professional staff from the local community in which they operate.

The 130 American-sponsored schools have a combined enrollment of approximately 60,000 students in grades

kindergarten through twelve. However, 27,600 of the students are non-United States citizens. There were 4,473 professional staff members in these 130 schools of which 2,102 were non-United States citizens during the 1968-1969 school year. However, of the 2,371 professional staff who are United States citizens, only approximately 1,190 were recruited in the United States and are living abroad specifically to serve in an American-sponsored school. (Luebke, 1969).

This means that almost 75 percent of the teachers were hired from people who are available locally, regardless of qualifications. Many of these teachers are not American citizens and have had their education in non-American settings. In addition, some of the American citizens who are hired locally are not qualified professional teachers.

These schools have been established primarily to provide an American education for dependents of American citizens living abroad. They also provide an educational opportunity for many non-American students.

The composition of these schools, Americans and non-Americans, students and professional educators, suggested the nature of this study. The diverse educational and cultural backgrounds of the people in these schools suggested that teacher characteristics would be viewed differently.

Statement of the Problem

The major purpose of this research study was to determine if Americans and non-Americans, professional educators and students, view selected teacher characteristics differently. A secondary purpose of this study was to substantiate the grouping of teacher characteristics into three areas.

QUESTIONS TO BE ANSWERED

It was predicted that Americans in the United States would attach different meanings to personal, professional, and instructional teacher characteristics than both Americans in American-sponsored schools overseas and non-Americans in American-sponsored schools overseas.

The following questions were proposed for this study:

1. Do teachers and administrators attach different meanings to teacher characteristics than do students?
2. Do Americans in the United States, Americans in American-sponsored schools overseas, and non-Americans in American-sponsored schools overseas attach different meanings to teacher characteristics than each of the other groups?
3. Can the division of teacher characteristics into personal, professional, and instructional characteristics be substantiated by this study?

Research hypotheses were stated in the null and tested as reported in Chapter IV.

IMPORTANCE OF THE STUDY

The importance of this study can be seen in a statement by Engleman and Luebke (1966), "Inability to recruit staff from the United States requires schools to hire locally such personnel as may be available, regardless of professional qualifications." This suggests administrators must work with teachers in in-service programs to develop desired characteristics.

The Office of Overseas Schools, which furnishes some financial support to these schools, has expressed a desire to train, in cooperation with various American-sponsored schools, locally available non-Americans to form a large permanent cadre of qualified teachers. One aspect of this training program would be to identify the importance of certain teacher characteristics. This study will furnish information concerning the way Americans and non-Americans, professional educators and students, view teacher characteristics.

LIMITATIONS OF THE STUDY

The limitations of this study were examined utilizing a model presented by Campbell and Stanley (1963) for examining the limitations of experimental designs in educational research. The design of this study most closely resembles the Static-Group Comparison in which a group which has experienced the experimental variable is compared with a group which has not

experienced the experimental variable. Limitations are presented which jeopardize the internal and external validity of the experimental design.

Lack of internal validity might produce effects confused with the effect of the experimental stimulus and would render the study uninterpretable. In this design there is no formal means of assuring that the groups would have been equivalent had it not been for the experimental stimulus. Campbell and Stanley (1963) pointed out that matching on background variables is ineffective and misleading, particularly where persons in the experimental group have sought out exposure to the experimental stimulus.

External validity deals with the question of to what populations, settings, treatment variables and measurement variables this effect can be generalized. This question is primarily one of selection of persons to the comparison groups. It is emphasized that the process of assignment to groups in this study was on the basis of self selection and that the experimental variable was not subject to manipulation by the experimenter. In this design the experimental variable was completely limited to that naturally occurring. The purpose of the design was not to establish causation, but only to confirm differences.

DEFINITIONS OF TERMS

American-Sponsored Schools. The one hundred thirty schools operating outside of the United States which receive assistance from the Office of Overseas Schools of the Department of State.

Near East/South Asia. The geographical area defined by the Department of State and including the following countries: Afghanistan, Ceylon, Cypress, Greece, India, Iran, Israel, Jordan, Kuwait, Lebanon, Nepal, Pakistan, Saudi Arabia and the U.A.R.

Professional Educators. Includes both teachers and administrators in this study.

Groups. Refers to the three groups, Americans in the United States, Americans in American-sponsored schools overseas, and non-Americans in American-sponsored schools overseas, involved in this study.

Status. Has reference to the categorization students and professionals used in this study.

OVERVIEW

This chapter presented the nature of the problem and terms were defined. The problem was stated and questions to be answered were presented. Chapter II is a review of the literature related to research on teacher characteristics and the semantic differential technique. The methods and procedures

followed in this investigation are described in Chapter III. Results of the analysis of data are presented in Chapter IV. Chapter V presents a summary of the research and a discussion of the conclusions and implications.

CHAPTER II

REVIEW OF THE LITERATURE

This review of the literature examines the concept of teacher characteristics as it has evolved through research. Four areas which involve teacher characteristics are presented. These areas are characteristics of general merit, characteristics which differentiate between teachers, student perceptions of teacher characteristics, and classification of teacher characteristics.

This review of the literature also examines the semantic differential technique and research in which it was utilized. The reliability of the semantic differential and research on semantic structure are examined. Research studies involving the use of the semantic differential are presented. The different areas of research in which the semantic differential was used include measuring change in perceptions, occupational choice, differentiating between groups, the study of perceptions of self and ideals, and the study of the dimension of teacher characteristics.

TEACHER CHARACTERISTICS

The body of research on teacher characteristics has been expanding rapidly since Ruediger and Strayer (1910) indicated there has been little investigation of the qualities of merit in teachers. Getzels (1955) stated that this concern has become

the basis of a growing body of research. Richey (1963) related that hundreds of studies had been made of the personal and professional characteristics of teachers. Gage (1963) alleges that the question of teacher effectiveness has created more research than any other in education, that literally thousands of studies have been reported dealing with characteristics of teachers. According to Biddle and Ellena (1964) thousands of studies have been conducted on teachers since the beginning of the twentieth century with investigations involving teacher traits, behaviors, attitudes, and values.

Characteristics of General Merit

Various research studies have identified certain teacher characteristics which indicate general merit and effectiveness of teachers. On the basis of questionnaires filled out by principals, Ruediger and Strayer (1910) found general merit correlated highest with order (control), teaching skill (methods), initiative, personality, studiousness, and following suggestions, all in that order.

A study by Boyce (1912) furnished a list of twenty-one specific qualities of merit on which teachers were ranked. Each quality was then correlated with general merit rankings of teachers. It was found: (1) sex had little effect on teaching efficiency; (2) best teachers were found in oldest established subjects (Latin, mathematics); (3) advanced work is important in successful high school teaching; (4) experience is important

in modifying teacher efficiency; and (5) instructional skill, results, stimulation of individual, intellectual capacity, and discipline rank highest among the specific qualities of merit.

Ryans (1960) made the following generalizations regarding the relationship of teacher characteristics and teacher effectiveness. Measured intellectual abilities, achievement in college, general and special subject matter knowledge, professional information, student teacher marks, emotional adjustment, attitudes favorable to students, generosity in appraisals of the behaviors and motives of others, strong interest in reading, interest in music and painting, participation in social and community affairs, early history of caring for children and teaching, history of teaching in family, all appear to be characteristics of teachers likely to be positively correlated with teacher effectiveness in the abstract.

Characteristics Which Differentiate Between Teachers

Certain teacher characteristics have been identified through research which differentiate between contrasting groups of teachers. Barr (1929) studied the differences between good and poor teachers. He found the most frequent practices of good teachers were, in order of frequencies mentioned: (1) motivates her work; (2) has good discipline; (3) stands throughout greater part of class period; (4) attends carefully to pupil responses; (5) makes frequent use of illustrative materials; (6) employs

system of appraisal other than teacher appraisal; (7) superior knowledge of subject matter; (8) smiles appreciatively; (9) is patient; (10) follows topical organization and assignment of subject matter; (11) requires notebooks and outside reading; (12) laughs with class from time to time.

Kleyale (1959) investigated the characteristics of teachers who were in the high and low quarters of a group according to rating scales. Significant differences between these groups were found to be emotional maturity, adaptability, interest in the profession, sociability, performance on psychological and achievement tests, and university quality point average. Significant differences were not found on the basis of age, sex, salary, years of experience, education above the bachelors degree, appearance, health, vitality, cooperation, grade in student teaching, reading ability, or attitude toward the profession.

Personal qualities essential for teacher effectiveness were examined by Barth (1961). He found that the selected teachers, top ten percent, were significantly higher on general mental ability, had more perseverance and persistence, were more self-sufficient, more accepting, outgoing, understanding, permissive, confident, self-secure, less tense and anxious, more active, emotionally stable, and had more leadership qualities than the general sample of teachers.

Scores on the California Psychological Inventory were

used by Golden (1966) as a basis of comparison of teachers. Those rated favorable by their supervisors were higher on responsibility, socialization, self-control, good impression and communality, dominance, social presence, self-acceptance, and flexibility.

Star teachers as identified by Woodward (1966) had significantly higher scores than beginning teachers on Ryans' (1964) Teacher Characteristics Schedule for X, Y, Z, R, B, and I characteristics. These characteristics were friendly, understanding, sincerely interested in student welfare, organized classroom behavior, verbal comprehension, competency in teaching field, excellent background in general and professional education.

The study by Mahoney (1957) was suggested by "obvious importance placed upon personal characteristics in evaluating teaching success." While common characteristics of teacher personality far outnumbered differences in personality traits, it was found that effective women teachers were higher on restraint, submissive, and expect less of children than ineffective women teachers.

Influential teachers appeared more conscientious, trusting, imaginative, self-assured, and experimenting than regular teachers in a study by Handley (1966).

Devane (1961) found agreement between administrators, teachers, and students on importance of teacher characteristics.

The agreed-on characteristics were consideration of others, fairness, patience, personality, sense of humor, ability to stimulate students, attitude toward work, discipline, method, knowledge of subject matter, knowledge of child psychology, interest in pupils, and sympathetic attitude toward pupils. Agreement between parents and students on the most important characteristics of teachers was also found by Emry (1968). These characteristics were good knowledge of subject matter, explains material well, enthusiastic, sensitive to feelings, and listens. In this same study, principals report the most important characteristics are enthusiastic about working with students and inspires them to learn.

Student Perceptions of Teacher Characteristics

Research, Beck (1967), indicates the value of pupil perceptions of teacher effectiveness. Many studies have utilized students in attempting to identify important characteristics of teachers. Witty (1947) examined 12,000 letters from students about "The Teacher Who Has Helped Me Most." Teacher traits mentioned most often in order of frequency were: (1) cooperative, democratic attitude, (2) kindness and consideration for the individual, (3) patience, (4) wide variety of interest, (5) general appearance and pleasing manner, (6) fairness and impartiality, (7) sense of humor, (8) good disposition, (9) interest in pupils' problems,

(10) flexibility, (11) use of recognition and praise, (12) unusual proficiency in teaching a particular subject.

In a study of the characteristics of best-liked teachers, Taylor (1959) found they were skillful in measuring learning, enjoyed working with students, gave personal help, were proud of their classes, had well-planned classes, were skillful in leading discussion, patient, kind, considerate, used examples to clarify theory, helped beginners, were skillful in using data to analyze situations. It was also found that 88 percent of those reported best-liked teachers were also judged as the most effective.

Intellectually gifted, high-achieving high school students identified successful teachers in a study by Bishop (1966). The Teacher Characteristics Schedule (Ryans, 1964) was utilized to identify relevant characteristics of these teachers. They were found to (1) be more responsive, business like, systematic, (2) be more stimulating, imaginative, (3) have more favorable opinions of students, (4) be student centered, and (5) have superior verbal understanding.

Billingsly (1961) found that typical teachers tend to be more authoritarian, be more assertive of power and toughness, believe wild and dangerous things go in the world, project themselves unconsciously more than a group of gifted teachers chosen by students. It was further found that more experienced teachers were more authoritarian and that sex and

subject taught had no influence on authoritarianism.

A 150-item questionnaire was given to a group of sixth grade students by Beck (1967). From this questionnaire it was indicated that the students perceived effective teachers as being warm, friendly, supportive, and had clear communication together with the ability to motivate.

Classification of Teacher Characteristics

After many decades of study researchers began to refine, clarify, and classify the many identified teacher characteristics. Getzels (1955) stated that despite the critical importance of the problem and a half century of prodigious research effort, very little is known for certain about the nature and measurement of teacher personality. He further stated that what is needed is not a reiteration of the self-evident, but a discovery of specific and distinctive features of teacher personality and of the effective teacher.

Barr (1961) stated, "many different words are used to describe the personal characteristics of teachers. One of the problems confronting workers in this area is how to reduce the list of descriptive terms according to some meaningful pattern."

Goldin (1957) used the critical incident technique to examine behaviors found to reflect teacher effectiveness. It was found that the incidents could be classified into five major areas of teaching responsibility. More behaviors were found relative to "classroom instruction" than any other area.

Further, in this area, 72 percent of these behaviors were associated with the phase "individual attention to pupils and guidance."

Mitzel (1960) raised two important issues in the consideration of teacher effectiveness: (1) Is teacher effectiveness multidimensional or unidimensional? (2) Should teaching effectiveness be evaluated primarily against the intellectual, cognitive goals of education or primarily against ^a effective, attitudinal goals?

Veldman and Peck (1963) indicated that one major difficulty has been the choice of dimensions to represent the most relevant aspects of teaching. They developed the Pupil Observation Survey (POSR) by factor analyzing a questionnaire. This study found five dimensions of teacher characteristics which were incorporated into the POSR. These dimensions were: (1) friendly, cheerful, admired, (2) knowledgeable, poised, (3) interesting, preferred, (4) strict control and (5) demo-ⁱcratic procedure.

Principals' evaluation reports and the critical incident technique were used by Cassel and Johns (1960) to identify some 22,500 critical characteristics. These were subdivided into: (1) teacher application, (2) teacher qualifications, and (3) teacher preparation. Discipline and continued professional growth were listed under teacher application. Under teacher qualifications were listed sense of humor, friendly, and calm.

Knowledge of subject matter and knowledge of child psychology were listed under teacher preparation.

Komarchuk (1970) also used three dimensions of teacher characteristics thought to be critical for effectiveness. He classified continued professional growth, knowledge of subject matter, and understanding of youth as professional characteristics. Communicative skill, good disciplinarian, and fair assignments were listed under instructional characteristics. Friendly, patient, and sense of humor were included in personal characteristics.

Ryans' (1964) research on teacher characteristics found most behaviors reported involved personal characteristics. This led Ryans to the question: are personal characteristics more important than professional or instructional characteristics?

Summary

An examination of the research on teacher characteristics revealed that teacher characteristics could be classified into three dimensions. These dimensions, which were used in this study, were personal characteristics, professional characteristics, and instructional characteristics. Specific behaviors included in each of these dimensions and used in this study were also identified in the research on teacher characteristics. In the personal characteristics dimension were found sense of humor, patience, and being friendly. Knowledge of subject matter, knowledge of child psychology, and continued professional growth were

the examples of behaviors for the professional characteristics. For the dimension instructional characteristics the behaviors used were discipline, communicative skill, and fairness.

SEMANTIC DIFFERENTIAL TECHNIQUE

The semantic differential has had increasing acceptance and use as a research technique since the publishing of The Measurement of Meaning (Osgood, Succi and Tannenbaum, 1957).

Remmers (1963) states, "Its most obvious shortcoming for the naive rater is its apparent lack of face validity." He goes on to say that one who accepts the logic of measurement and of factor analysis will be impressed with the convenience, power, and flexibility of the device. The basic semantic differential technique is to relate one or more concepts to a series of bipolar scales. These scales have been found (Osgood, 1957) to load on three primary dimensions when subjected to a factor analysis, these dimensions being evaluative (E), potency (P) and activity (A). However, when a single concept is used Osgood (1957) says that concept-scale interaction may take place. Further, the greater the emotionality involved in a concept, the greater the tendency for scales representing the E dimension and other dimensions to converge.

A study by Ohnmacht, (1966) emphasized the need for investigators to perform their own factor analysis when the nature of concept-scale interaction with respect to any given

study is unknown. You cannot assume just any set of scales will represent E, A, or P dimensions in a given study.

Osgood (1957) has shown that the E dimension functions as an attitude measuring technique, that E scores correlate with scores on traditional attitude tests. "The findings . . . supported the notion that the evaluation factor is an index of attitude." Homant (1969) confirmed this theory in a study of the relationship between a person's cognitive evaluation of a value and his semantic differential rating of it along the E dimension. Williams and Roberson (1967) utilized this concept in their study of racial attitudes in preschool children. They concluded that this was a promising approach to measuring racial as well as non-racial attitudes in young children.

Mehling (1959) found,

"Semantic Differential . . . does measure both the direction and intensity of attitude. Furthermore, this gives added weight to the assumption that the middle interval in the scales represents the neutral point in the attitudes."

Reliability of the Semantic Differential

Osgood (1957) reported high levels of various forms of reliability when the semantic differential was used with adults. Coefficients of stability of .90 and higher for mean scale values and mean profiles of concepts based on ratings made by twenty or more college students were reported by Jenkins, Russel and Succi (1958).

Di Vesta and Dick (1966) investigated the test-retest reliability of children's ratings on the semantic differential in grades two through seven. They found the semantic differential to be stable for use down to the third grade.

In a study to explore the usefulness of the semantic differential in measuring the attitudes of culturally-disadvantaged elementary school children, Neale and Proshek (1967) found the semantic differential to yield stable factor scores with children as low as grade two.

Research on Semantic Structure

Various studies, McNeil (1967), have been made investigating the semantic structures of different groups and cultures.

Kumata and Schramm (1956) showed equivalent semantic structures for bilingual students from Korea, Japan, and America when semantic judgments were made in the respective languages. The findings of this study were extended to American and Japanese monolinguals by Kumato (1957).

Triandis and Osgood (1958) found Greek and American monolinguals also used similar semantic structure.

Succi (1960) found Zuni-, Hopi-, Navaho-, Spanish-, and English-speaking subjects in the American southwest used similar semantic structure with respect to the evaluative and activity dimensions.

Succi (1952) and Bopp (1955) found extremely different subjects have shown highly similar semantic structures. High

and low scorers on the California F-Scale judge ethnic concepts in similar frames of reference.

Measuring Change in Perceptions

The semantic differential technique has been used, Block (1967), on a pre-post basis to measure change in semantic space due to some operant conditioning.

Coyne and Holzman (1966) used three equivalent forms of semantic differential to measure momentary attitude changes in one's own voice. Effectiveness was demonstrated for the concept "my voice".

Michielutte (1969) used the semantic differential to evaluate a change in student's perceptions of actors after having participated in a program. The semantic differential was factored making possible pre-post comparisons along the resulting dimensions.

Hoover and Schultz (1968) used a semantic differential with thirteen concepts representing major values tapped by an introductory education course. Pre-post administrations to the students in this course demonstrated a significant change in their perceptions of ten of the concepts.

McGreevy (1965) utilized a semantic differential with fourteen concepts representing areas of concern, to measure meaning changes that accompany counseling.

Semantic Differential and Occupational Choice

Other studies have utilized the semantic differential technique in the area of occupational choice. Moorman (1963) used concepts related to self to determine if their meanings were related to scores on the social service and persuasions scales of the Kuder Preference Record.

A study by Hunt (1967) revealed that real life decisions, occupational choice, can be predicted from individual patterns of self and other concepts. Or conversely, different vocations exhibit different patterns on the semantic differential.

Morsback (1967) investigated occupational stereotypes among Jewish students in South Africa. Twenty occupations were used as concepts. A factor analysis yielded the following four factors: (1) Practical occupations with relatively high status, (2) unattractive occupations, (3) female occupations, and (4) occupations possessing power and influence.

A study by Hallworth and Waite (1966) investigated the affective meaning of concepts important in the lives of adolescent boys and girls. For boys the concepts school, teacher, and books loaded on the same factor as rules, punishment, and policeman. For girls the concepts teachers, school and books loaded on the same factor as men, boys and work, relating education to the realm of men.

Semantic Differential Used to Differentiate Between Groups

The semantic differential technique has also been utilized in studies to distinguish between mentally retarded, emotionally disturbed, underachievers, and dropouts.

Peters (1957) found the semantic differential to differentiate significantly between delinquent and non-delinquent boys.

Rybolt (1966) found that inconsistency in responses could not be accounted for by intellectual measures alone. Age, mental age, and sex were also unrelated to the response patterns.

Normal and emotionally-disturbed students responded to a semantic differential with concepts related to school, family, self and neutral concepts in a study by Whelan (1966). It was found that on the emotionally-laden concepts the emotionally-disturbed students in special education classes and students in regular classes had similar profiles but were different from the emotionally-disturbed students in regular classes. On the neutral concepts all profiles were the same.

Strem (1966) was able to differentiate between dropouts and stayins on the basis of responses to a semantic differential with thirty concepts related to seven areas.

Rosenthal (1965) utilized a semantic differential with thirty achievement-related concepts. Achievers and under-achievers had differentiated scores on fifteen of the concepts

on one or more of the three factors resulting from a factor analysis.

Adams (1967) extended the use of Rosenthal's (1965) semantic differential in identifying the motivational and attitudinal correlates to achievement. This study further identified particular attitudes and values of Mexican-Americans and Anglo-Americans that correlate with achievement.

The Study of Perceptions of Self and Ideals

The semantic differential has found use in the study of perceptions of self and "Ideals." Walberg (1967) administered a semantic differential using the concept "Myself as a Teacher" to a group of student teachers. This study revealed that student teachers do not see themselves the same as students see them along empathy and competence dimensions.

Feshbach and Beigal (1968) used the semantic differential technique to measure self perceptions and perceptions of "Ideal Students." They found a significant correlation between "Self," "Ideal Self," and "Ideal Student." This study emphasized the student teachers place value on qualities similar to the qualities they perceive in themselves.

Triandis (1959) used the semantic differential to study perceptions of jobs and people. He found that persons like those who perform their role in society according to the "ideal" expected behavior.

Dimensions of Teacher Characteristics

The semantic differential has been used to establish or determine the dimensions of teacher characteristics. Gulo (1966) attempted to answer, "Is there a single over-riding trait or set of traits which in the opinion of college students is endemic to professors?" Or, "If the professor image is multidimensional, what are the dimensions?" Results for the concept "professor" were compared to the concept, "university administration," "student organization," and "Campus atmosphere". More factors, dimensions, were found by factor analysis for professor than for the other three. The conclusion being that the evaluation of professors is not as simple, relatively, as evaluating the other concepts.

Husek and Wittrock (1962) factor analyzed a semantic differential using the concept "school teachers", five dimensions were interpreted. There was one large evaluative factor which included the potency and activity dimensions identified by Osgood (1957). The other four dimensions, which were independent of evaluation, were interpreted as restraint, tenacity, predictability, and stability.

Kerlinger (1967) obtained three significant factors from a semantic differential using thirty-eight teacher characteristics. Two of four independent judges said the factors were like Ryans' (1964) X, Y and Z teacher characteristics patterns. Results of this study indicate that "What are desirable traits

of teachers?" must be changed to "What traits of teachers do different sets of individuals believe are desirable in teachers?" Kerlinger further states that we might ask about a teacher's orientation to people, her task organization, and her functional flexibility.

Summary

An examination of the literature on the semantic differential technique revealed that it was well suited for use in this study. The semantic differential has been found to be reliable, convenient, powerful, and flexible. It has been used in previous research on teacher characteristics. Feshbach and Beigel (1968) made the statement, "This type of instrument appears to have particular appeal and relevance for assessing attitudes, values, and related personality attributes."

CHAPTER III

METHODS AND PROCEDURES

The purpose of this chapter is to describe the methods and procedures used in conducting this study. The instrument and population of the study are described. The procedure for gathering data, the treatment of the data, and the statistical design of the study are presented.

THE INSTRUMENT

The technique used in this study followed the guidelines established in The Measurement of Meaning (Osgood, Succi and Tannenbaum, 1957) for the construction and administration of a semantic differential. The semantic differential constructed for this study, a copy of which appears in the Appendix, consisted of nine concepts and nine bipolar adjective scales.

Nine teacher characteristics were selected to form the concept stimuli. Three characteristics were chosen from each of the three areas of teacher characteristics; personal, professional, and instructional. The three personal characteristics were, sense of humor, patience, and friendly. The professional characteristics were knowledge of subject matter, knowledge of child psychology, and continued professional growth. The instructional characteristics were discipline,

communicative skill, and fairness.

The three areas of teacher characteristics and the nine characteristics used in this semantic differential were identified in previous research (Cassel and Johns, 1960; Bishop, 1960; Devane, 1961; Beck, 1967; Emry, 1968; Komarchuk, 1970). They were selected for use from the literature on teacher characteristics.

The bi-polar scales were selected which previous research (Osgood, Suci and Tannenbaum, 1957) had shown would produce three dimensions when subjected to a principle components analysis. The nine bi-polar scales were valuable-worthless, strong-weak, deep-shallow, relaxed-tense, relevant-irrelevant, intellectual-unintellectual, warm-cool, idealistic-realistic, and responsible-irresponsible. Direction of the bi-polar scales were assigned at random. All of the positive ends of the scales did not appear on the same side of the scales. The first scale was presented valuable-worthless while the fifth scale was presented irrelevant-relevant.

POPULATION AND SAMPLING TECHNIQUES

The population for this study consisted of an overseas population and a stateside population. The overseas population consisted of the professional educators and students associated with American-sponsored schools in the near East/South Asia. The stateside population consisted of a metropolitan school

district in Texas.

Seven schools from which to draw the overseas sample were selected from this population. To qualify, the schools must have included grades seven through twelve. Within each school one student for each twenty-five enrolled in grades seven through twelve was chosen at random. The sample also included all teachers and administrators assigned to grades seven through twelve.

Schools containing grades seven through twelve were selected at random in the district from which to draw the stateside sample. Students from grades seven through twelve were selected at random from the participating schools. The number of students selected conformed to the average size of the schools in the overseas sample. Twelve teachers assigned to teach at grade levels seven through twelve were selected at random, this number being the mean number of teachers from the schools in the overseas sample. The superintendent and the principals of the participating schools were also included in the stateside sample for professional educators.

DATA GATHERING PROCEDURES

The overseas schools were visited in November and December 1970 at which time the research instrument was administered to the sample of the population selected from each school. The research instrument was administered to the

stateside sample in January, 1971. A brief explanation of the study and the procedure for completing the research instrument was presented prior to the administration of the instrument. There was no time limit on completing the instrument; however, fifteen minutes was sufficient for all people in the sample.

TREATMENT OF THE DATA

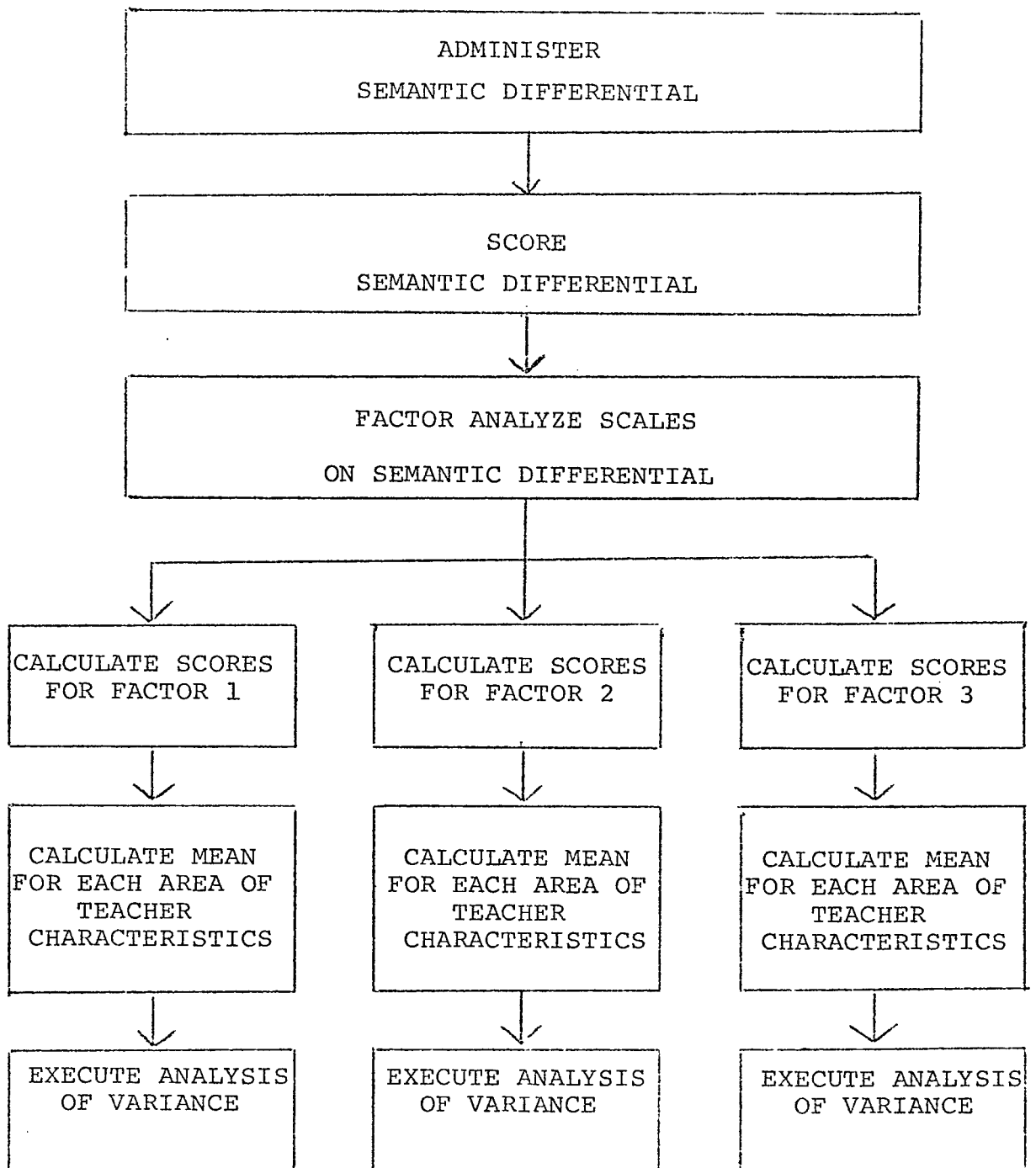
The data from the semantic differential were subjected to a principle components analysis procedure.¹ Three factors were extracted from the scores on the bi-polar scales by this process. Using the same computer program just cited, factor scores were obtained for each teacher characteristic in the instrument on each factor for each person in the sample. The factor scores, for each of the factors, were averaged for the characteristics comprising each of the three areas for each person. The resulting configuration was a factor score on each of the three factors, for each of the three areas of teacher characteristics, for each person in the sample. A data flow chart appears on page 35.

STATISTICAL DESIGN

The statistical design for the study consisted of a three-factor mixed design analysis of variance model (Bruning

¹STATJOB, University of Wisconsin Computer Center, 1968.

Data Flow Chart

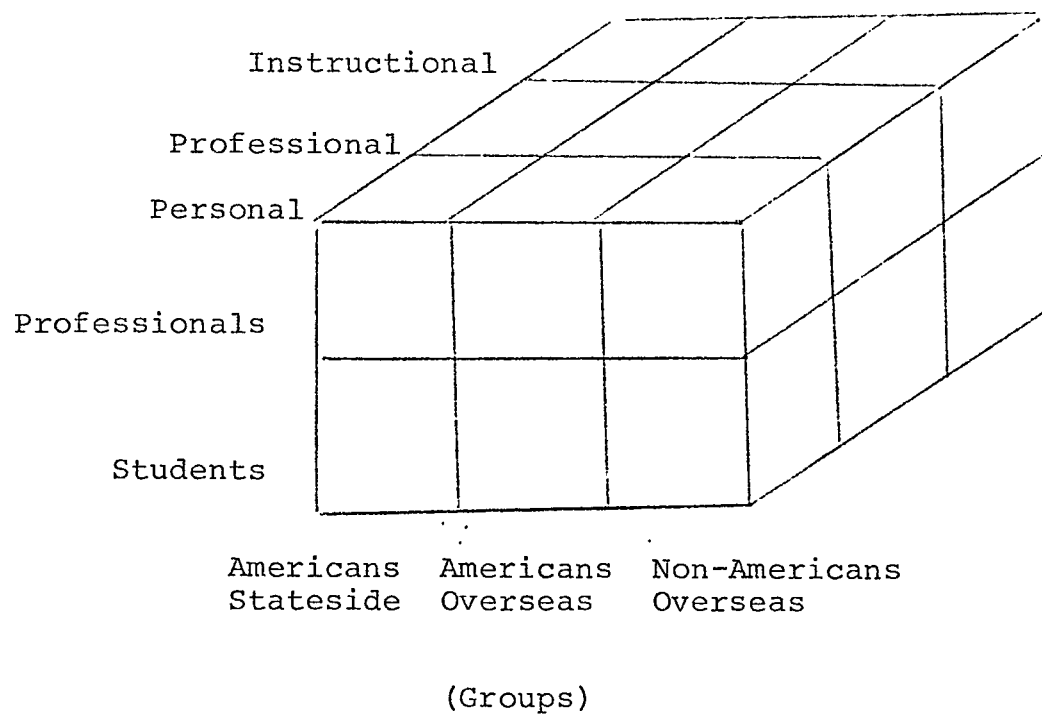


and Kintz, 1968). This model was applied separately to the factor scores obtained from each of the three factors extracted by the factoring process. This design permitted an investigation of whether or not there were significant differences in the perception of teacher characteristics; among the six groups, between students and professionals, and among Americans state-side, Americans overseas, and non-Americans overseas. It also allowed for the investigation of whether or not there were significant differences in the perception among personal, professional, and instructional teacher characteristics. A diagram of the analysis of variance model is shown. (p. 37)

SUMMARY

The instrument used in this study was constructed by the author following the procedure established by Osgood, Suci, and Tannenbaum (1957) for the construction and administration of the semantic differential. The sample for this study was drawn from seven American-sponsored schools in the Near East/South Asia and from one metropolitan school district in Texas. The data from the semantic differential were subjected to a principle components analysis. Three factors were extracted. Factor scores were used in a three-factor mixed analysis of variance design to investigate the significance of differences in perceptions of teacher characteristics.

Analysis of Variance Model



CHAPTER IV

RESULTS OF THE STUDY

The purpose of this study was to determine if Americans and non-Americans, professional educators and students view selected teacher characteristics differently. Decisions concerning the purpose of this study were based on three statistical procedures. This chapter will present the results of the factor analysis of the semantic differential scales, the factor scores of the semantic differential concepts, and the testing of the research hypotheses in the null form.

THE FACTOR ANALYSIS

The semantic differential instrument used in this study consisted of nine pairs of bi-polar scales. In order to provide a description of the relationships between these scales, and to facilitate an interpretation and comprehension of the data, a principle-components analysis was conducted. The computer program was directed to yield a minimum of three factors or all factors within an eigenvalue greater than unity. The analysis produced three factors with the eigenvalue of the third factor being .988. Since the three factors are orthogonal in nature they are mutually independent and may be treated separately. The loadings of the bi-polar

scales on each of the three factors after varimax rotation are displayed in Table 1.

Table 1
Rotated Factor Matrix Loadings
of Bi-Polar Scales on Three Factors

Variable / Factor	1	2	3
1. Valuable - Worthless	.791	.031	.140
2. Strong - Weak	.776	-.128	.146
3. Shallow - Deep	-.535	.423	-.160
4. Relaxed - Tense	.176	-.047	.778
5. Irrelevant - Relevant	-.362	.571	-.087
6. Intellectual - Unintellectual	.562	-.189	-.023
7. Warm - Cool	.029	-.038	.847
8. Idealistic - Realistic	.115	.818	.030
9. Irresponsible - Responsible	-.363	.546	-.062

Factor loadings can be interpreted as correlation coefficients and indicate the nature of the relationship between the scales and the factor.

The scales which had the highest loadings on the first factor were, in order of magnitude, valuable, strong, intellectual, and shallow, with slightly smaller loadings for irresponsible and irrelevant. These loadings identified this factor as being an evaluative factor. Loadings on the second factor, in order of magnitude, were idealistic, irrelevant, irresponsible, and shallow. This was a description of an activity factor. The third factor was identified as a potency factor.

Scales which loaded on the third factor were warm and relaxed.

FACTOR SCORES

The computer program¹ was directed to yield factor scores on each factor revealed by a principle components analysis for each concept in the semantic differential for each person in the study. This produced a cube of scores with the dimensions three (number of factors) by nine (number of concepts) by one hundred ninety-seven (number of respondents in the study). The cube was then collapsed along the concepts dimension by computing the mean factor score for each area of teacher characteristics (three characteristics for each area). The one hundred ninety-seven respondents were selected from the following six groups; American professionals in stateside schools, American students in stateside schools, American professionals in American-sponsored schools overseas, American students in American-sponsored schools overseas, non-American professionals in American-sponsored schools overseas, and non-American students in American-sponsored schools overseas. Ten respondents were chosen at random from each of these six groups. The scores for these sixty respondents were used in the testing of the

¹STATJOB, University of Wisconsin Computer Center, 1968.

research hypotheses. Table 2 presents the mean, high, and low factor scores on each area of teacher characteristics for each of the six groups on each of the three factors.

TESTING THE HYPOTHESES

Each of the seven research hypotheses stated below in the null form were tested in an analysis of variance model with repeated measures on the characteristics dimension, for each of the three factors independently.

- H_{O1} : There will be no significant difference between professionals and students (status) in the meanings attached to teacher characteristics.
- H_{O2} : There will be no significant difference among Americans in the United States, Americans in American-sponsored schools overseas, and non-Americans in American-sponsored schools overseas groups in the meanings attached to teacher characteristics.
- H_{O3} : There will be no significant interaction between status and groups in the meanings attached to teacher characteristics.
- H_{O4} : There will be no significant difference in the meanings attached to personal, professional, and instructional areas of teacher characteristics.
- H_{O5} : There will be no significant interaction between

Table 2

Mean, High, and Low Factor Score by Characteristics, Group, and Factor

			Factor 1			Factor 2			Factor 3		
			Per	Pro	Inst	Per	Pro	Inst	Per	Pro	Inst
Am Pro	Stsd										
	Mean	-	.1590	-.2057	.0229	-.0552	.5286	.6850	-.8211	.0362	-.5853
	High		.7065	.6915	2.0795	1.2029	1.4477	1.6001	.0706	1.2063	.5162
Am Stu	Low	-	-1.4509	-1.2149	-.7355	-1.2588	-1.2750	-.6675	-1.3699	-1.0161	-1.1934
	Stsd										
	Mean		.2684	.2788	.6257	-.3728	-.1817	-.0302	.1305	.2590	.4837
Am Pro	High		1.4843	2.0818	3.6355	1.2481	1.1438	1.1393	2.5537	1.7259	1.7229
	Low	-	-.3769	-.8850	-.5995	-1.3669	-1.5248	-1.0460	-1.1958	-.9330	-.4235
	Ovss										
Am Stu	Mean	-	.0690	-.5197	-.0047	.3326	.6281	.7239	-.6574	.5190	-.3332
	High		.8212	.4956	.9859	.8814	1.3561	1.2380	.9166	1.9165	1.9960
	Low	-	-.5046	-1.3777	-.7699	-.8974	-.9033	-.2756	-1.2586	-1.1240	-1.2225
nAm Pro	Ovss										
	Mean		.1636	.0693	.2183	-.6628	-.4776	-.4009	-.3397	.4826	.2471
	High		.8323	1.2476	1.3566	.9537	.8771	1.1806	.7154	1.0577	1.1575
nAm Stu	Low	-	-.6002	-.7575	-.6564	-1.7309	-2.1591	-1.8618	-1.1324	-.6011	-.4247
	Ovss										
	Mean		.2698	-.3965	-.0795	-.4487	-.0958	.2415	-.6178	.3235	.0582
nAm Pro	High		.6927	.8481	.4962	1.0436	1.3287	1.3287	-.0707	1.3652	1.3897
	Low	-	-.5645	-1.5396	-.8569	-1.2947	-1.1220	-.7496	-1.0778	-1.0295	-1.0295
	Ovss										
nAm Stu	Mean	-	.0382	-.2857	.2703	-.8868	-.3113	-.0268	-.3996	.1843	.0754
	High		.8113	.6236	1.1630	-.0696	.7564	.9322	.2990	1.4978	1.0771
	Low	-	-.6655	-1.1777	-.5768	-2.2766	-1.8278	-1.5019	-1.2342	-.8235	-1.0405

Am Pro, American Professionals
 Am Stu, American Students
 nAm Pro, Non-American Professionals
 nAm Stu, Non-American Students
 Stsd, Stateside
 Ovss, Overseas

characteristics and status in the meanings attached to teacher characteristics.

H₀ 6: There will be no significant interaction between characteristics and groups in the meanings attached to teacher characteristics.

H₀ 7: There will be no significant interaction between characteristics, status, and groups in the meanings attached to teacher characteristics.

Analysis of the data from Factor 1, the Evaluative factor, resulted in three of the seven F-ratios exceeding the critical value required for rejection of the null hypotheses at the .05 level of significance. Summaries of the results of the analysis of the data from Factor 1 are displayed in Table 3.

Table 3

Analysis of Variance for
Factor 1 (Evaluative)

Source	SS	df	ms	F	p
Total	86.3076	179	-	-	-
Between subjects	69.6811	59	-	-	-
Status	4.0854	1	4.0854	3.5185	(.10)
Groups	1.1952	2	.5976	<1	-
Status X Groups	1.6963	2	.8481	<1	-
Error _b	62.7042	54	1.1611	-	-
Within subjects	16.6265	120	-	-	-
Characteristics	3.9333	2	1.9666	20.9435	.001
Characteristics X					
Status	.7694	2	.3847	4.0969	.025
Characteristics X					
Groups	1.0239	4	.2559	2.7252	.05
Characteristics X					
Status X Groups	.7532	4	.1883	2.0053	-
Error _w	10.1467	108	.0939	-	-

An examination of Table 3 revealed the F-ratio for the first order interaction between characteristics and groups to be significant at the .05 level. To determine which specific means differ significantly from each other, a t-Test for differences among several means was conducted (Bruning and Kintz, 1968). The results of this t-Test are presented in Table 4. Significant differences between means were found in twenty of the possible thirty-six cases. There were no significant mean differences among the groups in the area of personal characteristics while all groups were significantly different from each other in the area of professional characteristics. The null hypothesis, There will be no significant interaction between characteristics and groups, was rejected for Factor 1.

The first order interaction, characteristics by status, F-ratio was significant at the .025 level. Analysis was done to determine which specific means were significantly different from each other. The results revealed nine of the possible fifteen differences between means to be significant at the .05 level. The mean for the professionals in the area of professional characteristics and/or mean for the students on the area of instructional characteristics were involved in each of the significant differences between means. The results of the comparison of means are displayed in Table 5.

Table 4

Comparison of Means of First Order Interaction, Areas by Groups
Factor 1 (Evaluative)

	2	3	4	5	6	7	8	9
AS Per 1	.0182	.2696*	.0074	.2799*	.0521	.0561	.2864*	.0407
AS Pro 2		.2878*	.0108	.2617*	.0703	.0743	.3046*	.0589
AS Ins 3			.2770*	.5495*	.2175*	.2135*	.0168	.2289*
AO Per 4				.2725*	.0595	.0635	.2938*	.0481
AO Pro 5					.3320*	.3360*	.5663*	.3206*
AO Ins 6						.0040	.2343*	.0114
nO Per 7							.2303*	.0154
nO Pro 8								.2459*
nO Ins 9								

C. diff. = .1938, *significant at .05 level

AS, Americans stateside
AO, Americans overseas
nO, non-Americans overseas
Per, Personal
Pro, Professional
Ins, Instructional

Table 5

Comparison of Means of First Order Interaction,
Characteristics by Status, Factor 1 (Evaluative)

	1	2	3	4	5	6
1 Professional Personal		.3879*	.0343	.1173	.0069	.3573*
2 Professional Professional			.3536*	.5052*	.3948*	.7454*
3 Professional Instructional				.1516	.0412	.3914*
4 Student Personal					.1104	.2402*
5 Student Professional						.3506*
6 Student Instructional						

C. diff. = .1938

*significant at .05 level

The null hypothesis, There will be no significant interaction between characteristics and status, was rejected for Factor 1.

The F-ratio for the main effect, characteristics, was significant at the .001 level. Therefore, inter-mean differences on this dimension were analyzed. The results of this analysis are displayed in Table 6.

Table 6

Comparison of Means of Main Effects,
Characteristics, Factor 1 (Evaluative)

	1	2	3
1 Personal		.2493*	.1028
2 Professional			.3521*
3 Instructional			
<hr/>			
C. diff. = .1130	*significant at .05 level		

It was found that the professional characteristics were viewed significantly different than both the personal characteristics and instructional characteristics. The null hypothesis, There will be no significant differences in the meanings attached to the characteristics, was rejected for Factor 1.

Analysis of the data from Factor 2, the activity factor, resulted in two of the possible seven F-ratios exceeding the critical value at the .001 level. No other F-ratios were found to be significant for Factor 2. Summaries of the results of the analysis of the data from Factor 2 are displayed in Table 7.

The F-ratio for the main effect, characteristics, was found to be significant at the .001 level. Analysis was done to determine which specific means were significantly different from each other. The results of the analysis as displayed in Table 8, revealed that each mean was significantly different from each of the other two.

Table 7
Analysis of Variance
Factor 2 (Activity)

Source	SS	df	ms	F	p
Total	137.7739	179	-	-	-
Between Subjects	110.0962	59	-	-	-
Status	19.2820	1	19.2820	12.6730	.001
Groups	4.1062	2	2.0531	1.3493	-
Status X Groups	4.5439	2	2.2719	1.4931	-
Error _b	82.1641	54	1.5215	-	-
Within Subjects	27.677	120	-	-	-
Characteristics	9.3223	2	4.6611	30.2865	.001
Characteristics X Status	.1176	2	.0588	<1	-
Characteristics X Groups	1.0199	4	.2549	1.6562	-
Characteristics X Status X Groups	.5873	4	.1468	1	-
Error _w	16.6306	108	.1539	-	-

Table 8
Comparison of Means of Main Effects,
Characteristics, Factor 2 (Activity)

	1	2	3
1 Personal		.3640*	.5477*
2 Professional			.1837*
3 Instructional			
C. diff. = .1422	*significant at .05 level		

The null hypothesis, There will be no significant difference in the meanings attached to the characteristics, was rejected for Factor 2.

The F-ratio for the main effect, status, was found to be significant at the .001 level. The null hypothesis, There will be no significant difference between professionals and students, status, in the meanings attached to teacher characteristics, was rejected for Factor 2.

Analysis of variance of the data from Factor 3, potency, resulted in three F-ratios exceeding the critical value at the .05 level. Summaries of the results of the analysis of the data from Factor 3 are displayed in Table 9.

Table 9
Analysis of Variance
Factor 3 (Potency)

Source	SS	df	ms	F	p
Total	120.7418	179	-	-	-
Between Subjects	71.2606	59	-	-	-
Status	5.6934	1	5.6934	5.0017	.05
Location	.1521	2	.0761	1	-
Status X Location	3.9482	2	1.9741	1.7343	-
Error _b	61.4669	54	1.1383	-	-
Within subjects	49.4812	120	-	-	-
Characteristics	17.1222	2	8.5611	33.8517	.001
Characteristics X					
Status	2.6277	2	1.3139	5.1953	.01
Characteristics X					
Location	1.6699	4	.4175	1.6509	-
Characteristics X					
Status X Location	.7534	4	.1884	1	-
Error _w	27.3080	108	.2529	-	-

The F-ratio for the first order interaction, characteristics by status, was significant at the .01 level. Analysis was done to determine which specific means were significantly different from each other. The analysis revealed eleven of the possible

fifteen differences between means to be significant at the .05 level. Results of the analysis are displayed in Table 10.

Table 10

Comparison of Means for First Order Interaction,
Characteristics by Status, Factor 3 (Potency)

	1	2	3	4	5	6
1 Professional Personal		.9918*	.4120*	.4959*	1.0075*	.9676*
2 Professional Professional			.5798*	.4959*	.0157	.0242
3 Professional Instructional				.0839	.5955*	.5556*
4 Student Personal					.5116*	.4717*
5 Student Professional						.0399
6 Student Instructional						
C. diff. = .1300			*significant at .05 level			

It is noted the mean for professionals in the area of personal characteristics was significantly different from each of the other means. The null hypothesis, There will be no significant interaction between characteristics and status, was rejected for Factor 3.

The F-ratio for main effect, characteristics, was significant at the .001 level. An analysis was conducted to

determine which specific means were significantly different from each other. The results of the analysis, as displayed in Table 11, revealed that each mean was significantly different from the other two.

Table 11
Comparison of Means of Main Effects,
Characteristics, Factor 3 (Potency)

1	Personal	.7517*	.4418*
2	Professional		.3099*
3	Instructional		
C. diff. = .1842 *significant at .05 level			

The null hypothesis, There will be no significant difference in the meanings attached to characteristics, was rejected for Factor 3.

The F-ratio for the main effect, status, was found to be significant at the .05 level. The null hypothesis, There will be no significant difference between professionals and students, status, in the meanings attached to teacher characteristics, was rejected for Factor 3.

SUMMARY

This chapter has presented the results of the principle components analysis of the semantic differential scales, factor

scores on the semantic differential concepts, and the testing of the null hypotheses by analysis of variance. The results of the factor analysis were presented in tabular and descriptive form. The loadings on the three factors indicated the factors to be evaluative, activity, and potency.

The mean factor score for each area of teacher characteristics for each person in the study was computed. Factor scores by characteristics, group, and factor, are presented in tabular form.

The null hypotheses were tested by analysis of variance for each factor. The results of the factor analysis were presented in tabular form and furnished information on which the following statistical decisions were based.

Hypotheses rejected for Factor 1, Evaluative, were:

H₀⁴: There will be no significant differences in the meanings attached to personal, professional, and instructional areas (characteristics) of teacher characteristics.

H₀⁵: There will be no significant interaction between characteristics and status in the meanings attached to teacher characteristics.

H₀⁶: There will be no significant interaction between characteristics and groups in the meanings attached to teacher characteristics.

Hypotheses rejected for Factor 2, Activity, were:

H₀¹: There will be no significant difference between professionals and students (status) in the meanings attached

to teacher characteristics.

H₀4: There will be no significant difference in the meanings attached to personal, professional, and instructional areas (characteristics) of teacher characteristics.

Hypotheses rejected for Factor 3, Potency, were:

H₀1: There will be no significant difference between professionals and students (status) in the meanings attached to teacher characteristics.

H₀4: There will be no significant differences in the meanings attached to personal, professional, and instructional areas (characteristics) of teacher characteristics.

H₀5: There will be no significant interaction between characteristics and status in the meanings attached to teacher characteristics.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains a summary of the study and draws conclusions from the results reported in Chapter IV. Recommendations, based on the findings of this study, are made for practicing administrators and for further research.

SUMMARY OF THE STUDY

This research study was designed to determine if Americans and non-Americans, professional educators and students view selected teacher characteristics differently. Professional educators and students participating in this study were selected at random from seven American-sponsored schools in Near East/South Asia and one school district in the United States. These participants were administered a semantic differential instrument consisting of nine concepts, teacher characteristics categorized as personal, professional, and instructional. The data from the semantic differential were subjected to a principle components analysis. The three resulting factors were called evaluative, activity, and potency. Factor scores were obtained on each teacher characteristic on each of the three factors. Analysis of variance procedures were utilized to test the following null hypotheses with respect to each of the factors.

H_O1: There will be no significant difference between professionals and students, status, in the meanings attached to teacher characteristics.

H_O2: There will be no significant difference among groups in the meanings attached to teacher characteristics.

H_O3: There will be no significant interaction between status and groups in the meanings attached to teacher characteristics.

H_O4: There will be no significant difference in the meanings attached to the areas of teacher characteristics.

H_O5: There will be no significant interaction between characteristics and status in the meanings attached to teacher characteristics.

H_O6: There will be no significant interaction between characteristics and groups in the meanings attached to teacher characteristics.

H_O7: There will be no significant interaction between characteristics, status, and groups in the meanings attached to teacher characteristics.

The hypothesis of no difference between areas of characteristics was rejected at the .001 level on each of the three factors.

The hypothesis of no difference between professionals and students was rejected at the .001 level on the activity factor and at the .05 level on the potency factor. The F-ratio

for this hypothesis on the evaluative factor was less than the value required for rejection of the null hypothesis.

The hypothesis of no interaction between areas of characteristics and status was rejected at the .025 level on the evaluative factor and at the .01 level on the potency factor. This hypothesis could not be rejected for the activity factor.

The hypothesis of no interaction between areas of characteristics and groups was rejected at the .05 level on the evaluative factor and was not rejected on the activity or potency factors.

The analysis of variance data from each of the factors on the remaining hypotheses produced F-ratio values which were, in each case, less than the value required for rejection of the null hypotheses.

CONCLUSIONS

The conclusions derived from this study were based on an examination of the analysis of data reported in Chapter IV. These conclusions will be presented in the context of the Questions To Be Answered section of Chapter I.

The first question was, do professional educators attach different meanings to teacher characteristics than do students. On the evaluative factor it was concluded that students place significantly more value on professional and instructional characteristics than do professional educators.

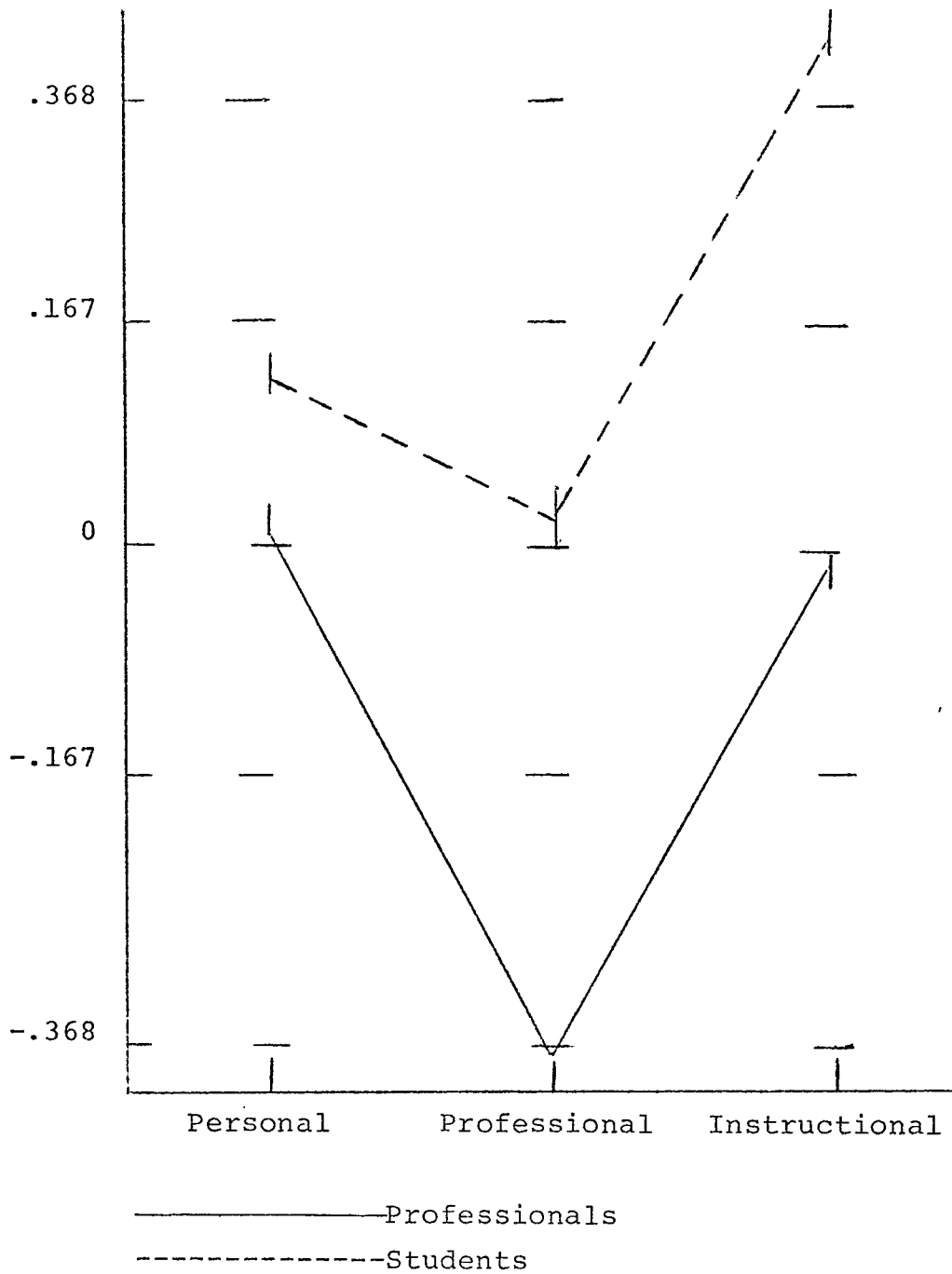
In the area of personal characteristics the students also had a higher mean score, however, the difference was not found to be statistically significant. Interaction between status and characteristics on Factor 1 is illustrated in Graph 1. It can be seen from Graph 1 that students view instructional characteristics as having more value than each of the remaining interactions. Further, professionals view professional characteristics as having less value than each of the remaining interactions.

On Factor 2, activity, professionals view all characteristics as being more active than do students. This difference between students and professionals on Factor 2 is illustrated by Graph 2. Conversely on Factor 3, potency, students view the characteristics as having more potential than do professionals. Graph 3 illustrates the difference between students and professionals on Factor 3. When the interaction of characteristics and status was examined on the potency factor it was found that students view personal and instructional characteristics as being significantly more potent than do professionals. There was no significant difference between students and professionals in the way each view professional characteristics on Factor 3. The interaction between characteristics and status on Factor 3 is illustrated in Graph 4.

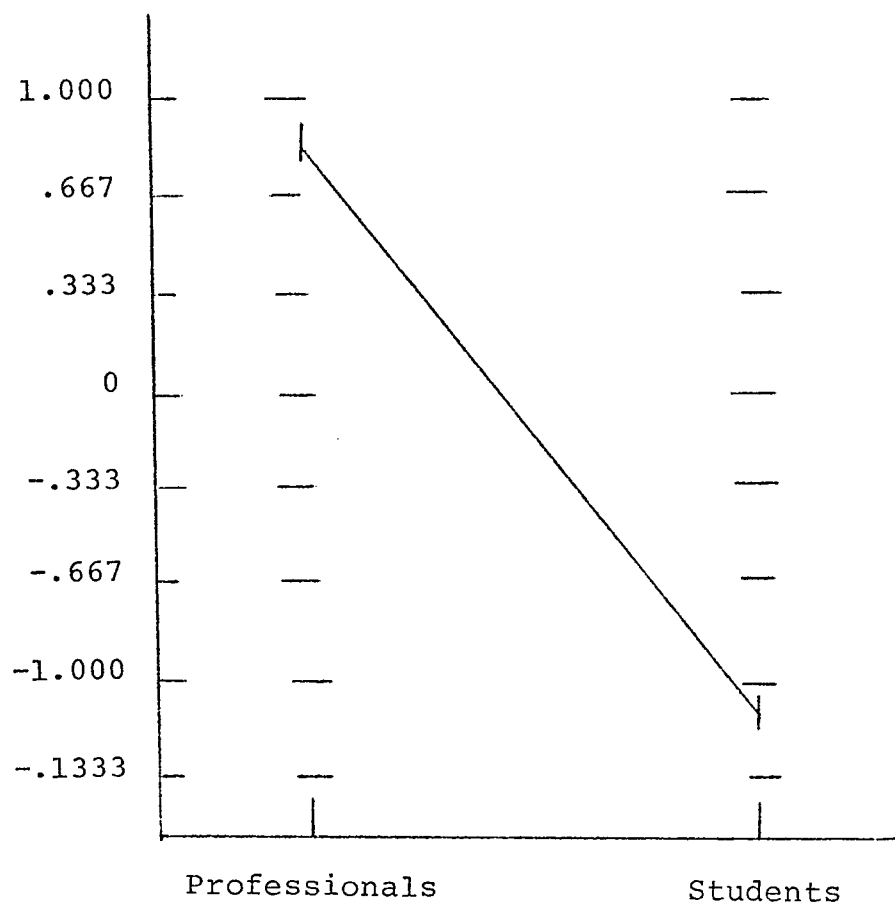
In summation on the first question, it can be generalized that students do tend to attach different meanings to teacher

Graph 1
Characteristics by Status Mean Scores

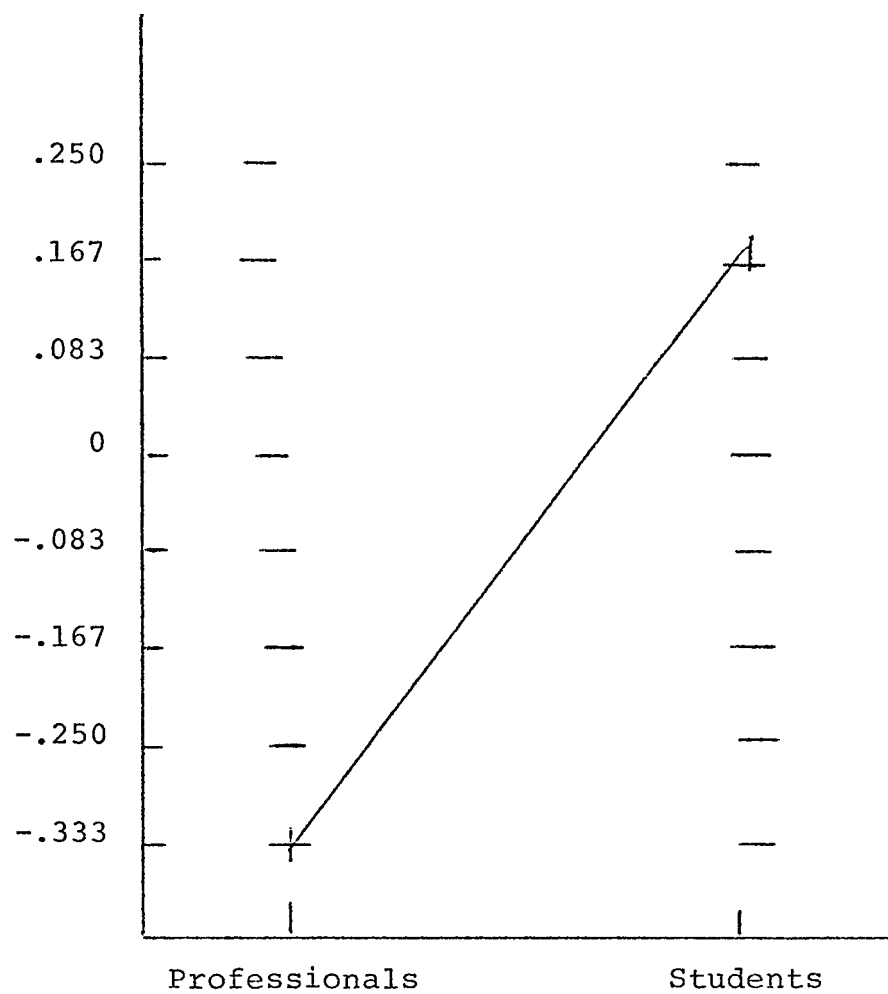
Factor 1
Evaluative



Graph 2
Mean Scores of Professionals and Students
Factor 2
Activity

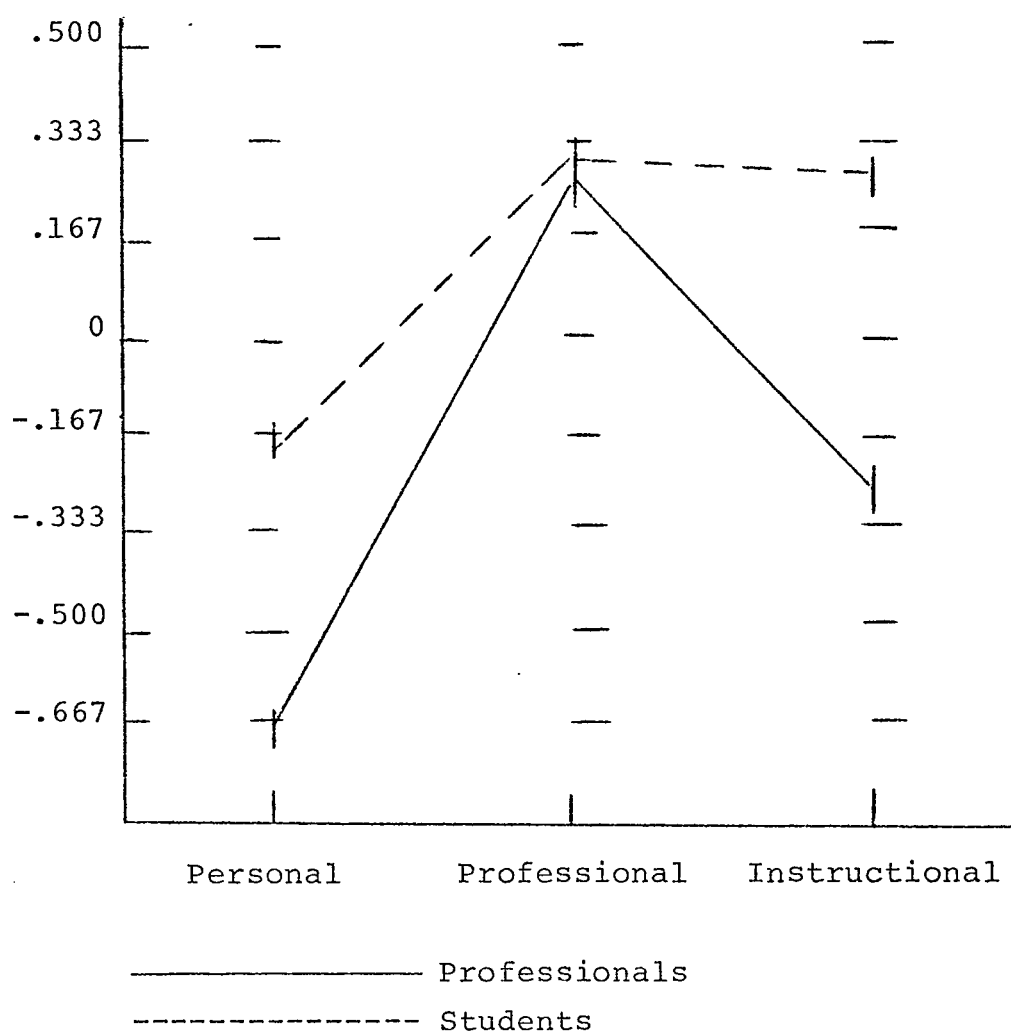


Graph 3
Mean Scores of Professionals and Students
Factor 3
Potency



Graph 4
Mean Scores of Characteristics by Status

Factor 3
Potency



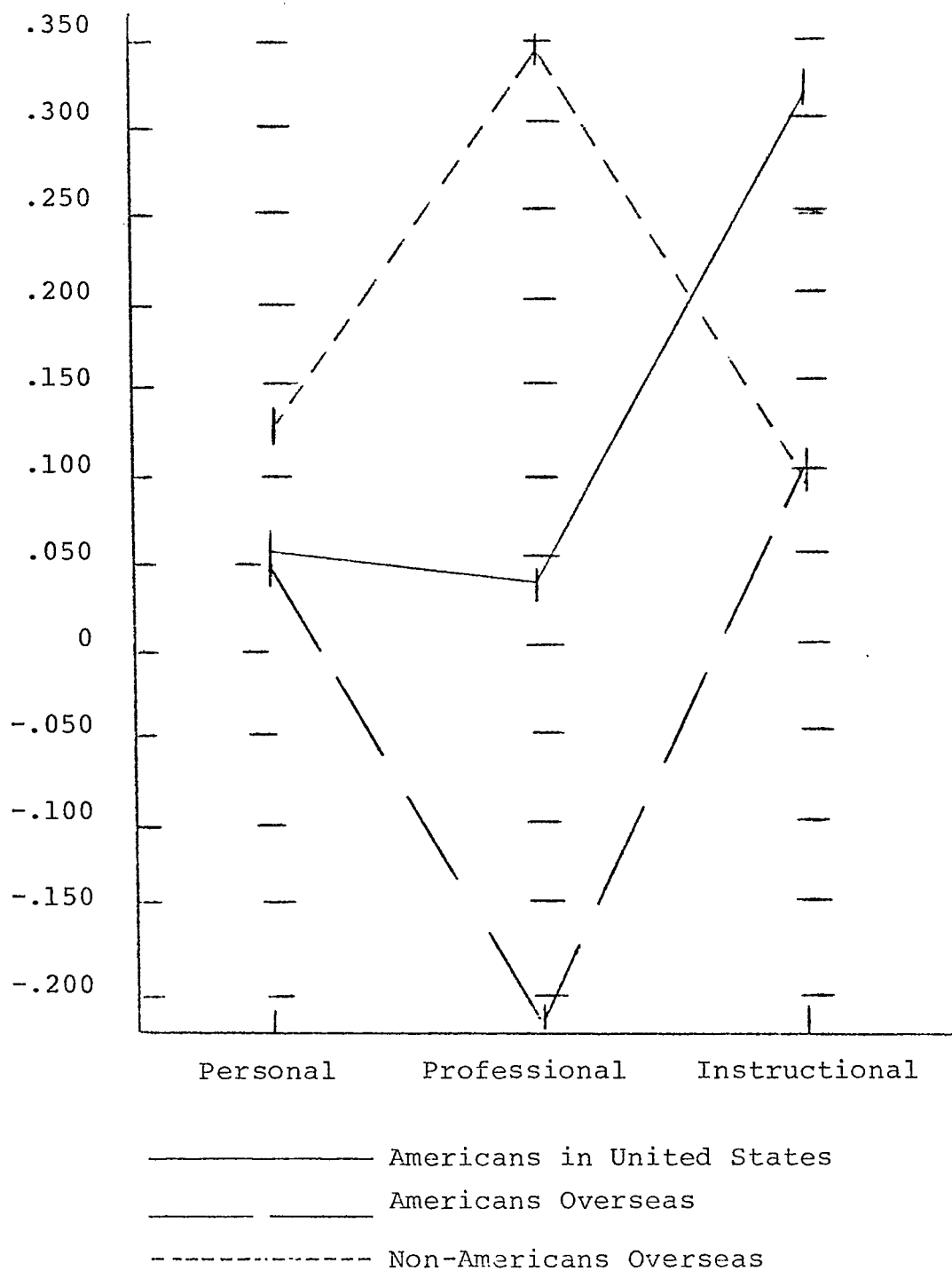
characteristics than do professionals.

Students view teacher characteristics as having more value and more potential but being less active than do professional educators. Students see the teaching process, what goes on in the classroom and what the teacher knows and does, as being more important or having more value than professional educators. This is the result of students feeling more involvement in the educational process. They feel the school has more impact on their lives, hence the teacher characteristics are most important to them. At the same time that students see teacher characteristics as having more potential than do the professional educators, they see them as being less active. The students see the potential of teacher characteristics but do not see this potential being used. Conversely, the professional educators see the teacher characteristics being active but having no potential. The professional educators it seems, do not see teacher characteristics as making an impact on the educational process.

The second question was, do Americans in the United States, Americans in American-sponsored schools, and non-Americans in American-sponsored schools attach different meanings to teacher characteristics than each of the other two groups. The interaction on Factor 1, between characteristics and groups is illustrated on Graph 5. There were no significant differences among the groups in the meanings attached

Graph 5
Mean Scores of Characteristics by Group

Factor 1
Evaluative



to personal characteristics. Professional characteristics, however, were viewed differently by each group. It is significant to note that among all interactions the non-Americans in American-sponsored schools placed greatest value on professional characteristics. Whereas Americans in American-sponsored schools placed least value on the professional characteristics. Americans in the United States placed significantly more value on instructional characteristics than each of the remaining groups. An examination of Graph 5 will reveal three distinct groupings. Non-Americans in American-sponsored schools placed more value on professional characteristics and Americans in schools in the United States placed more value on instructional characteristics than each of the remaining interactions. The largest grouping, among which there were no significant differences, included non-Americans in American-sponsored schools on personal and instructional characteristics, Americans in American-sponsored schools on personal and instructional characteristics, and Americans in the United States on personal and professional characteristics. Significantly less value was placed on professional characteristics by Americans in American-sponsored schools than each of the other interactions. These findings support the statement that Americans in schools in the United States, Americans in American-sponsored schools, and non-Americans in American-sponsored schools do tend to view teacher characteristics differently.

The fact that non-Americans in American-sponsored schools view professional characteristics as having more value is seen as a function of their societies. Much more so in non-American than American societies, knowledge and education are valued more highly for their own sake. Education outside of the United States is not so easily attainable, consequently it is more valued when attained.

The area of professional characteristics is also the first to be checked on when applying for a job in an American-sponsored school. Without professional education, non-American teachers find it even more difficult to obtain a position in an American-sponsored school, regardless of the personal or instructional characteristics one might possess. Therefore, non-American teachers view the professional characteristics as being an entree into a desirable position in an American-sponsored school.

Question three asked, can the division of teacher characteristics into three areas, personal, professional, and instructional, be substantiated. The F-ratios relating to this question were found to be significant at the .001 level on each of the three factors. Further, t-Tests revealed professional characteristics to be significantly different from personal and instructional characteristics on the evaluative factor. On the activity and potency factors each of the areas was viewed as being significantly different from each of the other two. The

characteristics were viewed, in order of greatest value, instructional, personal, and professional. In order of greatest activity, the characteristics were instructional, professional, and personal. On the potency factor the characteristics were in order of magnitude, professional, instructional, and personal. The relationships relating to question three are illustrated on Graph 6 for Factor 1, Graph 7 for Factor 2, and Graph 8 for Factor 3.

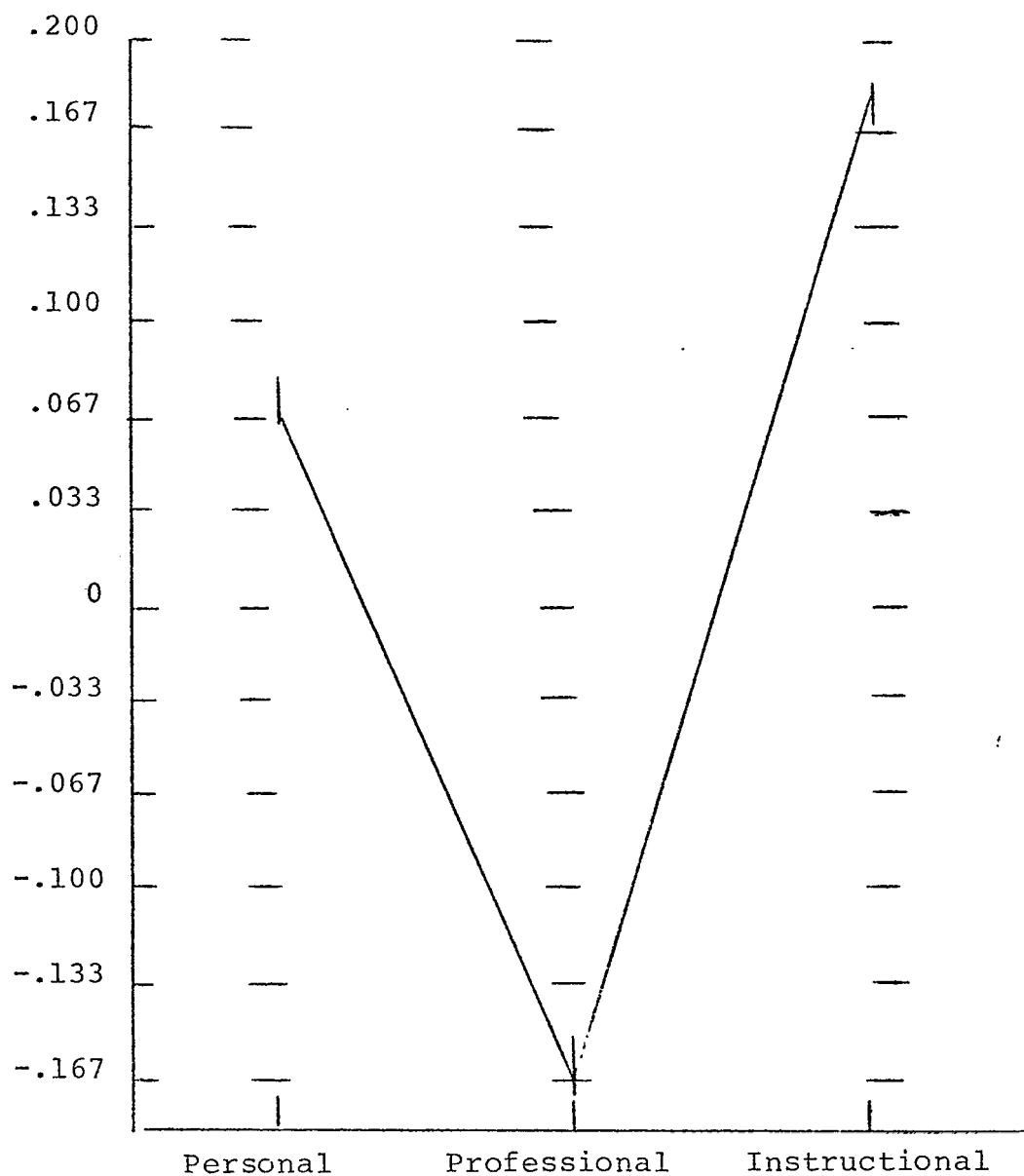
It was concluded that the division of teacher characteristics into personal, professional, and instructional areas do represent three domains of teacher characteristics.

The instructional and personal characteristics were viewed as being of most value. Instructional characteristics were also viewed as being most active. These are the characteristics which are most in evidence in the classroom and have the most immediate impact on the educational process.

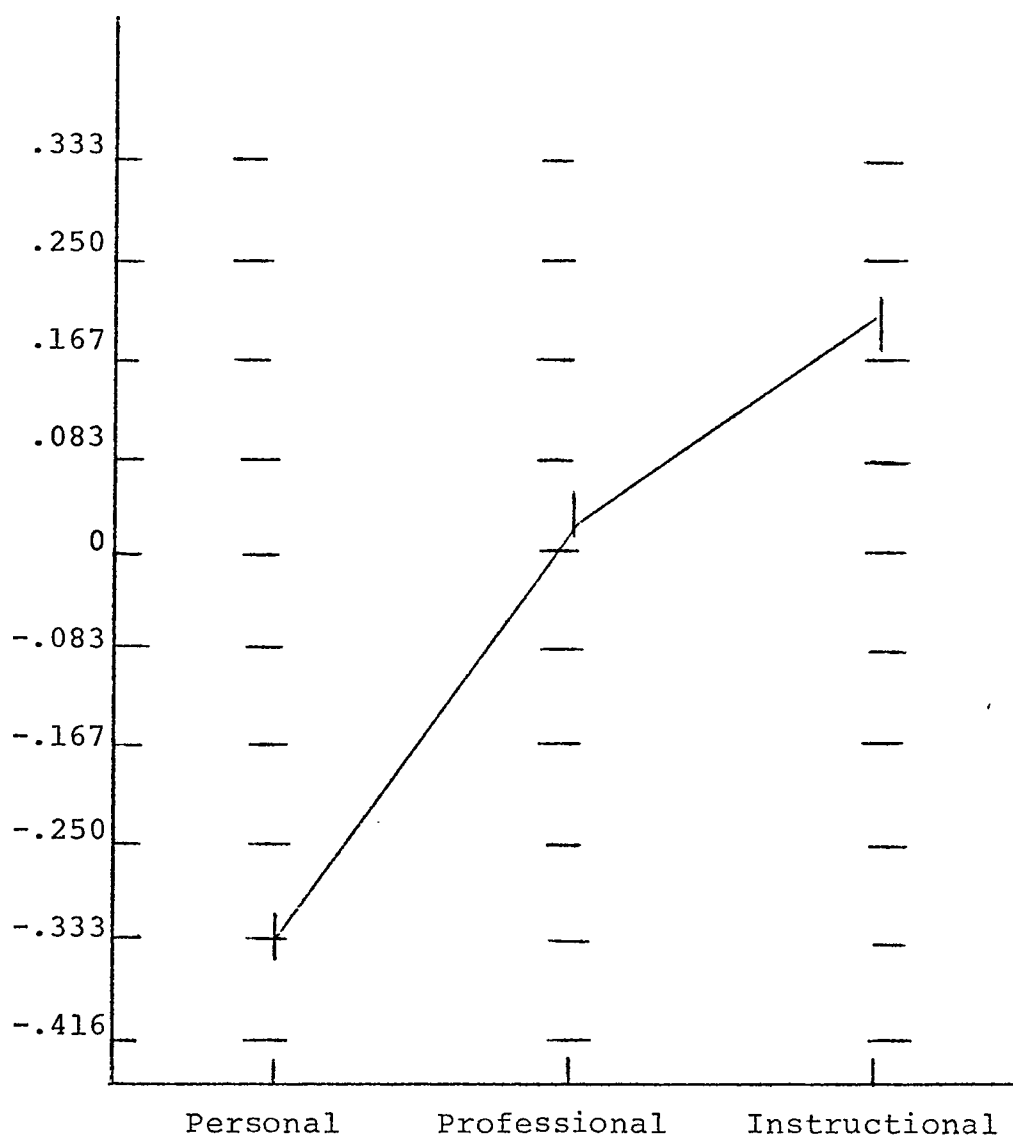
The area of teacher characteristics which was viewed as having the most potential was professional characteristics. These characteristics, knowledge of subject and child psychology, and continued professional growth, were viewed as having more potential. This potential must find expression in instructional characteristics which are seen as being the most active in the classroom.

Graph 6
Mean Scores of Characteristics

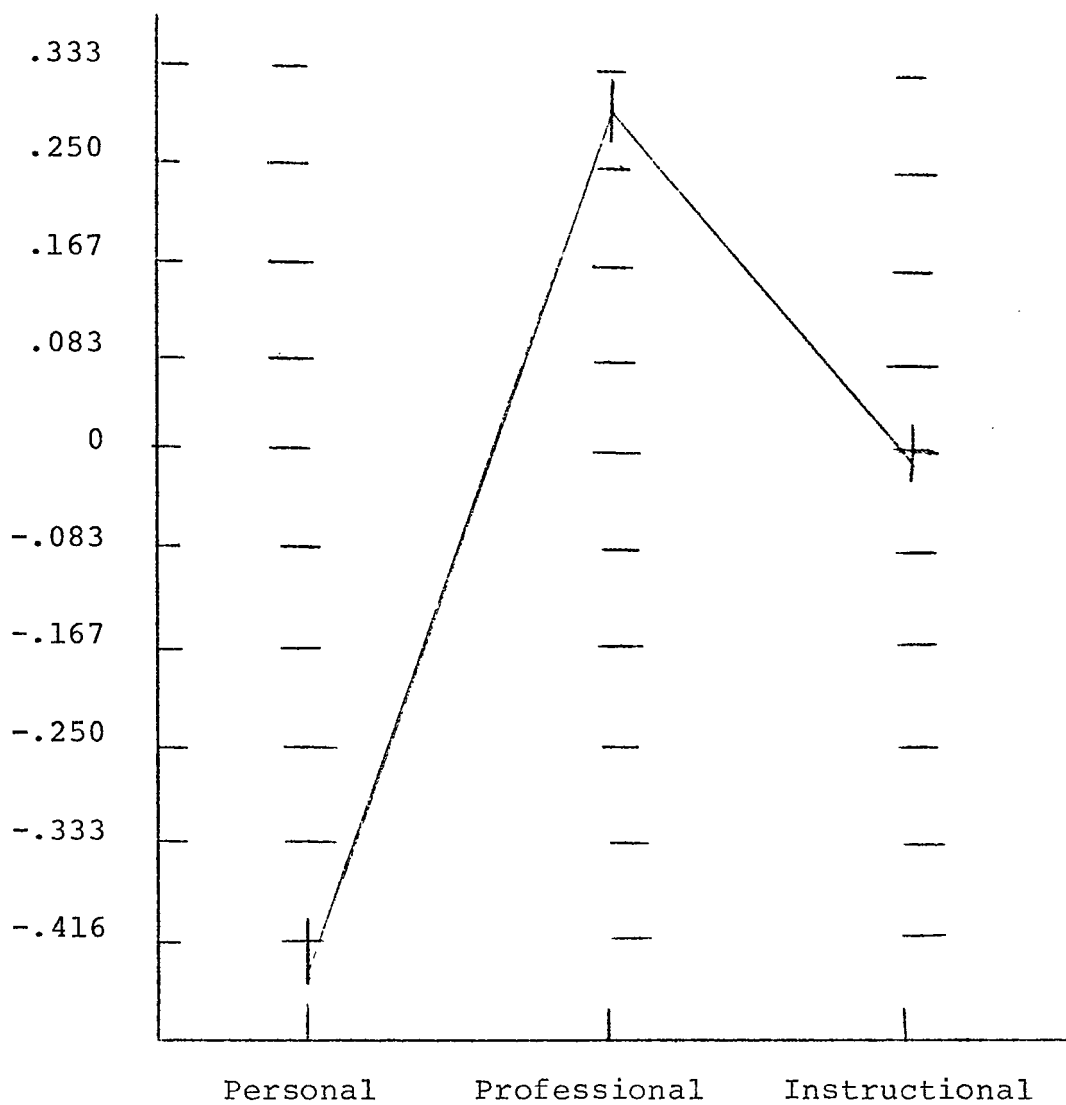
Factor 1
Evaluative



Graph 7
Mean Scores of Characteristics
Factor 2
Activity



Graph 8
Mean Scores of Characteristics
Factor 3
Potency



RECOMMENDATIONS

This study has focused on the meaning attached to three domains of teacher characteristics. It has been shown that the meanings attached to teacher characteristics vary between Americans and non-Americans, professional educators, and students. These findings have implications for further research on teacher characteristics.

The overseas population for this study was confined to American-sponsored schools in Near East/South Asia. The non-American sample from this population would have significant variations in terms of language, cultural and educational backgrounds from a similar sample from other areas of the world, i.e., Europe, Africa, East Asia, and South America. It is therefore recommended that this study be replicated in other areas of the world to determine if the findings in this study are universal to all American-sponsored schools.

The finding that Americans in schools in the United States and Americans in American-sponsored schools in Near East/South Asia attach different meanings to teacher characteristics has important implications. This study did not attempt to determine causation of differences. It is recommended research be conducted to determine if overseas service attracts professionals with views of teacher characteristics significantly different from professionals who do not select

overseas service. Further, additional research is recommended to establish causation of these differences.

Students tended to attach significantly more value to instructional characteristics than did professionals. This is seen as a possible source of conflict in the classroom situation. Research is recommended to determine if differences in the value attached to instructional characteristics between students and professionals is a source of conflict in the learning environment.

Practicing administrators must employ administrative techniques which will facilitate the development of teacher characteristics which students value. These techniques must include preservice as well as inservice education program. Administrators must utilize the behavioral skills necessary for teachers to develop the characteristics important to the learning environment. These characteristics will be developed only if the teachers themselves place value on the characteristics.

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APPENDICES

APPENDIX A

October 5, 1970

Dear Sir,

After serving three years as superintendent of the American School in Cairo, I returned to the States to complete requirements for the doctoral degree. As you know, the "culminating experience" is the writing of a dissertation. It is in this regard that I solicit your cooperation and assistance.

My dissertation study concerns the critical characteristics of effective teachers and administrators in American-sponsored schools in NE/SA. Teachers, administrators and a random sample of students and parents will be asked to complete a questionnaire concerning these characteristics. Certain demographic data will be asked of each respondent, however it will not be possible to identify individuals or schools. The instrument is untimed but thirty minutes should be ample for completion.

This project will be carried out in a professional manner and a report of the study will be furnished to each participating school. It may be that you will need to obtain approval of your Board to cooperate in this study.

The Office of Overseas Schools, Department of State has approved this study and will be assisting in the coordinating and distribution of communications.

I plan to attend the NE/SA Conference in Kabul, November 22-27. At that time I hope to see you and confirm my visit to your school. Your assistance is greatly appreciated.

Sincerely yours,

Floyd J. Travis

APPENDIX B

DO NOT WRITE YOUR NAME ON THIS MATERIAL

Please Check or Fill-In The Appropriate Spaces:

Male _____ Female _____

U.S. Citizen _____ Other Nationality _____

Grade in School _____ or Number Years Formal Education _____

Which, if any, of these years of education were obtained in the U.S.?

Teachers and Administrators Only:

Number Years Teaching Experience, Including This Year _____

Which, if any, of these years experience were in the U.S. _____

Number Years Administrative Experience, Including This Year _____

Which, if any, of these years experience were in the U.S. _____

The place you spent the most time during your youth was:

- _____ Farm or small village
- _____ Town of less than 2,000 population
- _____ Town of 2,000 to 25,000 population
- _____ City of 25,000 to 200,000 population
- _____ City larger than 200,000 population

The main source of your family's income was:

- _____ Father's salary, business, or professional activities
- _____ Mother's salary, business, or professional activities
- _____ Other _____

The financial status of your family during your youth:

- _____ We didn't always have enough to live on
- _____ We were poor
- _____ We made a satisfactory living
- _____ We were well-to-do
- _____ We were rich

INSTRUCTIONS

The purpose of this study is to measure the meanings of teacher characteristics by having people judge them against a series of descriptive scales. On each page you will find a different characteristic and beneath it a set of scales. You are to rate the characteristic on each of the scales.

Here is how you are to use these scales:

If you feel the characteristic at the top of the page is VERY CLOSELY RELATED to one end of the scale you should circle a number as follows:

fair	(3)	2	1	0	1	2	3	unfair
				or				
fair	3	2	1	0	1	2	(3)	unfair

If you feel the characteristic is CLOSELY RELATED to one end of the scale you should circle a number as follows:

fair	3	(2)	1	0	1	2	3	unfair
				or				
fair	3	2	1	0	1	(2)	3	unfair

If you feel the characteristic is SLIGHTLY RELATED to one end of the scale you should circle a number as follows:

fair	3	2	(1)	0	1	2	3	unfair
				or				
fair	3	2	1	0	(1)	2	3	unfair

The direction toward which you circle, of course, depends on which of the two ends of the scale seem most associated with the characteristic you are judging. If you consider the characteristic to be NEUTRAL or if the scale is COMPLETELY IRRELEVANT then you should circle the 0 as follows:

fair	3	2	1	(0)	1	2	3	unfair
------	---	---	---	-----	---	---	---	--------

Important:

- (1) Be sure to judge every scale for every characteristic.
- (2) Never circle more than one number on a single scale.

Do not look back and forth through the items. Make each item a separate and independent judgment. Work at a fairly high speed. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want.

SENSE OF HUMOR

Valuable	3	2	1	0	1	2	3	Worthless
Strong	3	2	1	0	1	2	3	Weak
Shallow	3	2	1	0	1	2	3	Deep
Relaxed	3	2	1	0	1	2	3	Tense
Irrelevant	3	2	1	0	1	2	3	Relevant
Intellectual	3	2	1	0	1	2	3	Unintellectual
Warm	3	2	1	0	1	2	3	Cool
Idealistic	3	2	1	0	1	2	3	Realistic
Irresponsible	3	2	1	0	1	2	3	Responsible

KNOWLEDGE OF SUBJECT MATTER

Valuable	3	2	1	0	1	2	3	Worthless
Strong	3	2	1	0	1	2	3	Weak
Shallow	3	2	1	0	1	2	3	Deep
Relaxed	3	2	1	0	1	2	3	Tense
Irrelevant	3	2	1	0	1	2	3	Relevant
Intellectual	3	2	1	0	1	2	3	Unintellectual
Warm	3	2	1	0	1	2	3	Cool
Idealistic	3	2	1	0	1	2	3	Realistic
Irresponsible	3	2	1	0	1	2	3	Responsible

PATIENCE

Valuable	3	2	1	0	1	2	3	Worthless
Strong	3	2	1	0	1	2	3	Weak
Shallow	3	2	1	0	1	2	3	Deep
Relaxed	3	2	1	0	1	2	3	Tense
Irrelevant	3	2	1	0	1	2	3	Relevant
Intellectual	3	2	1	0	1	2	3	Unintellectual
Warm	3	2	1	0	1	2	3	Cool
Idealistic	3	2	1	0	1	2	3	Realistic
Irresponsible	3	2	1	0	1	2	3	Responsible

DISCIPLINARIAN

Valuable	3	2	1	0	1	2	3	Worthless
Strong	3	2	1	0	1	2	3	Weak
Shallow	3	2	1	0	1	2	3	Deep
Relaxed	3	2	1	0	1	2	3	Tense
Irrelevant	3	2	1	0	1	2	3	Relevant
Intellectual	3	2	1	0	1	2	3	Unintellectual
Warm	3	2	1	0	1	2	3	Cool
Idealistic	3	2	1	0	1	2	3	Realistic
Irresponsible	3	2	1	0	1	2	3	Responsible

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KNOWLEDGE OF CHILD PSYCHOLOGY

Valuable	3	2	1	0	1	2	3	Worthless
Strong	3	2	1	0	1	2	3	Weak
Shallow	3	2	1	0	1	2	3	Deep
Relaxed	3	2	1	0	1	2	3	Tense
Irrelevant	3	2	1	0	1	2	3	Relevant
Intellectual	3	2	1	0	1	2	3	Unintellectual
Warm	3	2	1	0	1	2	3	Cool
Idealistic	3	2	1	0	1	2	3	Realistic
Irresponsible	3	2	1	0	1	2	3	Responsible

COMMUNICATIVE SKILL

Valuable	3	2	1	0	1	2	3	Worthless
Strong	3	2	1	0	1	2	3	Weak
Shallow	3	2	1	0	1	2	3	Deep
Relaxed	3	2	1	0	1	2	3	Tense
Irrelevant	3	2	1	0	1	2	3	Relevant
Intellectual	3	2	1	0	1	2	3	Unintellectual
Warm	3	2	1	0	1	2	3	Cool
Idealistic	3	2	1	0	1	2	3	Realistic
Irresponsible	3	2	1	0	1	2	3	Responsible

CONTINUED PROFESSIONAL GROWTH

Valuable	3	2	1	0	1	2	3	Worthless
Strong	3	2	1	0	1	2	3	Weak
Shallow	3	2	1	0	1	2	3	Deep
Relaxed	3	2	1	0	1	2	3	Tense
Irrelevant	3	2	1	0	1	2	3	Relevant
Intellectual	3	2	1	0	1	2	3	Unintellectual
Warm	3	2	1	0	1	2	3	Cool
Idealistic	3	2	1	0	1	2	3	Realistic
Irresponsible	3	2	1	0	1	2	3	Responsible

FRIENDLINESS

Valuable	3	2	1	0	1	2	3	Worthless
Strong	3	2	1	0	1	2	3	Weak
Shallow	3	2	1	0	1	2	3	Deep
Relaxed	3	2	1	0	1	2	3	Tense
Irrelevant	3	2	1	0	1	2	3	Relevant
Intellectual	3	2	1	0	1	2	3	Unintellectual
Warm	3	2	1	0	1	2	3	Cool
Idealistic	3	2	1	0	1	2	3	Realistic
Irresponsible	3	2	1	0	1	2	3	Responsible

FAIRNESS

Valuable	3	2	1	0	1	2	3	Worthless
Strong	3	2	1	0	1	2	3	Weak
Shallow	3	2	1	0	1	2	3	Deep
Relaxed	3	2	1	0	1	2	3	Tense
Irrelevant	3	2	1	0	1	2	3	Relevant
Intellectual	3	2	1	0	1	2	3	Unintellectual
Warm	3	2	1	0	1	2	3	Cool
Idealistic	3	2	1	0	1	2	3	Realistic
Irresponsible	3	2	1	0	1	2	3	Responsible