

THE EFFECT OF TEACHER TESTING
ON PERSONALITY CHARACTERISTICS
OF TEACHERS

by

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(ABSTRACT)

This study determined whether there was a relationship between the responses of teachers to teacher competency tests, measures of self-concept, and locus of control. The study was designed to investigate the issue of student and cooperating teachers responses toward testing. Fifty-five student teachers from Old Dominion University and Virginian Wesleyan College were paired with cooperating teachers from the school systems of Norfolk, Virginia Beach, and Chesapeake, Virginia.

To determine their responses toward competency testing of teachers, a critiqued questionnaire was administered to this population. The Rotter Locus Of Control (1965) was given to determine if an individual viewed control of one's life from an internal or external prospective. In order to ascertain an individual's self-concept, the Tennessee Self Concept Scale was administered. The results from the

instruments were analyzed using percentages and comparisons using the chi square test.

Results indicated that there was no significant difference ($< .05$) in responses of teachers toward testing of teachers. No significant differences were found in how internals and externals viewed testing; nor were there significant differences found between those with high and low self concepts. Conclusions from the study indicate that student and cooperating teachers are not opposed to competency testing of teachers. The respondents felt that persons will not be encouraged or discouraged from entering the teaching profession because of their feelings about teacher testing or because of personality characteristics such as locus of control or self-concept.

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DEDICATION

This dissertation study is dedicated to , , and
. Having you as a family is not an
accomplishment; rather, a gift from Above.

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CHAPTER I

INTRODUCTION

The National Commission on Excellence in Education (1983) delivered a report which declared that public schools in the nation were in a declining state. According to the *Virginian-Pilot* (1985), the phrase "A Nation at Risk" has become a cliché'. The Commission's report focused attention on the need for high schools to impose tougher graduation requirements, for colleges and universities to set higher standards for those entering the teaching profession, and for states and school districts to raise the salaries of teachers (NEA Today, April 1986).

Since then, state legislatures, governors, state boards' of education, and various ad hoc committees have taken a renewed interest in devising and publicizing plans to raise the standards of the schools and those of its teachers. "The competency testing of teachers can be directly attributed to the public's growing concern about the quality of education and their [sic] subsequent concern about the quality of the nation's teachers" (Sandefur, 1984, p. 3). As of this writing, 46 states have implemented competency testing before giving teachers initial certification according to Sandefur (1986). In the state of Virginia, effective July 1, 1986, a

teacher candidate is expected to achieve scores established by the State Board of Education, in order to achieve initial certification (VOICC, 1985).

The American public is demanding that classrooms be staffed with teachers with higher standards of competence. A 1984 Gallup Poll reported that 89% of the public and almost 2/3 of the teachers polled favored state exams for beginning teachers (Gallup, 1984, p. 107). Another survey, conducted by the Institute for Research on Teaching at Michigan State University, found that more than 80% of Americans favored national teacher exams with teachers working during the summer to upgrade their skills, according to Heger (1985). Piphon (1985) wrote of a conference cosponsored by the American Enterprise Institute and the National Center for Education Information held in Washington, D.C. in February, 1985. Thirty-five nationally known educators at the conference favored a five year undergraduate program and passage of a national proficiency examination for teachers.

Educational deans from universities offering teacher education also recognize the need for reform. According to the Holmes Report (1986), members favor requiring college students to demonstrate mastery of knowledge and skill across multiple domains. Mastery of writing and speaking skills would be required in order to gain admission in the teacher

education program. A second examination would be administered prior to student teaching. This would include mastery of subjects to be taught, skill in lesson planning, and delivery of instruction. A third examination would include observation and evaluation of teaching styles with demonstration of analytical skills.

LOCUS OF CONTROL

Another important factor in the selection of teachers is external-internal locus of control characteristics. Hamacheck (1978) supports the concept that a "good" teacher is more likely to have an internal rather than an external frame of reference. Morgan and Culver (1978) include Butterfield's (1964) definition of locus of control as a characteristic of personality that represents the extent to which an individual believes that events in his life are under his own personal control. The behavior of a person is dependent on his locus of control. Internals can be described as more assertive in their attempt to control, master, manipulate, and cope with their environment in an effective way. Internals are less likely to blame outside factors for failures than are externals. Phares (1957) added that an internal belief leads to pride in one's work because with this kind of belief one can take credit for success. Morgan and Culver (1978) describe the two extremes on the behavior continuum. Internals attempt to master their

environment, rely on personal skills, and pay attention to inward feelings. Externals, on the other extreme, are easily manipulated, rely more on chance and luck, and are more responsive to what happens outside of themselves.

SELF-CONCEPT

There are numerous factors in effective teaching. Many studies suggest that classrooms should be staffed by individuals who have high self-esteem. Jersild (1940) presents evidence that the teacher is a significant person in the lives of children. Enthusiasm, sensitivity, and understanding are characteristics to be valued in the selection of teachers for elementary children. Hamacheck (1978) has conducted studies which indicate that how children perform in school is influenced by the teacher.

An internal locus of control and a positive self-concept are desirable traits of a good teacher. The literature will identify the characteristics of these personality attributes. The importance of staffing classrooms with the highest level candidates is discussed throughout this study.

STATEMENT OF THE PROBLEM

The problem of this study is to compare the relationship between the responses of student teachers and cooperating teachers to teacher competency tests, measures of self-concept, and locus of control.

SIGNIFICANCE OF THE STUDY

The reactions of student teachers toward testing could have an impact on the quality of candidates available to fill classrooms. If teacher testing is identified as inhibiting, the recruitment of teacher candidates or the retention of practicing teachers could affect the size of the pool of available teachers and the type of teacher in the pool. Reactions of teachers toward competency testing is of interest to teacher organizations, to employing school systems, to teacher educators, and to the general public. If attitudes toward competency testing should attract or discourage individuals with certain personality qualities regarding a teaching career, this would be of interest to the education community and the country.

DEFINITION OF TERMS

For purposes of this study, the following definitions are applicable:

Certification - A process by which state governments determine teacher eligibility to become fully employed instructors in the public schools.

Cooperating Teachers - Teachers who have been chosen to serve as supervisors of the clinical experience of teacher candidates.

Inservice Teachers - Practicing teachers under contract with certification in elementary and/or secondary education.

Licensing - The process by which standards are set by legislatures in order to regulate professional practices.

External Locus of Control - The belief that in life, behavioral supports are contingent upon complex forces such as fate, luck, chance, or other powerful causes (i.e., external causality). (Definitions, Richford, 1981)

Internal Locus of Control - The belief that in life, behavioral supports are contingent upon one's own behavior or upon one's own relatively permanent characteristics (i.e., internal causality). (Definitions, Richford, 1981)

Preservice - That period in a person's experience before practicing a profession.

Professional - An individual engaged in a full-time occupation which requires a prolonged period of education and training. Professional status includes licensing by a licensure process.

Self-Concept - The image one holds of himself; the kind of person one is and how one feels about this kind of person (Hamacheck, 1978).

Student Teaching - Student teaching is a clinical experience in the classroom under the direction of a cooperating teacher and the supervision of a college faculty member.

Testing - A procedure that evaluates skills, competencies, and knowledge. For purposes of this study, testing refers to the assessment of teacher competencies.

HYPOTHESES

The methodology this study utilizes is a comparison of the differences of opinions between student teachers and cooperating teachers regarding the testing of teachers. Scores on measures of locus of control and self-concept will be compared with the responses regarding student teacher testing.

This problem will be tested using the following null hypotheses:

Hypotheses 1. There will be no statistically significant relationship between the responses of student and cooperating teachers toward competency testing of teachers.

Hypotheses 2. There will be no statistically significant relationship between the responses of student and cooperating teachers toward measures of locus of control.

Hypotheses 3. There will be no statistically significant relationship between the responses of student and cooperating teachers toward the testing of teachers and self-concept.

LIMITATIONS OF THE STUDY

This study is limited to specific populations within the Tidewater area of Virginia. Specifically, this included student teachers from Old Dominion University and Virginia Wesleyan College. These student teachers were paired with cooperating teachers from the Virginia Beach, Norfolk, and

Chesapeake City Public Schools. The results are not to be generalized beyond these populations. Only the responses of student teachers and their cooperating teachers were studied.

ORGANIZATION OF THE STUDY

This study is presented in five chapters. Chapter 1 includes the introduction, the purpose, statement of the problem, its significance, hypotheses, limitations of the study, and the outline of the organization of the study. Chapter 2 is a review of the current literature regarding issues of competency testing of teachers with a link to concepts of locus of control and self-awareness. Chapter 3 describes the methodology and strategy for collecting data with the plan for analysis. The analysis of the data is included in Chapter 4. Chapter 5 summarizes the findings, draws conclusions, and presents recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

There is reason for concern regarding the profession of teaching. Approximately three times as many people are leaving the profession of teaching as are those completing or intending to enter this field (Corrigan, 1985).

The average Scholastic Achievement Test (SAT) scores for high school seniors who intend to major in education have risen in the last two years. This gain follows a period of over ten years during which the scores of future teachers declined at a faster pace than that experienced by all college-bound students. There remains a wide gap in scores between prospective teachers and all other college-bound seniors. Approximately 50% of students enrolling in teacher education come from general or vocational programs (nonacademic) whose preparation does not include a college-bound curriculum (Report, 1986).

The public expects classrooms to be filled with competent, confident candidates. Shanker (1985) suggests that testing may serve as a vehicle for attracting viable candidates. He expresses his belief that testing has a place in the professionalism of occupations.

The Carnegie Forum on Education and the Economy created a 14 member task force in 1985 to examine teaching as a

profession. One of the recommendations of this task force is the creation of a National Board for Professional Teaching Standards. This Board would establish standards of professional competence and would issue certificates to people who meet such standards. Recognition of teaching as a profession is needed. Support for this endeavor is expressed in the Carnegie Report (1986):

The professionalization of the teacher work force is the key. Professionalization promises much greater returns on our investment by reorienting policy to enhance the productivity of teachers. The effect would be to lower the cost of attracting more capable people in the classroom. In the long run, in schools as in business, the cost of quality is negative. (p. 107)

CHARACTERISTICS OF A PROFESSIONAL

One is more likely to find agreement about characteristics that denote a profession rather than a concise definition. Lieberman (1957) makes the distinction between a profession and nonprofession when he states:

It is not merely that any dividing line must be arbitrary. It is that the drawing of a line, which though arbitrary is clear, presents great difficulties if it is not impossible. Nevertheless the term profession...clearly stands for something. That something is a complex of characteristics. The acknowledged professions exhibit all or most of these features; they stand at the centre, and all around them on all sides are grouped vocations exhibiting some, but not all of these features. (p. 1)

Since early times, the professions of medicine, law, and architecture have been recognized. According to the

Organization for Economic Cooperation and Development (1985), modern day occupations such as engineering and accounting have been granted the status and privileges of their professions.

The characteristics of a professional listed by Schein (1972) include:

1. The professional is engaged in a full-time occupation that comprises the principal source of income.
2. One can assume that a professional has a strong motivation or calling as a reason for his choice of a professional career, and it is assumed that he will have a stable lifetime commitment to that career.
3. A prolonged period of education and training is necessary in order to acquire a specialized body of knowledge and skills.
4. Decisions for the client are made in terms of general principles, theories, or propositions applied to a particular case.
5. The client's needs are assumed to be the paramount need as the professional has a service orientation. Included in this service are diagnostic abilities, and competent applications of general knowledge to the special needs of the client.

6. In order to serve the client objectively, the professional and client need to establish a mutual trust. This trust is necessary for the client to be frank about revealing potentially damaging information about himself. At the same time, the professional is to withhold moral judgment, no matter how he may feel personally about the client's revelation.
7. The professional demands autonomy of judgment for his own performance. In other words, the professional is assumed to know what is good for the client more than the client himself. The demand for professional autonomy may put the client in a potentially vulnerable position. In order to deal with this vulnerability, the profession develops strong ethical and professional standards for its members. These standards are expressed as codes of conduct, are usually enforced by colleagues through professional associations, and through licensing examinations are designed and administered by fellow professionals.
8. The eighth characteristic could be cited as reasons for implementing a testing program.

Professionals form professional associations which define criteria of admission, educational standards, licensing or other formal entry examinations, career lines within the

profession, and areas of jurisdiction for the profession. Ultimately, the professional association's function is to protect the autonomy of the profession; it develops reasonably strong forms of self government by setting rules or standards for the profession. (Schein, p. 9)

9. A professional's knowledge is specific; granting them knowledge and status within their area of expertise only.
10. Generally, professionals do not seek out clients as they are not allowed to advertise. Clients are expected to initiate the contact.

Differential treatment of the professional and nonprofessional stemmed from the specialized and personal nature of the service. Restricted entry into the profession was to ensure that all practitioners were well qualified and competent involving the health, safety, and well being of the public (OECD, 1985). In order to insure the availability of personnel and to preserve the dignity of the professions, there were restrictions on advertisements. Competition was to be eliminated as it was felt this would undermine the quality of the services needed by the public on an infrequent basis. These assumptions are being changed, and in recent years, several countries have redefined the role of a profession. Excessive costs, lack of innovation, and insufficient information on these services have been a direct result of restraints on competition. Therefore, the status

of the so called "private practice" professional is changing (OECD, 1985). There is much change in professions with little agreement over which occupations can be considered professional.

There is even disagreement over the worth of a professional. In an article by Richards (1975), he quotes George Bernard Shaw who said, "A profession is the greatest hoax ever perpetrated upon society..."(p. 21)

"Professionalism tends to confuse the means with ends - It comes to regard its own interest as of supreme importance; the great aims of humanity as a whole, or of their professions, may be legitimately subordinated to its own. Usually some formula is invented to give apparent plausibility or respectability to the profession's standpoint." (Hayward, 1974, p. 12)

LICENSURE

Licensing is defined by Fortune (1985) when he says, "Licensing is a mechanism by which a legislative body determines, for reasons of public health and safety, that individuals may not engage in certain occupations unless they have received formal permission to do so from a licensing board or from a similar government agency." (p. 2)

Obviously, every occupation cannot be considered a profession. Control over entry means that the profession sets the standards of professional training that needs to be

satisfied for admission to practice. The regulation of the professions in the United States has been left to the discretion of the states. Professional control over entry and expulsion has usually taken the form of professional control of the state boards that license the practitioners of the various professions. Licensure boards are usually composed of practitioners of the profession itself. One characteristic of the teaching profession which sets it apart from other professions is the lack of teacher participation in setting professional standards of licensure. (See Figure 1.)

Professional control can only be guaranteed if the profession itself selects the licensure board members. This is another example in which education does not meet the criterion of a profession. In 1950, only two states, Arizona and Indiana, had as the majority of their state board of education, persons engaged in educational work. However, in neither of these states did teachers have any statutory voice in the selection of board members according to Lieberman (1957). Government bodies serve to register and license professionals, whereas professional associations regulate the conduct and practice of the profession through rules or codes of conduct (OECD, 1985).

The state of Virginia regulates the licensing of professionals through boards. The qualifying criteria for licensing is established by the various boards that may have

Attorneys	48
Physicians	48
Dentists	48
Pharmacists	46 (2)
Optometrists	46 (2)
Registered Nurses	44 (1)
Barbers	42 (3)
Accountants	41 (5)
Beauticians	38 (4)
Architects	34 (6)
Chiropractors	34 (4)
Chiropodists	31
Teachers	5 (1)

Figure 1. Number of States in Which All or a Majority of the Board Members of the Occupation Licensed Must be Practitioners of the Occupation Licensed

Note: The numbers in parentheses refer to the number of states in which the composition of the governing board was not known.

Source: The Council of State Governments, Occupational Licensing in the States (Chicago: The Council of State Governments, 1952, pp. 84-87); and information received from the American Medical Association and the American Dental Association.

Table copied from Lieberman, Myron. Education as Profession, Englewood Cliffs, NJ: Prentice-Hall, Inc., p. 95.

professional colleagues present. There are also boards that are subdivisions of state agencies. Therefore, the occupations that are licensed in the state of Virginia may not meet the established characteristics of a profession. A publication by VOICC (1985) lists 43 occupations as licensed in the state of Virginia.

Licensure differs from certification because it prohibits practice by unlicensed individuals. Certification programs are usually voluntary despite their basis in law. The certification agency usually sets up education, training, and experience prerequisites, as well as the requirements for examination. Passing of a competency test has been a revision in the state of Virginia's regulations for certification (VOICC, 1985).

The debate whether teaching can be considered professional is ongoing. The proposal for the establishment of a National Board to license or certify teachers is endorsed by the State of Virginia's Governors Commission. Advocates of this board feel it will elevate standards and raise the professional status of teachers (Governor's Commission, 1986).

Wise (1987) writes of the problems experienced by education as a result of hiring incompetent teachers in the 50's and 60's. The policy makers of the 1980's are now focusing attention on the education and certification of teachers. The proposal in the Carnegie Report (1986) for the

creation of a national board for professional teacher standards is a giant step for the profession of teaching. This regulation of membership would become the responsibility of a board controlled by teachers. As with other professions, this should result in teachers' raising their own standards.

PRESENT STATUS OF TESTING TEACHERS BY STATES

The renewed interest in competency assessment of teachers has been growing rapidly. The movement began in the South under the influence of the Southern Regional Education Board (SREB). In 1975, Georgia initiated testing. The legislature of Louisiana mandated testing of teachers in 1977. By 1980, 15 states were testing teachers, 19 by 1981, 26 in 1982, 30 in 1983, and a count of 38 in 1984. Seven more states have testing under consideration (Sandefur, 1984). In addition to testing of preservice teachers, three states have initiated testing of their veteran teachers. This measure was adopted in 1983 by Arkansas. In a special legislative session, House Bill 47 was enacted which required all certified school personnel take a test of functional academic skills. In 1984, the Texas House Bill 72 was passed which required a subject-matter and basic skills test be taken by all practicing teachers and administrators in the state. According to the article by Pipho (1985), no certified personnel would be dismissed, within one year,

solely for failure to score satisfactorily on the test. In 1985, Georgia introduced Senate Bill 82 which included provisions for testing in subject areas for all teachers with the exception of those with lifetime certification.

TYPES OF TESTS UTILIZED

The most widely used test is the National Teacher's Examination. By January 2, 1986, 28 states were using one form or another of this standardized test (NTE Bulletin, 1986). California and certain other states have their own test. The California Achievement Test is also used in Oklahoma. Other states use the American College Test (ACT) and the Scholastic Aptitude Test (SAT). According to Sandefur (1984), there is a variety from state to state. Georgia, Alabama, and Oklahoma have developed separate content knowledge tests for each of the certified fields. The state of Arkansas has contracted with the founder of 10X Assessment Associates, Dr. James Popham, to develop a criterion-referenced test. In this state, preservice and inservice teachers and administrators will be tested (Flippo, 1984).

Criterion-Referenced Tests

A criterion-referenced test gives a comparison of each student's level of mastery to the total body of knowledge that the test has been designed to cover. The test yields the achievement of content, rather than the rank ordering of

students for purposes of evaluation. Mastery of objectives of subject matter or a body of knowledge would be evaluated with the utilization of a criterion-referenced test. Most often there are pass, fail, rather than rankings in criterion-referenced tests.

Norm-Referenced Tests

A norm-referenced test offers a comparison of each student to that of a norming group utilizing the mastery of content. There are varying degrees to which a test measures how much a student has learned. There is emphasis on reporting of how much a student learns in relation to the placement of students in norm groups. In line with reporting of test results, The Educational Testing Service (Publishers of NTE) plans to publish a breakdown on the number of questions answered correctly as well as the number answered incorrectly. The comparison of the criterion-referenced versus the norm-referenced was explained by Isaac (1981).

ADVANTAGES OF TESTING

Most issues or reform measures are cause for contention. Proponents of testing feel that higher criterion will lead to a greater standard of entry. This philosophy has been endorsed by Albert Shanker, president of the American Federation of Teachers (AFT). He claims that once an occupation gains a reputation of attracting poor quality applicants, the better candidates shy away. With tightened

standards, perhaps more capable candidates will be attracted to the profession. Mr. Shanker supports increased professionalism of teachers. The empowering of teachers with the right to govern their own is his goal (Shanker, 1985).

The National Education Association (NEA), led by Mary Harwood Futrell, its president, has reversed a former stance, and now supports a resolution to test preservice teachers. This union prefers a pedagogical subject matter test. However, this 1.6 million member organization does not feel testing should be the only criteria for certification of teachers, according to Piphon (1985). The movement towards professionalism has led to the reverse in policy.

A second advantage of testing could be listed as satisfying the demands of the public as well as various commissions, panels, and ad hoc committees charged with the reformation of education. This accountability to the public was emphasized by the results of a poll conducted by Donald Ferree, Jr., Associate Director of the University of Connecticut Institute of Social Inquiry. Five hundred residents of Connecticut were in favor of teachers receiving better pay only if these teachers were willing to take a competency test before they entered the profession. This researcher reported that the sampling population was also in favor of periodical exams to demonstrate that teachers are keeping abreast of education skills (Olson, 1985).

Olson (1985) reported that two other organizations favoring testing of teachers were the California Commission on the Teacher Profession and the Carnegie Forum on Education and the Economy. The California Commission developed new proposals in regard to renovations of teacher training and went on record as favoring a complete testing of candidates. The Carnegie Forum, a 14 member panel organized to develop a blueprint for the professionalization of teachers, also favored examination of teachers.

The reorganization and development for preservice or inservice teacher education programs can be cited as a third advantage. The results of teacher competency testing may generate changes that are needed in the college preparation of future teachers. Flippo (1984) believes that the improvement of teacher preparation programs will upgrade the teaching profession. He expresses the belief that these results can lead to solidifying traditional and fragmented subjects that are often being taught in "teacher's colleges."

DISADVANTAGES OF TESTING

There are many who feel that disadvantages outweigh advantages in the practice of testing of teachers. One disadvantage considered by some is loss of local control. As testing becomes mandated by legislatures, it will be the states, rather than the local school boards, that set policy. Since the reform movement has begun, there is loss of local

autonomy. If states can require the testing of preservice teachers, then perhaps the movement to test inservice teachers will follow. At present, the lawmakers in three states, Arkansas, Texas, and Georgia, have mandated the testing of "all" teachers.

Perhaps the most convincing of arguments against testing is the failure rate among minority teachers. Peter Garcia, Dean for Extended Education at Pan American University in Edinburg, Texas, has said, "These tests are a disaster for prospective minority teachers" (Education Week, 1985, p. 5). A survey of ten Southern states found that the number of black teachers have fallen from 6.4% between 1980-81 and 1983-84. This figure dropped from 77,932 to 72,910 while the total number of teachers has risen a percentage point from 522,683 to 525,987. The testing movement will result in fewer minority teachers. Despite the decline of minority teachers, the population of minority students, especially in the elementary schools, will increase. This will result in fewer adult role models for minority students.

A final argument against testing may be the factor of timing. August and September 1985 papers were headlined with the shortage of teachers. The state of New Jersey adopted alternative certification. This included passing a NTE test on subject matter as well as serving a probationary teaching year under close supervision. It is true this movement will attract more liberal arts graduates into teaching. An

article (Staff, 1985) reported that 26 public school teachers were hired despite their not being able to pass a writing test. The issue of testing becoming an act of futility (depending on supply and demand) may be raised.

Competency testing of teachers, despite the opposition, is a requirement in the majority of states for certification in teaching. The public supports this movement as a measure of reform in the public schools. Therefore, preservice and inservice teachers need to be prepared with the intellectual skills and psychological confidences to master this requirement. The literature cited below includes descriptions of many psychological factors which impede or make difficult successful completion of teacher's examinations.

TEST ANXIETY

For many, taking a standardized test creates such stress that passage is virtually impossible. Testing has been described as one of the most important aspects of negative motivation with debilitating effects on academic performances. Dusek (1980) defines test anxiety as "an unpleasant feeling or emotion state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations." (p. 88) Anxious children or adults will not show optimal performance in test and other evaluative school situations as a result of this

deprecating anxiety (Hill & Wigfield, 1984). Sarason (1980) includes test anxiety as a special case of general anxiety. It includes phenomenological, physiological, and behavioral responses that are included when talking about the possibility of failure. The characteristics of anxiety listed by Sarason (p. 6) are very similar to those individuals with symptoms of inferiority (Hamacheck, 1978). The characteristics of anxiety include:

1. The situation is seen as difficult or threatening.
2. The individual sees himself as ineffective, or inadequate in handling the task.
3. The individual focuses on negative consequences of personal inadequacy.
4. The individual becomes preoccupied with self-deprecatory consequences and this interferes with the task-relevant cognitive activity.

The reduction or the elimination of test anxiety is a complex problem. Recognition of the problem is viewed as a first step. Coaching has often helped such individuals. Practice sessions in test taking may lessen some of the anxiety. A revision in study skills has aided others. Exhibiting confidences in one's own ability is suggested in order to master this crippling feeling of inadequacies (Sarason, 1980).

SELF-CONCEPT

The individual, his personality, and/or his behavior can be described by the term, self-concept, and other descriptors such as self-awareness, self-image, self-perception, or self-esteem. Self-concept cannot be physically measured but it can be defined. One can identify causative factors for the formation of this concept, and one can relate self-concept to behaviors and performance (Smith, 1975).

Definition of Self-Concept

To gain understanding of a universal term utilized by the social sciences, several definitions need to be considered. Purkey (1970) defined self-concept as related to all aspects of the perceptual field when a person says "I" or "me." He says self-concept is a system of beliefs which a person holds true about himself, each belief having a related value. Jersild (1952) was more explicit in describing the internalization of self-concept when he expresses it as a composite of the thoughts and feelings of a person's awareness of his own existence. Fredenburg (1971) interpreted self-concept as relevant behaviors and a pattern of attitudes which are learned in the same ways as any other kinds of behaviors and attitudes.

Formation of Self-Concept

The formation of self-concept begins shortly after birth. Meyers (1966) says it is the mother and father who are critical in molding and maintaining the child's self-image. He suggests that a child's behavior is a function of the expectations of others who are significant to him (i.e., home environment). A positive self-concept is best served by warm parents, who give respectful treatment to their children. This respect includes clearly defined limits. Smith (1975) indicated that formation of self-concept continues into the adolescent years. Despite research findings being inconclusive regarding the self-concept of the individual's socio-economic environment, it has been established that significant others, family and close friends, are the most dominant influences. The self-concept is stable enough to influence future decisions about self and possible occupations by the time the individual has reached adolescence. Several researchers have indicated that self-image can be changed or modified, either positively or negatively. The firm establishment of self-concept usually takes place in the late adolescent stages (Jersild, 1952).

The Teacher and Self-Concept

Attention to the relationship between education and self-concept was noted when Morse (1964) stated, "Next to the

home, the school is the single most important force in shaping of a child's self-concept." (p. 40) Studies have shown that the teacher needs to have a positive and realistic attitude about himself and his abilities before he is able to reach out and respect others. Berger (1953) reported that there is a marked relationship between the way an individual sees himself and the way he sees others.

"A basic assumption of the theory of self-concept is that we behave according to our beliefs. If this assumption is true, then it follows that the teacher's beliefs about himself and his students are crucial factors in determining his effectiveness in the classroom" (Purkey, 1970, p. 45). Combs (1969) indicates that a teacher's attitude toward himself and others is important, even more so than his techniques, practices, and materials.

Jersild (1952) has completed work that substantiates the importance of attitudes teachers have about themselves. He believes understanding of one's self is important in becoming effective in the classroom. Jersild suggested that inservice group counseling situations be conducted to allow attitudes and feelings to be explored with each other. These sessions should allow more effective teaching in the classroom and increased understanding and sensitivity to others.

Self-Concept and Academic Achievement

Appreciation of self-concept is vital in the teacher-learner environment. Since 1967, there have been many studies that correlate self-concept and academic achievement. A longitudinal study (6 years) by Brookover (1969) and associates reported a finding of the self-concept of ability in relation to achievement between sexes. Even when intelligence was factored out, achievement in school is limited by the student's concept of his ability. It was also found that the self-concept of ability is even a better predictor of success in school than an overall self-concept. A second hypothesis of Brookover found that confidence in one's academic ability is a necessary, but not absolute, factor in determining scholastic success. A study conducted by Rogers, Smith, and Coleman (1978) described an experimental condition where there was a significant achievement in math and reading.

These and other findings present a case for choosing teachers who have healthy self-concepts to fill the classrooms. The single-parent homes, the increase in minority populations, and the working mother are issues in the 1980's. These and other societal changes reinforce the need for role models in the classroom.

LOCUS OF CONTROL

Reinforcements can be described as a frame of reference from which to perceive significant events in our lives. The way an individual chooses to view such reinforcements seems to be dependent upon the nature of the events. There is a need for individuals to explain important events in comprehensible terms. The concept of locus of control refers to the degree to which individuals assume personal responsibility (i.e., internal locus of control) for life's events or the degree to which these events are the result of extrinsic or uncontrollable forces (i.e., external locus of control) (Richford, 1985). There is debate according to Bielby and Seigler (1977) as to whether locus of control is a state-like construct which is determined by the situation and is capable of change.

Locus of control orders individuals on a continuum according to the degree in which they are responsible for the reinforcements which occur in life. Rotter (1966) developed one of several measures, the I-E Scale (Internal-External). Morgan and Culver (1978) refer to the significant amount of research that has been generated in the last 25 years on the subject. The majority of the research has been done in relation with achievement. Extensive use of locus of control measures may be attributed to the concern of social scientists for the negative societal consequences which

results when groups of individuals (most often the disadvantaged) are rated as external (MacDonald, 1973).

MacDonald describes certain factors that directs one toward an external orientation. Among the reasons he lists are: social discrimination, prolonged incapacitation, and child rearing practices. More data and research are needed to verify the above list as positive causal factors.

External Locus of Control Characteristics

The reinforcement of an external is not seen as contingent upon a subject's own behavior. It is the alienated or powerless individual who feels unable to control his own destiny (James, 1957). Effran's study (1963) supported the idea that externals have less of a need to repress their failures since they have already accepted external factors in determining their success and failure to a greater extent than those internal subjects.

Rotter (1966) described externals as persons who believe their fate is in the hands of others. These people can be described as docile, suspicious, and emotional. They feel rewards come from external sources. Morgan and Culver (1978) suggest externals have less of a need to repress their failures since they have already accepted external factors in determining their success and failure to a greater extent than those of internal subjects.

Internal Locus of Control Characteristics

Rotter (1966) characterizes internals as being confident, a controller of their own destiny, richer, and better educated. Morgan and Culver (1978) express the belief that internals behave in the way they do because of their own purposeful behavior. Internals will be more assertive in their own attempt to control, master, manipulate, or otherwise cope with their environment in an effective way. Rotter (1975) suggests that people who are high on the need for achievement have a belief in their own abilities or skills to determine the outcome of their efforts. Phares (1957) has noted that an internal belief system lends itself to take pride in one's work because with this kind of belief one can take credit for the successes.

Preferred State for Teachers

There is reason to believe that an external orientation need not be judged as negative, despite the notion that it is preferable in our society to possess an internal locus of control. Rotter (1975) suggested that psychologists should not assume that an internal orientation is automatically a preferable state. He feels both extremes of the continuum may be an unrealistic approach to life.

SUMMARY

The review of literature and research related to this study provided the following summary data:

1. There is a need to attract qualified candidates in the profession of teaching. This issue is important as the supply of competent teachers is not equivalent to the demand. Attention has been focused on the need for reform with higher standards adopted for teaching personnel.

2. Testing of teachers has been initiated as the result of higher expectations by the American public. The testing movement began in the South in 1975 and has grown rapidly to include 38 states by 1984 (Sandefur, 1984). A variety of competency tests are used with The National Teacher's Examination as the instrument of choice in 28 of the states.

3. The professional status of teachers is an ongoing debate. Proponents of testing feel this new requirement will add creditability to increased recognition of this occupation.

4. Raising of standards for teachers, acceptance as a profession, and meeting the demands of the public can be listed as the advantages of testing.

5. Opponents to testing will list the loss of local control, and the increasing interest in a movement to test veteran teachers as drawbacks. The reduction in the number of minority candidates, and inequities in choosing

candidates, depending on supply and demand, are cited as disadvantages.

6. The self-concept can be described as subject to change, despite the early development in life, and the maturation during adolescence. The school is enumerated as second to the family in importance in the nurturing of a positive image of one's self. According to Jersild (1952), Morse (1964), and Purkey (1970), the teacher who has a good self-image is very influential in the development of a positive concept of students.

7. Locus of control, according to Butterfield (1965), is a characteristic of personality that represents the extent to which an individual believes that events in his life are under his control. The behavior of the individual is dependent on his locus of control. The teacher, identified as an internal, will have more of a positive approach to the management of a classroom.

The summation derived from the search of literature, reports, and current events is consistent with the scope of this study. Teachers identified as having a high self-concept, and an internal locus of control will react favorably to the testing of teachers. The description of the instruments and research design described in Chapter Three are measures to evaluate this premise.

CHAPTER III

METHODOLOGY AND PROCEDURES

INTRODUCTION

The purpose of Chapter 3 is to describe the methods used in assessing responses of teachers and student teachers to teacher testing, locus of control, and measures of self-concept. The relationships between student teachers and cooperating teachers responses will be compared and analyzed.

The hypotheses stated in Chapter 3 were tested by use of the chi square statistic at the 5% level of confidence.

POPULATION

Students who were currently completing their clinical experience and the cooperating teachers who supervised them were the intact populations of this study. These student teachers from Old Dominion University (ODU) and Virginia Wesleyan College (VWC) were scheduled to practice teach in the fall semester. The rationale for choosing student teachers was to choose candidates to whom passing of the National Teacher's Examination was of paramount importance. Cooperating teachers were included to compare how experienced teachers viewed competency testing of teachers.

Permission to give three instruments to the student teachers was given by Mrs. Annabel Sacks, Director of Student Teaching, Old Dominion University. Permission was granted by Dr. Victor Culver, Director of Student Teaching, Virginia

Wesleyan College to administer these three instruments to the fall class of Virginia Wesleyan College. The three instruments were also given to the cooperating teachers. Names of cooperating teachers were obtained from the school systems of Virginia Beach, Norfolk, and Chesapeake.

DESCRIPTION OF HIGHER EDUCATION INSTITUTIONS AND SCHOOL DIVISIONS

Old Dominion University is an urban university located in Norfolk, Virginia, with an enrollment of 4,000 graduates and 11,000 undergraduates. The University offers a comprehensive program of liberal arts and sciences with various graduate programs offered. It was founded as a division of the College of William and Mary in 1930. It is divided into six schools, including the Darden School of Education. Accreditation is offered by the Southern Association of Colleges and Schools. A quality point average of 2.00 is required for student teaching. The National Teacher's Examinations are to be taken in the semester prior to student teaching.

Virginia Wesleyan is a four year, fully accredited liberal arts residential coeducational United Methodist related college with an enrollment of 1,000. The college offers a Bachelor of Arts degree and provides certification in elementary and secondary education. Requirements for student teaching include a 2.5 cumulative grade point average as well as completion of a prescribed curriculum. Students

take the National Teacher's Examinations during their senior year.

The school division of the city of Virginia Beach with 64 schools is fully accredited by the State Department of Education and the Southern Association of Colleges and Schools. The system is the largest city school system in Virginia to hold full accreditation. Five new schools are in the construction or final planning stages. Additionally, seven others are proposed within the next five years. The student population of approximately 62,000 students is the second largest in the state. This enrollment is served by 6,100 employees including more than 3,300 teachers (Office, 1986-87).

Norfolk City Public Schools is the third largest school division in the state of Virginia. It is a fully accredited urban school system with 40 elementary schools, eight middle schools, and five senior highs. The enrollment of over 39,000 students is served by more than 2,000 teachers. The pupil-teacher ratio is 18.4 (Office of Informational Services, 1986).

The third completely accredited school division of this Tidewater area is Chesapeake. This region can be described as among the fastest growing of the cities with an area of 353 miles. Capital improvement plans include the building and purchasing of school sites to meet the needs of the growing population.

This school system operates 24 elementary schools, six junior highs, and five high schools. Over 26,000 students attend the Chesapeake Public Schools that are staffed by more than 1,500 teachers (Chesapeake Public Schools, 1986).

RESEARCH DESIGN

This descriptive study utilized the research design comparing the relationships of the responses between student and cooperating teachers toward competency testing of teachers. A field tested questionnaire accessed the responses of student and cooperating teachers toward testing. To determine if there was any relationship between locus of control, the I-E Scale (Rotter, 1966) was administered to both groups. A third instrument, The Tennessee Self-Concept Scale was given as a self administered test taken by student and cooperating teachers.

INSTRUMENTATION

The survey instrument (Appendix A) was a nonstandardized instrument written by this author for the purpose of gathering the responses of student and cooperating teachers toward testing of teachers. Five educationally interested panel of experts field tested the instrument. Implementation of their corrections and additions were made. The demographic page included categories to be marked for sex, age, and number of years experience. Page two and three of

the instrument contained 15 statements using a Likert-type scale.

The concept of locus of control theory according to Rotter (1954) assumed that the situation produces or is composed of cues in which the subject has attached expectancies on the basis of previous experience. These are expectancies behaviors that will lead to specific consequences or reinforcements. Expectancies are determined by the past history of reinforcement with certain cues, and generalized expectancies which may relate to the nature of the behaviors involved, reinforcements, nature of cues, or all three.

The Rotter I-E Scale has been most often correlated to other measures of personality according to the scale's validation studies. The I-E Scale is nonstandardized. There are no meaningful breaks across a variety of studies, and according to Richford (1981), moderately external scores in one study may resemble internal scores in other samples. Locus of control is normally regarded as an either/or proposition (i.e., internal vs. external) even though this was not Rotter's original content. Limitations and the low predictability of "specific criteria" (Charlier, 1977) and the limitations of the measure itself have opened this scale to criticism. Rotter's intention was not to construct a model, but simply to explain a personality trait.

Another criticism of the I-E Scale has been made by MacDonald (1973) who argues that correlations with social desirability has been low. (Marlow Crown $-.07$ to $\pm.35$) He also questioned the findings of factor analysis. MacDonald's (1975) analysis have revealed that the I-E Scale measures two factors. One factor pertains to control related to people in general and phrased in by a third person. A second factor targets the individual and his personal view of control. MacDonald explains the second factor as prominent on the items with the highest factor loadings, and these are phrased in the first person singular.

The criticisms of dimensionality, response set, social desirability, and nonstandardization are faults of the instrument. MacDonald (1973) who led in fault finding admits that the Rotter Scale is not as pure as it should be. "However, until such time as the issues are resolved, Rotter's scale is still to be recommended as a measure of generalized I-E expectancy" (p. 229).

Most often, scores are separated at the mean, therefore identifying externals as those who score above the mean and internals as those who score below the means. In other studies, a score of one standard deviation above the mean could be judged as external. In this same reference, a score of one standard deviation below the mean could result in this subject being considered as an internal.

To expedite completion of the scale, the buffer questions were eliminated (Dr. Rotter, Appendix D). The scores from zero to 23 can measure internality as measured by low scores and externality indicated by high scores. Rotter (1966) reported a mean score of 9.05 for a sample of black undergraduates and 8.4 for three samples of college students. A racially mixed sample of Adult Basic Education students reported a pretest mean score of 9.925 as reported by Welsh-Hill (1981).

A copy of the Modified I-E Scale (i.e., the I-E questions minus the buffer items) is located in Appendix B.

DESCRIPTION OF THE TENNESSEE SELF CONCEPT SCALE

The Tennessee Self-Concept Scale (TSCS) was selected as a self-report instrument that would assess individual self-concept. According to Bentler (1972) and Swinn (1972), the TSCS could be self-administered, was applicable to an adult population, was simply read, was comprehensive, and could be used in a counseling setting if desired.

The Tennessee Self-Concept Scale is composed of 100 self-descriptive statements; the subject determines the applicability of each of these statements to himself and responds to each on a five point scale, ranging from completely false, through partly false, to completely true. The norming group for the TSCS was 626 subjects according to Fitts (1965). The group for standardization were in age

ranges from 12 to 68, an equal number of males and females, black and white subjects, and members of all social, economic, intellectual, and educational levels. Fitts (1965) reported the test-retest reliability coefficients to range from .60 to .92 with the majority falling within the .70 to .80 range.

Twenty-four major scores or subscales were identified by Fitts (1965) as being most relevant to general self-concept research involving student groups. The Tennessee Self Concept Scale yields these scores:

Self-Criticism Scores (SC). This score represents a scale of defensiveness and is composed of ten items. In an effort to present a favorable picture of themselves, individuals who deny most of the mildly derogatory statements could be described as being defensive. A normal, healthy openness and a capacity for self-criticism is usually indicated by high scores. If an individual scores extremely high, this individual may be lacking in defenses and may be pathologically undefended. Low scores indicate defensiveness and hint that the positive scores are artificially escalated by the defensiveness.

Total Positive Scores (P). This score is the most important as it reflects the overall level of self-esteem. Individuals with high scores have confidence in themselves, feel they have worth and value, tend to like themselves, and act accordingly. Feelings of anxiousness, depression,

unhappiness, little faith or confidence in themselves, doubting of their own self worth, are revealed by low scores.

Row 1 P Score--Identity. Items of "what I am" describe a basic identity and are an indication of how the individual sees himself.

Row 2 P Score--Self Satisfaction. This score is derived from items where the individual describes how he feels about the self he perceives. Because of the high standards and expectations he holds for himself, an individual might score low in Self Satisfaction even though he has high Identity and Behavior Scores. Or, he may have low Identity and Behavior Scores and have a high Self-Satisfaction Score.

Row 3 P Score--Behavior. This score is derived from those items which say "This is what I do, or this is the way I act." These scores measure the individual's perception of his own behavior or the way he functions.

Column A--Physical Self. An individual's state of health, physical appearance, view of his body, skills, and sexuality are reflected by these scores.

Column B--Moral-Ethical Self. An individual's relationship to God, feelings of being a "bad" or "good" person, and satisfaction with his religion, or lack of, is described in this area from a moral-ethical frame of reference.

Column C--Personal Self. An individual's sense of personal worth, feelings of adequacy, and the evaluation of

his personality apart from his body or his relationship to others are indicated in these scores.

Column D--Family Self. This score describes a person's feelings of adequacy, worth, and value as a family member. Insight into the individual's perception of self in relation to his most immediate circle of associates is given.

Column E--Social Self. Another "self as perceived in relation to others" category, this score pertains to "others" in a more general way than with family and the immediate circle of associates. A person's sense of adequacy and worth in his social interaction with other people is revealed in this score.

Total Variability Scores (V). A measure of inconsistency from one area of self-perception to another is provided in the variability score. Low scores indicate low variability, with an approach to rigidity if extremely low. Whereas, high scores indicate that the individual is quite variable in this respect. Little unity or integration in the individual's self-concept is indicated by high Total V scores. Individuals who score high tend to compartmentalize certain areas of self and view these areas apart from the remainder of self.

Column Total V. The external frame of reference is measured and summarized from the variations of score within the columns.

Row Total Variability. This score summarizes the variations across the rows, an internal frame of reference.

The Distribution Score (D). In responding to the items of the TSCS, this score reveals the way a subject distributes his answers across the five available choices. An individual who is very definite and certain in what he says about himself will score high, whereas, low scores mean the opposite. The persons who hedge and avoid committing themselves most often mark three on the answer sheet usually score low and can be described as defensive and guarded. Extreme scores, often obtained from disturbed people, are undesirable on this variable.

The True-False Ratio (T/F). Regardless of item content, a subject's approach to a task involves a strong tendency to agree or disagree is shown in this score. This score shows a means of self-definition or self-description, if consideration is drawn from the framework of self-theory. T/F scores that are low mean the individual is focusing upon what he is not instead of what he is. High T/F Scores indicate that the individual is achieving self-definition by focusing on what he is and is relatively unable to accomplish the same thing by elimination of what he is not. Middle range scores indicate that the subject achieves self-definition by a balanced employment of both tendencies, as affirmation of that is the self and elimination of what it is not.

Total Conflict Scores. Positive minus negative differences of discrepancies is measured in the Total Conflict Scores. High differences which are variable in direction will not cancel each other out regardless of sign. Confusion, contradiction, and general conflict in self-perception are revealed in high scores. The opposite interpretation is given in low scores. Extremely low scores may indicate that the subject is presenting an extremely tight and rigid self-description that instead of a true self-image, one may suspect this as an artificial, defensive stereotype. Disturbed people generally have extreme scores on this variable depending upon their disorder and the nature of their problems.

Applicability. The validity of the Positive Scores is usually checked by the Self-Criticism Scores. Insight into the level of openness of specific student groups to educational experiences they will meet is given in these scores as well as provisions of defensiveness.

Positive Scores include Identity, Behavior, Self-Satisfaction, Physical Self, Moral-Ethical Self, Family Self, Personal Self, Social Self, and Total P (Total P is a cumulative score for the eight other Positive Scores) are viewed as most crucial to this study. Self-esteem is measured from an internal frame of reference (Identity, Self-Satisfaction, and Behavior) and is revealed in these scores. The extreme frame of reference (Physical,

Moral-Ethical, Personal, Family, and Social Self) is given in these scores.

The consistency of self-concept across the areas listed under Positive Scores are served as a reference by the Variability Scores. Insight into personality integration is provided by these scores. Individuals who have high positive scores usually score below the mean but above the first percentile, or they may reveal movement in that direction in terms of self-concept change which reflects low variability without rigidity.

The Distribution Scores is of particular significance when groups show movement from low or extreme scores in either direction. Individuals with low scores avoid commitment and may not be open to change.

Conflict and True-False Ratio Scores correlate highly and can reveal an individual's positive or negative interpretation of what he is. A high True-False Score can reveal a tendency to be easily influenced by others. The description of scores was given in the manual (Fitts, 1965).

DATA COLLECTION

Student teachers from Old Dominion and enrolled student teachers from Virginia Wesleyan College were subjects for testing in this study. They were given the inventories at their orientation meeting. The names of their cooperating teachers were supplied by the Virginia Beach City, Norfolk

City, and Chesapeake City Public School Systems. These subjects were sent a packet of the inventories to be completed and returned. Both populations were given a standard cover letter introduction to the project. Results of the locus of control scale and the TSCS were tabulated and reported to interested subjects.

LIMITATIONS

Several limitations existed within the study and the findings:

1. The locus of control, despite the popularity of the Rotter Scale, is a nonstandardized instrument. The survey to access teacher responses is also a nonstandardized instrument.

2. The TSCS is a self-report instrument; like other self-report instruments is subject to question in assessing what it is supposed to access.

3. Generalizations regarding the data and findings of the study should be applied with caution, in consideration that the data and subjects were drawn from isolated subjects.

STATISTICAL ANALYSIS

The nature of the hypothesis lent itself to employing statistical procedures of correlation and percentages. The technique used in this correlation analysis was the Pearson product moment (r). The level of significance used was the $<.05$.

The results of the instruments on the subject of testing, the Locus of Control Scale, and The Tennessee Self-Concept Scale were analyzed. With the consideration of variables, the results were given in percentages and frequencies.

CHAPTER IV

ANALYSIS OF DATA

INTRODUCTION

With the demand of the public for competent teachers, the testing movement has spread rapidly. Legislatures, various ad hoc committees, and professional organizations have been the impetus of this reform movement. To investigate how student and cooperating teachers responded toward the competency assessment of teachers was the intent of this research.

The purpose of this study was to determine whether there was a relationship between the responses of teachers to teacher competency tests, measures of self-concept, and locus of control.

DATA GATHERING PROCEDURES

The fall classes of student teachers from Old Dominion University (ODU) and Virginia Wesleyan College (VWC) were selected as the population in this study. On August 25, 1986, 67 student teachers were administered the Reaction to Testing of Teachers' Survey, The Modified I-E Scale, and The Tennessee Self-Concept Scale. The 25 student teacher instruments not selected were either incomplete (n=7) or the subjects were practice teaching in other cities or counties (n=18) rather than in the three school systems selected.

On September 9, the same instruments were administered to 14 student teachers from VWC. Thirteen were acceptable with one student teacher not returning the instruments. There were 55 total acceptable surveys from ODU and VWC. Names of cooperating teachers were obtained from the school systems of Virginia Beach, Norfolk, and Chesapeake. Prior permission had been granted by these school systems (Appendix A, B, and C) to send the same instruments to the cooperating teachers who would be working with the student teachers for the seven week period from September 2nd through October 17th. The number of cooperating teachers to be sent letters were 19 in Virginia Beach, 24 in Norfolk, and 12 in Chesapeake (n=55), for a total matched population of 110. Using the school system's internal mail communication system, each teacher received a package containing the following materials. A cover letter was included to explain the purpose of the study, the promise of respondent confidentiality, and the request for participation from the student/cooperating teachers. The responses of student/cooperating teachers to testing of teachers was obtained via a 15-question survey which employed a five-choice Likert scale (Appendix D).

A demographic data sheet was included to obtain pertinent information regarding the subjects. In order to determine if the respondents were internal or external in their perceptions of control, the Modified I-E Scale (Rotter,

1966) was included. With the elimination of seven buffer questions (Appendix E), the scale included 23 A or B choice statements. The Tennessee Self-Concept Scale (Fitts, 1965) is a standardized test designed to measure one's self-concept. The responses were written on answer sheets that accompanied the booklets. Nineteen packets were sent to Virginia Beach teachers on September 22nd with the due date of October 15th; 15 received by this date. Four phone calls were made to nonrespondents on October 13th. Two more responses were received by October 20th. By October 24th, all 19 were received with a final return of 100%.

The 24 cooperating teachers in Norfolk were sent packets on September 26th with the due date set on October 15th. Thirteen were returned by this date. Phone calls to the remaining 11 were made on October 14th. A second set of instruments was sent to nine of the cooperating teachers. By October 30th, the final deadline, five more packets (n=18) had been returned. This accounted for a 75% rate of return.

The cooperating teachers selected in Chesapeake had been encouraged to participate by Dr. Len Wright (Appendix D). Dr. Wright's letter of September 30th preceded the sending of 12 packets on October 1st. October 17th was set as the due date; with receipt of 8 by this date. Follow-up of the four nonrespondents was made via phone calls on October 20th. Two subjects were sent additional packages with a final

return of ten by October 30th. The return rate of Chesapeake was 83%. The combined return of the three systems was 85%.

Phone calls and/or letters were sent to 24 subjects. The week of November 10-14th was used to inform the student and/or cooperating teacher who had requested results as to how they rated on the instruments.

POPULATION DEMOGRAPHICS

Table 1 presents the characteristics of the student and cooperating teachers using the chi square level of significance to the $< .05$ level. Using the independent variable of sex, the division by gender was made. The 55 student teachers included 8 (14.5%) males and 47 (85.5%) females. A total of 47 cooperating teachers included 10 males (21.3%) and 37 females (78.7%). The chi square found was .39 and .79 which is not significant at the 5% confidence level.

The second independent variable was age. The majority of the teachers, $n=47$ (46.1%), were included in the 21-30 age category. This figure was the highest with 42 of the student teachers or 76.4% falling within this range. Five of the cooperating teachers comprised this population. For the second category of 31-40, 37.3% included 11 student teachers and 27 cooperating teachers. The third category of 41-50 included two student and 11 cooperating teachers. This was

Table 1

Demographic Characteristics of Student
and Cooperating Teachers

	Student Teachers (N=55)	Cooperating Teachers (N=47)	χ^2 2 D.F.
Sex			
Male	8	10	.39
Female	47	37	.79
Age			45.74*
21-30	42	5	
31-40	11	27	
41-50	2	11	
51-60	0	4	
Race			9.62*
Black	0	7	
White	52	39	
Native American	2	1	
Other	1	0	
Teacher Type by College			98*
ODU	42	0	
VWC	13	0	
School Division			.41
Virginia Beach	19	19	
Norfolk	24	18	
Chesapeake	12	10	
Teacher Experience			102*
None	55		
1- 5	0	5	
6-10	0	13	
11-15	0	14	
16-20	0	10	
21 or more	0	5	

*Significance at $p < .05$; $\chi^2(z) \geq 3.84$

the lowest percentage category of 3.9%. The chi square of 45.74 was found to be significant ($p < .05$).

The third independent variable of race was recorded. The breakdown of student teachers was 52 whites, 2 Native Americans, and 1 listed other for a total of 55. Under the category of cooperating teachers, there were 7 blacks, 39 whites, and 1 Native American for a total of 47. Again the chi square of 9.62 at the $p < .05$ level was found to be significant.

The percentages of students from the respective colleges included 78.2% ($n=43$) from Old Dominion University and 21.8% ($n=12$) from Virginia Wesleyan College. The percentages of cooperating teachers were 40.4% ($n=19$) from Virginia Beach, 38.3% ($n=18$) from Norfolk, and 21.2% ($n=10$) from the school system of Chesapeake. The chi square found was 98 which is significant at the 5% confidence level.

The number of student teachers who had turned in acceptable responses were 19 from Virginia Beach, 24 from Norfolk, and 12 from Chesapeake for a total of 55 assigned student teachers. The pairing of these student teachers with their cooperating teachers resulted in 19 responses from Virginia Beach (100%). Eighteen (75%) of the Norfolk cooperating teachers responded, and 10 teachers (83%) sent back material from Chesapeake. The chi square of .41 was not significant at the .05 level of significance.

Another division, utilizing teaching experience for student and cooperative teachers, was calculated. Fifty-five (100%) of the student teachers had no experience. Five (10.6%) of the cooperative teachers had from 1-5 years of experience, 13 (27.7%) of the cooperative teachers listed from 6-10 years experience. The highest percentage (29.8%) of 11-15 years of experience was given by 14 of the cooperating teachers. In the category of 16-20 years, 10 (21.3%) cooperating teachers qualified. The final category of 21 and more years of experience was given by five (10.6%) cooperating teachers. Forty-seven or 100% of the cooperating teachers listed their years of contractual teaching. The diversity of number of years of experience accounted for difference in response. The chi square of 102 was found to be significant at the .05 level of significance.

Percentages of Responses to Statements

The questionnaire contained 22 statements that had been reviewed by a panel of experts. These experts included Mr. Robert Deford, Member of the State of Virginia's Board of Education; Mr. Dan Graves, Program Administrator for Personnel/Staff Development, Chesapeake City Public Schools; Dr. Roger Johnson, Associate Professor, Education Curriculum & Instruction, Old Dominion University; Dr. Ulysses Spiva, Virginia Beach City Public School Board Member; and Dr.

Shirley Wilson, Norfolk City Public School's Assistant Superintendent.

Table 2 contains tabulations of the responses in percentages to the 22 statements. This table and the narrative present the data to test Hypothesis One which holds:

There will be no significant difference between the responses toward competency testing of teachers between student teachers and cooperating teachers.

PERCENTAGE OF RESPONSES TO STATEMENTS

Statement one: Testing of teachers has come about as the result of demands by the American public for higher teacher competence. The response to this statement was generally positive with 83.6% of the student teachers in agreement. Cooperating teachers were more receptive to this statement with 93.6% in agreement. The chi square found was 2.99 and was not significant at $p < .05$.

Statement two: There is a need to improve the status of the teaching profession. Under both categories of student and cooperating teachers, this was the statement that received the highest percentage agreement. Eighty-seven and three tenths percent of the student teachers were in agreement. Cooperating teachers were even higher in their consent with 97.8% in agreement, producing a chi square of 5.35.

Table 2

Percentages of Responses Across Items by Two Study Groups

Item	Student Teachers ^a			Cooperating Teachers ^b			χ^2 df=2
	D ^c	U ^d	A ^e	D	U	A	
S1	7.3	9.1	83.6	4.3	2.1	93.6	2.99
S2	7.3	5.5	87.3	2.1	0	97.8	5.35*
S3	9.1	9.1	81.8	10.6	4.3	85.1	3.48
S4	47.2	29.1	23.6	44.7	23.4	31.9	7.32*
S5	20.0	32.7	47.3	59.6	14.9	25.6	19.89*
S6A	32.8	16.4	50.9	53.1	25.5	21.3	10.54*
S6B	18.1	27.3	54.6	38.3	17.0	44.6	6.66*
S6C	23.7	20.0	56.3	31.9	19.1	49.0	6.56*
S7	7.3	9.1	83.7	6.4	2.1	91.4	3.43
S8	10.9	7.3	81.8	12.7	12.8	74.5	2.05
S9A	5.4	18.2	76.4	8.6	10.6	80.9	3.61
S9B	1.8	18.2	80.0	12.7	12.8	74.4	7.19*
S9C	1.8	14.5	83.6	14.9	19.1	66.0	8.57*
S9D	9.1	18.2	72.7	21.3	21.3	57.4	6.05*
S10	41.8	29.1	29.1	38.3	19.1	42.6	3.78
S11	63.7	23.6	12.7	76.6	14.9	8.5	1.59
S12A	27.3	29.1	43.6	36.2	17.0	46.8	5.90*
S12B	63.6	21.8	14.5	51.0	17.0	31.9	4.20*
S12C	58.2	30.9	10.9	51.1	34.0	14.9	1.83
S13	45.4	3.6	50.9	36.2	0	63.8	5.21*
S14	34.5	45.5	20.0	48.9	36.2	14.9	4.52*
S15	0	72.7	27.3	0	76.6	23.4	0.76
Averages	24.65	22.3	53.3	29.97	18.17	51.83	

^aStudent teachers (N=55)

^bCooperating teachers (N=47)

^cD is a total of scores from SD (strongly disagree) and D disagree.

^dU is undecided.

^eA is a total of scores from SA (strongly agree) and A agree.

*Significance at $p < .05$; $\chi^2(z) \geq 3.84$

Statement three: If testing of teachers is to be successful, the idea of testing must be accepted by teachers. Again the response was positive with 81.8% in agreement voiced by student teachers. The cooperating teachers were 85.1% in agreement. The chi square found was 3.48 and was not significant at $p < .05$.

Statement four: Testing of teachers will improve the quality of instruction in the classroom. Reaction by the student teachers to this statement was generally negative. A total of 47.2% were against, with 29.1% undecided and only 23.6% in agreement. The cooperating teachers were also against with 44.7% opposed, 23.4% undecided, and 31.9% in agreement. The chi square found was 7.32 showing that the cooperating teachers were more in agreement with the statement than were the student teachers.

Statement five: Veteran teachers should be tested before being awarded a certificate renewal. The student teachers responses were: 20.0% against, 32.7% undecided, and 47.3% in agreement. Reaction to this statement by cooperating teachers was generally negative. Under the category of disagreement, 59.6% were against with 14.9% undecided. Agreement was expressed by 25.6%. The chi square found was 19.89 showing the lack of concordance between the groups.

Statement six: The decision to test teachers should be made:

6A: at the local board level. Responses of the student teacher were 32.8% against, 16.4% undecided, and 50.9% in agreement. The cooperating teachers were neutral to negative with 53.1% in disagreement, 25.5% undecided, and 21.3% in agreement. Again a significant ($p < .05$) chi square was found to be 10.54.

6B: by the state board of education. Student teachers were more favorable to this as the governing body for testing. Eighteen and one tenth percent disagreed, 27.3% were undecided, and 54.6% were in favor. Cooperating teachers spread their responses with 38.3% in disagreement, 17.0% undecided, and 44.6% in agreement. The student teachers were more in agreement producing a chi square of 6.66.

6C: at the national level. Student teachers responded with 23.7% not in favor, 20.0% undecided, and 56.3% in agreement. This level of governance was the most popular by the cooperating teachers. A total of 31.9% were against, 19.1% were undecided, and 49.0% were in agreement. A similar result to 6B was found with 6A showing a chi square of 6.56.

Statement seven: Prospective teachers should be required to pass a basic skills test before acceptance into a teacher training program. The majority of student teachers were in favor of this prerequisite testing requirement with

83.7% in agreement. The cooperating teachers were also in agreement with 91.4% in favor of this type of testing. The chi square found was 3.43, which is not significant at the 5% confidence level.

Statement eight: Testing should be uniform throughout the U.S. so teachers can be certified throughout the nation. This statement was well received by 81.8% of the student teachers. Likewise, cooperating teachers, with a 74.5% vote agreed with the desire for uniformity. The chi square for this item was found to be 2.05 and was not significant ($p < .05$).

Statement nine: Graduating student teachers should not be certified unless they pass: (This four part question was designed to ascertain what sections of the examinations were rated the most important.)

9A: the basic skills/general knowledge section of the NTE exam. The majority of student teachers surveyed were in favor of this prerequisite testing requirement with 76.4% in agreement. Cooperating teachers responded affirmatively with 80.9% in agreement. The chi square was 3.61 and was not significant.

9B: a content and speciality examination. Student teachers expressed approval with 80% in favor of inclusion of this examination. Cooperating teachers were in favor of including this part of

the examination with 74.4%. The chi square of 7.19 was found to be significant ($p < .05$).

9C: professional knowledge section. Student teachers supported inclusion of this section with 83.6%. The response of cooperating teachers was favorable with 66.0% in agreement. The chi square of 8.57 was found to be significant.

9D: all sections of the exam. In response to this statement, 72.7% of the student teachers were supportive. Cooperating teachers were less supportive with 21.3% in disagreement, 21.3% undecided, and 57.4% in favor. Cooperating teachers were more in favor of including the basic skills/knowledge section (80.9% total) than any other section. The most valued section by student teachers was the professional knowledge section for a total of 83.6%. The chi square of 6.05 was found to be significant ($p < .05$).

Statement ten: Testing may adversely affect members of ethnic minority races who desire to become members. Student teachers did not view this as a problem with 47.8% who disagreed, 29.1% who were undecided, and 29.1% who were in agreement with the statement.

In disagreement were 38.3% of the cooperating teachers, 19.1% were undecided, and 42.6% were in agreement. A chi square of 3.78 was found not to be significant ($p < .05$).

Statement eleven: Testing should include only a paper and pencil examination. This statement generated a majority of negative responses. More student teachers disagreed with this statement than any other. Sixty three and seven tenths percent strongly disagreed, 23.6% were undecided; whereas 12.7% were in agreement.

Disagreement with this statement was also the highest among cooperating teachers: 76.6% disagreed; 14.9% were undecided, with 8.5% who were in agreement. A chi square of 1.59 was found.

Statement twelve: Testing will:

12A: improve the professional status of teachers:

Student teachers were in agreement (43.6%) with this statement, although an above average number (29.1%) were undecided about the effects of testing of teachers. Cooperative teachers were more in agreement with 46.8% agreeing. A significant ($p < .05$) chi square of 5.90 was found.

12B: discourage potential teachers from entering the profession. Sixty-three and six tenths percent of the student teachers were in disagreement with this statement, 21.8% were undecided, and 14.5% were in favor.

The cooperating teachers were also opposed with 51.0% against, 17.0% were undecided, and

31.9% were in agreement with this statement. A significant ($p < .05$) chi square of 4.20 was found.

12C: be discontinued as a result of supply and demand of teachers. This was another statement with which student teachers disagreed. The percentage disagreeing was 52.8% with 30.9% as undecided. Although 51.1% disagreed, 34.0% of the cooperating teachers were undecided. A chi square of 1.83 was not significant ($p < .05$).

Statement thirteen: Generally speaking, I feel comfortable when taking standardized tests. Although the score of student teachers who disagreed with this statement (45.4%) was not that different, 50.9% of the student teachers expressed a comfortable feeling when faced with standardized tests.

The cooperating teachers were more confident in their test taking abilities with a total of 63.8% in agreement with this statement. A total of 36.2% of the cooperating teachers expressed feelings of discomfort when taking standardized tests. A significant ($p < .05$) chi square of 5.21 was found.

Statement fourteen: A statement preceding items 14 and 15 directed respondents to answer either/or, rather than both statements. I felt the NTE was a fair assessment of knowledge needed in the classroom. The response of 45.4% was in the category of undecided. Only 20% of the student

teachers were in agreement. Cooperating teachers were not enthusiastic about the fairness of the assessment of the NTE as a total of 48.9% voted against the test. Undecided about the fairness of the test was expressed by 36.2% of the cooperating teachers. A significant ($p < .05$) chi square of 4.52 was found.

Statement fifteen: I feel confident I will pass the National Teacher's Examination. The student teachers expressed indecision about this with 72.7% responding as undecided. Twenty seven and three tenths percent were in agreement with this statement.

The cooperating teachers were also undecided with a 76.6% record. Only 23.4% felt they would pass. A chi square of 0.76 was found, indicating the concordance of the two groups of teachers.

SUMMARY OF RESPONSES

The purpose of this section was to present and compare the responses to competency testing of teachers. The questionnaire included 22 statements and was given to student teachers and their cooperating teachers to test Hypothesis One which holds:

There will be no significant differences between the responses toward competency testing of student teachers and their cooperating teachers.

It has been ascertained by extensive evaluation of each statement that the two populations were in agreement on the majority of issues. The most controversial issue was that of testing veteran teachers. Student teachers were in favor of this testing (47.3%); whereas, cooperating teachers were less enthusiastic (21.3%). Other statements were significant due to the similarity of agreement or disagreement on particular issues.

Based upon the findings of this research study, which found no significant differences ($p < .05$) between student teachers' and cooperating teacher's responses to testing, Hypothesis One was retained.

LOCUS OF CONTROL AND PERCENTAGES OF RESPONSES

The second instrument used was the Rotter Scale (1966) that measured locus of control. This 23-item questionnaire, minus the four buffer questions, is a measure of a personality trait. The intention of the scale is to sample widely from different life situations, where an internal or external attitude might be expected to affect behavior.

Table 3 presents the demographic characteristics of student and cooperating teachers. The division of internals and externals was made using the tabulations of scores from the Rotter Scale (1966) with a mean of 9.925. The lower scores were judged as internal; whereas, persons with higher scores were rated as external. The chi square level of

Table 3

Demographic Characteristics of Internal
and External^a Populations

	Internals	Externals	χ^2 ^b 2 D.F. ^c
Total Respondents	(58)	(44)	
Student Teachers	31	24	.00
Cooperating Tchrs.	27	20	.01
Sex			
Male	12	6	.43
Female	46	38	.85
Age			3.15
21-30	26	21	
31-40	25	13	
41-50	5	8	
51-60	2	2	
Race			2.06
Black	5	2	
White	51	40	
Native American	2	1	
Other	0	0	
Teacher Type			
ODU	23	19	
VWC	7	5	
Cooperating Tchrs.	28	20	
School Division			1.00
Virginia Beach	24	14	
Norfolk	22	20	
Chesapeake	12	10	
Teacher Experience	(58)	(44)	7.74*
None	31	24	
1- 5	1	4	
6-10	11	2	
11-15	7	7	
16-20	6	4	
21 or more	2	3	

^a Internal and External Locus of Control (Rotter Scale, 1966)

^b Chi Square

^c df = degrees of freedom

*Significance at $p < .05$; $\chi^2(z) \leq 3.84$

significance ($p < .05$) included the variables of sex, age, race, school division, teacher type, and teacher experience.

Table 4 presents the percentages of response across the Rotter Scale by statement. The chi square ($p < .05$) is given. These tables present the data to test Hypothesis Two which holds:

There will be no statistically significant relationship between locus of control and a teacher's responses toward competency assessment.

CHARACTERISTICS OF THE POPULATION

Of the 102 respondents, 58 were rated as internal and 44 external. Under the category of internal, there were 31 student teachers (53.4%) and 27 cooperating teachers (46.6%). Out of the 44 externals, 24 (54.5%) were student teachers and 20 (45.5%) were cooperating teachers. A chi square significance of .00 and .01 at the $< .05$ level was not considered significant.

Using the independent variable of sex, there were 12 males (20.7%) and 46 (79.3%) females listed as internal. Under the category of external, 6 males (13.6%) and 38 females (86.4%) were listed. A chi square significance at .43 and .85 were not considered significant.

Twenty-six (44.8%) were in the age category of 21-30. Five (8.6%) were in the category of 41-50. The smallest category contained two persons or 3.4%. The division of

Table 4

Percentages of Responses Across Rotter Scale
According to Statements

Item	Internal			External			χ^2 df=2
	D	U	A	D	U	A	
S1	6.9	5.2	87.9	4.5	6.8	88.6	.36
S2	3.4	3.4	93.1	6.8	2.3	91.0	2.32
S3	10.3	1.7	87.9	9.1	13.6	77.3	6.28*
S4	48.3	25.9	25.8	43.1	27.3	29.6	1.12
S5	39.7	22.4	37.9	36.3	27.3	36.4	6.46*
S6A	48.3	12.1	39.6	34.1	31.8	34.1	8.38*
S6B	27.6	19.0	53.5	27.2	27.3	45.5	2.31
S6C	27.6	17.2	55.2	27.3	22.7	50.0	1.68
S7	8.6	5.2	86.2	4.5	6.8	88.6	1.68
S8	13.8	10.3	75.9	9.1	9.1	81.8	1.14
S9A	10.3	10.3	79.3	2.3	20.5	77.3	6.14*
S9B	10.3	17.2	72.4	2.3	13.6	84.1	3.24
S9C	8.6	13.8	77.6	6.8	20.5	72.7	2.76
S9D	17.2	15.5	67.3	11.4	25.0	63.7	6.72*
S10	46.6	20.7	32.8	31.8	29.5	38.6	9.35*
S11	70.7	19.0	10.3	68.2	20.5	11.4	.42
S12A	36.2	20.7	43.1	25.0	27.3	47.7	3.11
S12B	63.8	15.5	20.6	50.0	25.0	25.0	2.32
S12C	58.6	29.3	12.0	50.0	36.4	13.6	3.75
S13	34.4	3.4	62.1	50.0	0	50.0	4.45*
S14	39.6	43.1	17.2	43.1	38.6	18.2	1.69
S15	0	72.4	27.6	0	77.3	22.7	.51
Averages	28.67	18.33	52.97	24.68	23.15	52.17	

*Significance at $p < 05$; $\chi^2(z) \leq 3.84$

externals was similar with 21 (47.7%) in the first category of 21-30. Thirteen or 29.5% were in the 31-40 age group. Eight (18.2%) were from 41-50, and two (4.5%) were from 51-60. The chi square significance of 3.15 was not considered at the $p < .05$ level.

The third division was made according to race. Under the internal category, 5 (8.6%) were black, 51 white (87.9%), and 2 (3.4%) were Native American for a total of 58. The number of externals who were black were 2 (4.5%), 40 whites (90.9%), 1 (2.3%) Native American, and 1 (2.3%) other. The level of significance at the $< .05$ level did not include the chi square statistic of 2.06.

The colleges granting degrees were Old Dominion University and Virginia Wesleyan College. Out of the 58 internals (56.9%), the breakdown included 28 (48.3%) as teachers, 23 (39.7%) were from Old Dominion University, and 7 (12.1%) were enrolled in Virginia Wesleyan College. The 44 externals (43.1%) could be categorized as 20 (45.5%) teachers, 19 (43.2%) from Old Dominion, and 5 (11.4%) were from Virginia Wesleyan College. The chi square found was .13 which is not significant at the 5% confidence level.

Response to the Rotter Scale by school division included a total of 58 internals. Virginia Beach had 24 (41.4%), Norfolk 22 (37.9%), and 12 (20.7%) from Chesapeake. This compares with the 44 externals, including 14 (31.8%) from Virginia Beach. Norfolk had 20 externals (45.5%) and

Chesapeake 10 (22.7%). Virginia Beach had a higher percentage of internals than the other two systems. Again the chi square of 1.00 was not considered significant at the $< .05$ level.

A final category was made by the number of years of teaching experience. The internals were distributed with 31 (53.4%) with zero years of teaching experience. In the category of 1-5 years, 1 (1.7%); 6-10 years, 11 (19.0%); 11-15 years, 7 (12.1%); 16-20 years, 6 (10.3%); 21 and more, 2 (3.4%). The category for the externals included a total of 44 divided accordingly. None, 24 (54.5%); 1-5 years, 4 (9.1%); 6-10 years, 2 (4.5%); 1-15 years, 7 (15.9%); 16-20 years, 4 (9.1%); and 21 and more, 3 (6.8%).

The highest percentage of internals (84.6%) according to experience was in the category of 6-10 years. Under the category of externals, 80% were listed as having from one to five years of experience. Significance was found at the $< .05$ level of significance with a chi square of 7.74.

The percentages of average responses between internals and externals were similar. Disagreement to statements accounted for an average of 28.67% for internals and 24.68% external. The category of undecided had the widest range with internals having a percentage of 18.33% and externals 23.15%. There was little difference in the agreement category with internals having a count of 52.97% and externals 52.17%. In only 7 of the 22 statements using chi

square, ($p < .05$) were significant. Significant levels are indicated in Table 4. Both internals and externals were indecisive in their confidence toward passing the National Teacher's Examination according to statement 15 with a .51 low level of significance at the .05 level.

SUMMARY

The purpose of this section was to determine if there was a relationship between responses to competency testing of teachers according to one's locus of control. The division into internal and external was determined by the rating on the Rotter Scale (1966). This section was included to test Hypothesis Two which holds:

There will be no statistical significant relationship between locus of control and teachers' responses toward competency assessment.

Based upon the findings of this research study which found minor statistically significant difference ($p. < 05$) between responses to competency testing and one's locus of control, Hypothesis Two was retained.

TENNESSEE SELF-CONCEPT SCALE AND PERCENTAGE OF RESPONSES

The third instrument, The Tennessee Self-Concept Scale, is a self-administered instrument consisting of 100 self descriptive statements. This scale was developed by William H. Fitts in 1965. The Counseling Form can be completed in

10 to 20 minutes (mean time 13 minutes) by the subject. The concept of one's self is influential in much of an individual's behavior and can relate to one's personality and an individual's mental health. Table 5 is a composite of percentages divided into two categories. Subjects who took The Tennessee Self-Concept Scale and received a score of 0 to 49% were rated as having a low or negative self-concept. A subject was ranked as positive or high if their composite scores were 50% or better. This means of comparison was included to test Hypothesis Three which holds:

There will be no significant relationship between responses to the testing of teachers and self-concept.

CHARACTERISTICS OF THE POPULATION

Table 5 includes the demographic characteristics of the number of persons who scored high or low in their self-concept. The population who took The Tennessee Self-Concept Scale can be summarized as follows: 55 student teachers and 47 cooperative teachers comprised a total population of 102. A total of 72 (70.6%) were considered positive; whereas, 30 or 29.4% were under the category of negative. This low self-concept category included 18 (60%) student teachers and 12 (40%) cooperating teachers. Thirty-seven student teachers (51.4%) and 35 (48.6%)

Table 5

Demographic Characteristics of High and Low Concept Populations^a

	Low	High	χ^2 2 D.F.
Teacher Type			
Student	18	37	.33
Cooperating	12	35	.63
Sex			
Male	5	13	.00
Female	25	59	.03
Age			1.92
21-30	17	30	
31-40	9	29	
41-50	3	10	
51-60	1	3	
Race			3.19
Black	3	4	
White	25	66	
Native American	1	2	
Other	1	0	
College			1.36
Teacher	12	36	
ODU	13	29	
VWC	5	7	
School Division			2.22
Virginia Beach	13	25	
Norfolk	9	33	
Chesapeake	8	14	
Teacher Experience			2.81
None	18	37	
1- 5	1	4	
6-10	4	9	
11-15	2	12	
16-20	4	6	
21 or more	1	4	

^a High and Low Self-Concepts Measured by Tennessee Self-Concept Scale

cooperating teachers were ranked as having positive self-concepts.

The independent variable of sex divided the 30 externals into five (16.7%) males and 25 (83.3%) females. Of the 72 internals, 13 (18.1%) were male and 59 (81.9%) were females.

The majority of low self-concepts were in the age category of 21-30. Seventeen or 56.7% were in this first category. From 31-40, there were nine (30%) subjects. The third category, 41-50, included three (10%). Only one (3.3%) teacher was in the fourth category of 51-60. Internals had the highest number (30) or 41.7% in the first category. A close second accounted for 29 (40.3%) subjects in the 31-40 category. In the third division of 41-50, ten (13.9%) of the population was ranked. The smallest number (three) accounted for 4.2% in the 51-60 category.

Concepts were further identified using the variable of race. Under the category of negative, there were 3 (42.9%) blacks, 25 (83.3%) whites, 1 (3.3%) Native American, and 1 (3.3%) other. Positive self-concepts were expressed by four (5.6%) blacks. Sixty-six or 91.7% of the sampling population was white. Two or 2.8% of the Native Americans were also judged positive.

Forty-two of the student teachers were from Old Dominion University. Thirteen or 31% were rated with a low or negative self-concept, whereas 29 or 69% were positive. The

comparison of the 12 from Virginia Wesleyan College ranked five or 41.7% negative with seven or 58.3% as positive.

Twenty-five (65.8%) were positive as compared to 13 (34.2%) who were negative among the Virginia Beach student and cooperating teachers. The comparison for Norfolk was 33 (78.6%) as positive and 9 (21.4%) regarded as negative. The third school division of Chesapeake had 14 (63.6%) as positive in comparison to 8 (36.4%) as negative.

The final categorization was by years of teacher experience. The 30 externals ranked the majority with 18 (60%) with no experience. The second category of 1-5 years contained one (3.3%). In the 6-10 years, four (13.3%) were listed. Two (6.7%) had from 11-15 years and four (13.3%) had been teaching from 16-20 years. Only one (3.3%) had 21 and more years of experience. Under the category of positive, 72 (70.6%) were categorized with the majority of 37 (51.4%) with no experience. Four (5.6%) had from 1-5 years of experience. In the third category, nine (12.5%) were in the 6 to 10 years of experience. The fourth category with 12 (16.7%) had from 11-15 years. Under the heading of 19-20 years, six (8.3%) were listed. Four teachers (5.6%) had 21 and more years of contractual experience. The chi square statistic calculated to the 5% level of confidence found no statistically significant difference between variables.

PERCENTAGES OF RESPONSES TO STATEMENTS

Analysis of reactions is confined to statements that are significantly above the mean score. Table 6 includes the presentation of scores using the chi square statistic to the $p < .05$ level of confidence. The scores under strongly agreed were high (93.1%) in Statement Two which says, There is a need to improve the teaching profession. Even those with a low or negative concept, for a total of 90%, were in agreement. A chi square of 4.72 was found to be significant ($p < .05$).

Statement three: If testing of teachers is to be successful, the idea of testing must be accepted by teachers. Ninety percent of the negative population agreed with this statement, while 80.5% of the positive population agreed. The chi square of 3.69 was not found to be significant.

Statement six: The decision to test teachers should be made... The positives were in agreement to the national level with a 52.8%. The negatives were in favor at the national level with 53.3%. The positives ranked the state with a 58.3%. A chi square of 8.65 was found to be significant at the 5% level of confidence.

Statement seven: Prospective teachers should be required to pass a basic skills test before acceptance into a teaching training program was accepted by both groups. The negatives had a total score of 70%. The positives were very

Table 6

Percentages of Responses Across Tennessee
Self-Concepts According to Statements

Item	Low or Negative (0-50%)			High or Positive (51-100%)			χ^2 df=2
	D	U	A	D	U	A	
S1	13.3	3.3	83.3	2.8	6.9	90.3	4.88*
S2	10.0	0	90.0	2.8	4.2	93.1	4.72*
S3	3.3	6.7	90.0	12.5	6.9	80.5	3.69
S4	53.3	26.7	20.0	43.1	26.4	30.6	1.58
S5	33.4	30.0	36.7	40.3	22.2	37.5	2.66
S6A	36.7	30.0	33.3	44.4	16.7	38.9	6.24*
S6B	26.7	43.3	30.0	27.7	13.9	58.3	11.67*
S6C	13.4	33.3	53.3	33.3	13.9	52.8	8.65*
S7	16.7	13.3	70.0	2.8	2.8	94.4	11.70*
S8	16.6	6.7	76.6	9.7	11.1	79.2	5.00*
S9A	16.7	23.3	60.0	2.8	11.1	86.1	12.41*
S9B	10.0	16.7	73.3	5.6	15.3	79.2	5.53*
S9C	6.6	20.0	73.4	8.4	15.3	76.4	3.99*
S9D	26.7	20.0	53.3	9.7	19.4	70.8	9.89*
S10	30.0	30.0	40.0	44.4	22.2	33.4	6.65*
S11	66.6	23.3	10.0	70.8	18.1	11.1	1.57
S12A	36.6	16.7	46.6	29.2	26.4	44.4	4.12*
S12B	53.3	20.0	26.6	59.7	19.4	20.9	1.43
S12C	56.7	23.3	20.0	54.2	36.1	9.7	4.56*
S13	60.0	0	40.0	33.3	2.8	63.8	8.06*
S14	53.3	33.3	13.3	36.1	44.4	19.5	3.26
S15	0	73.3	16.7	0	75.0	25.0	.07
Averages	29.01	22.41	48.47	26.07	19.50	54.36	

*Significance at $p < .05$; $\chi^2(z) \leq 3.84$

strong in agreement with a total score of 94.4%. The strong agreement of 11.70 chi square was found to be significant at the $p < .05$ level.

Statement eight: Testing should be uniform throughout the United States so teachers can be certified throughout the nation. Negatives were in agreement with a 76.6% score. Positives expressed agreement with a combined score of 79.2%. The similarities in agreement yielded a chi square of 5.00 at the $< .05$ level of significance.

Statement nine C: the passing of the professional knowledge section. The population judged as negative gave this a high score of 73.4%. Again the similarity in agreement with a chi square of 3.99 was significant at the $p < .05$ level of confidence.

Statement eleven: Testing should only be a paper and pencil examination. A total of 70.8% of the positives were not in favor of this as the only means of assessment. A chi square of 1.57 was not found to be significant at the $< .05$ level of significance.

Statement twelve: Be discontinued as a result of supply and demand of teachers. Under the low category, 56.7% were in disagreement to the statement that testing will discourage potential teachers from entering the profession. The high scorers were also opposed with a 54.2%. A chi square of 4.56 was significant at the 5% level of confidence.

Statement thirteen: Generally speaking, I feel comfortable when taking standardized tests, generated the most divergent scores. The population with low scores was 60% in disagreement, with none undecided, and 40% in agreement. These scores reflect the assumption that a population with a low self-concept would be negative towards testing. The responses by those with a high self-concept was 33.3% who disagreed, 2.8% undecided, and 63.8% who agreed. The chi square of 8.06 was significant at the $< .05$ level of confidence.

SUMMARY

The purpose of this section was to present and compare the responses of student and cooperative teachers toward competency assessment of teachers and their own self-concept. The Tennessee Self-Concept Scale (Fitts, 1965) was given to student and their cooperating teachers to test Hypothesis Three which holds:

There will be no significant relationship between responses to the testing of teachers and self-concept.

Percentages of responses and the results of the chi square are presented in Table 6. The responses by population were in agreement. The cooperating teachers favored graduating student teachers mastering the basic skills test before certification. They also were strong in their

feelings that prospective teachers should be required to pass a basic skills test before acceptance into a teacher training program. Student teachers were not as strong in support of passage of the basic skills test. The professional knowledge section of the test received priority.

Based upon the findings of this research study which found no statistically significant difference ($p < .05$) between responses to competency testing and self-concept, Hypothesis Three was retained.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The first part of this chapter includes a brief summary of the descriptive research, including the findings. The conclusions, based upon the findings, are included in the second part.

SUMMARY

The purpose of this descriptive study was to determine whether there was a relationship between the responses of teachers to teacher competency tests, measures of self-concept, and locus of control. Specifically, this study included the following research hypotheses:

1. There will be no statistically significant relationship between the responses toward competency testing of student teachers and their cooperating teachers.

2. There will be no statistically significant relationship between locus of control and teachers' responses toward competency assessment.

3. There will be no statistically significant relationship between responses to the testing of teachers and self-concept.

POPULATIONS

The populations studied were the student teachers of the fall class from Virginia Wesleyan College and Old Dominion University and their cooperating teachers. Fifty-five acceptable surveys by student teachers were returned. Besides these students, the study utilized the cooperating teachers in the school divisions of Chesapeake, Norfolk, and Virginia Beach assigned to these student teachers. The student teachers included 14.5% males (n=8) and 85.5% (n=47) females. A total of 47 cooperating teachers responded with 21.3 males (n=10) and 78.7% (n=37) females. The 55 student teachers included 52 whites, 2 Native Americans, and 1 other. The population of 47 cooperating teachers included 7 blacks, 39 whites, and 1 Native American.

RESEARCH DESIGN

Three instruments were given to teachers to obtain their responses to the assessment of teachers. These instruments included a Likert-type five-point questionnaire, constructed by this researcher, The Modified Locus of Control Inventory, and a Tennessee Self-Concept Scale. Percentages of responses were analyzed using the statistical procedure of percentages and the chi square statistic at the 5% level of confidence (Tables 1-6). These results were analyzed to determine if there were statistically significant differences ($p < .05$) among the responses.

FINDINGS

Analysis of the data indicted that the majority of student and cooperating teachers are not opposed to the testing of teachers. However, they did not feel that testing of teachers would improve the quality of instruction. Null Hypotheses One was retained because no statistically significant differences were found between the responses to competency testing of teachers by student and cooperating teachers. Null Hypotheses Two was retained because there were no statistically significant differences found between the way the internal and external populations viewed testing. Null Hypotheses Three was retained because there were no statistically significant differences found between those subjects with high or low self-concept.

Furthermore, both student and cooperating teachers were most concerned with the need to improve the status of the teaching profession and view testing as a means to this end. The desire for uniformity was expressed with the interest in national certification, as well as the support for testing teachers at the national level. There was disagreement on the subject of testing of veteran teachers; student teachers favored, and cooperating teachers opposed. Opposition was expressed by both groups to testing being the only means of evaluation. Both populations felt that testing would not discourage potential teachers from entering the profession or that testing would be discontinued as a result of supply

and demand. Both the student and the cooperating teachers ranged from undecided to negative regarding the adequacy of the knowledge needed in the classroom as assessed by the National Teacher's Examination. Uncertainty by student and cooperative teachers in their confidence to pass the National Teacher's Examination was higher than average.

CONCLUSIONS

Persons will not be encouraged to nor discouraged from entering the teaching profession because of their feelings about teacher testing or because of personality characteristics such as locus of control or self-concept.

DISCUSSIONS

There has been much debate as to the value of competency testing of teachers. Despite 46 states having implemented competency testing before granting teachers initial certification (Sandefur, 1986), some opponents do not feel it will improve the profession of teaching. Both student and cooperative teachers in this study expressed the need for improvement in the status of teaching. This same population felt testing of teachers would accomplish this objective.

The fact that most of the subjects who had taken the National Teacher's Examination were undecided to negative in their evaluation of the fairness of the NTE may prompt state educational boards to update the content of the examination.

This population expressed that emphasis is needed on the basic skills section and the professional knowledge content.

RECOMMENDATIONS FOR FURTHER STUDY

Given the low levels of significance among the variables examined in this study, even though the limits of the study are clear, this researcher does not feel that further testing of the hypotheses which prompted this effort would provide different results. It is recommended that the issue of teacher testing and its effect on the type of personality of those to teach should be laid to rest.

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APPENDIX A



COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

4968 Providence Road
Providence Elementary
Virginia Beach, VA. 23464
August 22, 1986

Dear Participant,

You have been selected to participate in a study to determine if there is a relationship between reactions of student and cooperating teachers toward testing of teachers, measures of self-concept, and locus of control. Findings from this survey will be used in my dissertation to satisfy the requirements of obtaining a doctorate from VPI&SU.

As a teacher, I am aware of the untold demands on your time. The completion of the enclosed instruments will take approximately 30 minutes. A summary of the results of this study will be telephoned or mailed to you. Please add your phone number or address on the demographic data sheet, if you are interested in the results.

Please be assured that the responses to this investigation are confidential. No data will be released under any circumstances regarding an individual's responses.

The Tennessee Self-Concept Scale is a measure of your own self-concept. The Modified I-E Scale is included to determine if control over one's life is influenced by internal or external forces. The purpose of the survey is to obtain your reactions toward the competency testing of teachers.

As you know, passing a teacher competency test is now required in order to receive certification in Virginia. There is a need to determine if the results will improve the profession of teaching. Your contribution of time on behalf of teachers is appreciated.

Thank you in advance for your participation in this study. If you have any questions, please call my personal number (804) 467-6261.

Sincerely yours,

Patricia C. Slaughter

REACTIONS TO TESTING OF TEACHERS

The purpose of this survey is to record the responses of selected persons to statements regarding competency testing of teachers.

Please read each statement and decide whether or not you strongly disagree (SD), disagree (D), are undecided (U), agree (A), or strongly agree (SA), with each of the statements listed, and indicate your preference by circling the appropriate letter.

1. Testing of teachers has come about as the result of demands by the American public for higher teacher competence.
SD D U A SA
2. There is a need to improve the status of the teaching profession.
SD D U A SA
3. If testing of teachers is to be successful, the idea of testing must be accepted by teachers.
SD D U A SA
4. Testing of teachers will improve the quality of instruction in the classroom.
SD D U A SA
5. Veteran teachers should be tested before being awarded a certificate renewal.
SD D U A SA
6. The decision to test teachers should be made:
 - 6A. at the local school board level.
SD D U A SA
 - 6B. by the state board of education.
SD D U A SA
 - 6C. at the national level.
SD D U A SA
7. Prospective teachers should be required to pass a basic skills test before acceptance into a teacher training program.
SD D U A SA
8. Testing should be uniform throughout the U.S. so teachers can be certified throughout the nation.
SD D U A SA

9. Graduating student teachers should not be certified unless they pass:
- (A) the basic skills/general knowledge section of the NTE exam. *(Notes on third page).
- SD D U A SA
- (B) a content and speciality examination.
- SD D U A SA
- (C) professional knowledge section.
- SD D U A SA
- (D) All sections of the exam.
- SD D U A SA
10. Testing may adversely affect members of ethnic minority races who desire to become teachers.
- SD D U A SA
11. Testing should include only a paper and pencil examination.
- SD D U A SA
12. Testing will:
- (A) improve the professional status of teachers.
- SD D U A SA
- (B) discourage potential teachers from entering the profession.
- SD D U A SA
- (C) be discontinued as a result of supply and demand of teachers.
- SD D U A SA
13. Generally speaking, I feel comfortable when taking standardized tests.
- SD D U A SA
- ANSWER EITHER QUESTION 14 or 15.
14. I felt the NTE was a fair assessment of knowledge needed in the classroom.
- SD D U A SA
15. I feel confident I will pass the National Teacher's Examination.
- SD D U A SA

Survey Instrument

3

Demographic Data

Directions: Please fill in the blanks or check appropriate column.

Name: _____ (Optional)

Position

____ Student Teacher
 ____ Cooperative Teacher

Sex

____ Male
 ____ Female

Age Category

____ 21-30
 ____ 31-40
 ____ 41-50
 ____ 51-60
 ____ 61 or older

Race

____ Black
 ____ Caucasian
 ____ Hispanic
 ____ Native American
 ____ Other

Student Teachers Only

Name of college sponsoring student teaching experience

 My initial practice teaching experience will be in the school system of _____.

Cooperative Teachers Only

Number of years of contractual teaching experience

 My contract is with the school system of _____.

Thank you for completing this survey. Please return to

Mrs. Patricia C. Slaughter
 4613 Casper Court
 Virginia Beach, Virginia 23462

*Basic skills/general knowledge--Reading, writing, and computational skills. General knowledge includes literature, fine arts, math, science, and the social sciences.
 Content/Speciality--Assessment of candidates' specific content knowledge in the fields they intend to teach.
 Professional knowledge--The pedagogy tests that assess the candidates' knowledge of instructional planning, methodology of teaching, and evaluation.

VIRGINIA TECH

Division of Administrative
and Educational Services

University City Office Building
Blacksburg, VA 24061

October 19, 1986

Dear Educator,

Several weeks ago you were invited to participate in a study to determine if there is a relationship between the reactions of student and cooperating teachers toward testing of teachers, measures of self concept, and locus of control. Your contribution is most important if we are to ascertain teachers' opinions on the subject of competency testing.

I am enclosing a second instrument packet. This will take approximately 30 minutes of your time. Please return to Dr. Glenn Koonce, Georgetown Elementary via the pony system by October 31st.

Please be advised that the results of your efforts will be treated both confidentially and professionally. No data will be released under any circumstances regarding individuals' responses.

A summary of the results of this study will be telephoned or mailed to you. Please add your phone number or address on the demographic data sheet if you are interested in the results.

One of the intentions of this study is to allow teachers to voice their reactions toward the testing of teachers. Thank you in advance for your professional contribution of time.

Sincerely,

Patricia C. Slaughter

APPENDIX B

The Modified I-E Scale

This is a questionnaire to find out the way in which certain events in our society affect different people. Place a check x on the blank before the one response which more closely reflects your attitudes. Please select the one you actually believe to be more true rather than the one you think you should choose. Obviously, there are no right or wrong answers.

1. A. Many of the unhappy things in people's lives are partly due to bad luck.
 B. People's misfortunes result from the mistakes they make.
2. A. One of the major reasons why we have wars is because people don't take enough interest in politics.
 B. There will always be wars, no matter how hard people try to prevent them.
3. A. In the long run people get the respect they deserve in this world.
 B. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
4. A. The idea that teachers are unfair to students is nonsense.
 B. Most students don't realize the extent to which their grades are influenced by accidental happenings.
5. A. Without the right breaks one cannot be an effective leader.
 B. Capable people who fail to become leaders have not taken advantage of their opportunities.
6. A. No matter how hard you try some people just don't like you.
 B. People who can't get others to like them don't understand how to get along with others.
7. A. I have often found that what is going to happen will happen.
 B. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
8. A. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
 B. Many times exam questions tend to be so unrelated to course work that studying is really useless.

The Modified I-E Scale Continued

2

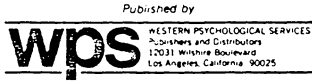
9. _____ A. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
_____ B. Getting a good job depends mainly on being in the right place at the right time.
10. _____ A. The average citizen can have an influence in government decisions.
_____ B. The world is run by the few people in power, and there is not much the little guy can do about it.
11. _____ A. When I make plans, I am almost certain that I can make them work.
_____ B. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
12. _____ A. In my case getting what I want has little or nothing to do with luck.
_____ B. Many times we might just as well decide what to do by flipping a coin.
13. _____ A. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
_____ B. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
14. _____ A. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.
_____ B. By taking an active part in political and social affairs, the people can control world events.
15. _____ A. Most people don't realize the extent to which their lives are controlled by accidental happenings.
_____ B. There really is no such thing as "luck."
16. _____ A. It is hard to know whether or not a person really likes you.
_____ B. How many friends you have depends on how nice a person you are.
17. _____ A. In the long run the bad things that happen to us are balanced by the good ones.
_____ B. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

The Modified I-E Scale Continued

3

18. _____ A. With enough effort we can wipe out political
corruption.
_____ B. It is difficult for people to have much
control over the things politicians do in
office.
19. _____ A. Sometimes I can't understand how teachers arrive
at the grades they give.
_____ B. There is a direct connection between how hard
I study and the grades I get.
20. _____ A. Many times I feel that I have little influence
over the things that happen to me.
_____ B. It is impossible for me to believe that chance
or luck plays an important role in my life.
21. _____ A. People are lonely because they don't try to be
friendly.
_____ B. There's not much use in trying too hard to
please people, if they like you, they like you.
22. _____ A. What happens to me is my own doing.
_____ B. Sometime I feel that I don't have enough control
over the direction my life is taking.
23. _____ A. Most of the time I can't understand why poli-
ticians behave the way they do.
_____ B. In the long run the people are responsible for
bad government on a national as well as on a
local level.

APPENDIX C

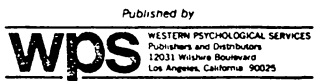


Answer Sheet

FORM C

ITEM	RESPONSE	ITEM	RESPONSE	ITEM	RESPONSE
13	1 2 3 4 5	7	1 2 3 4 5	1	1 2 3 4 5
14	1 2 3 4 5	8	1 2 3 4 5	2	1 2 3 4 5
15	1 2 3 4 5	9	1 2 3 4 5	3	1 2 3 4 5
16	1 2 3 4 5	10	1 2 3 4 6	4	1 2 3 4 5
17	1 2 3 4 5	11	1 2 3 4 5	5	1 2 3 4 5
18	1 2 3 4 5	12	1 2 3 4 5	6	1 2 3 4 5
31	1 2 3 4 5	25	1 2 3 4 5	19	1 2 3 4 5
32	1 2 3 4 5	26	1 2 3 4 5	20	1 2 3 4 5
33	1 2 3 4 5	27	1 2 3 4 5	21	1 2 3 4 5
34	1 2 3 4 5	28	1 2 3 4 5	22	1 2 3 4 5
35	1 2 3 4 5	29	1 2 3 4 5	23	1 2 3 4 5
36	1 2 3 4 5	30	1 2 3 4 6	24	1 2 3 4 6
49	1 2 3 4 5	43	1 2 3 4 5	37	1 2 3 4 5
50	1 2 3 4 5	44	1 2 3 4 5	38	1 2 3 4 5
51	1 2 3 4 5	45	1 2 3 4 5	39	1 2 3 4 5
52	1 2 3 4 5	46	1 2 3 4 5	40	1 2 3 4 5
53	1 2 3 4 5	47	1 2 3 4 5	41	1 2 3 4 5
54	1 2 3 4 5	48	1 2 3 4 5	42	1 2 3 4 5
67	1 2 3 4 5	61	1 2 3 4 5	55	1 2 3 4 5
68	1 2 3 4 5	62	1 2 3 4 5	56	1 2 3 4 5
69	1 2 3 4 5	63	1 2 3 4 5	57	1 2 3 4 5
70	1 2 3 4 5	64	1 2 3 4 5	58	1 2 3 4 5
71	1 2 3 4 5	65	1 2 3 4 5	59	1 2 3 4 5
72	1 2 3 4 5	66	1 2 3 4 5	60	1 2 3 4 5
85	1 2 3 4 5	79	1 2 3 4 5	73	1 2 3 4 5
86	1 2 3 4 5	80	1 2 3 4 6	74	1 2 3 4 5
87	1 2 3 4 5	81	1 2 3 4 5	75	1 2 3 4 5
88	1 2 3 4 6	82	1 2 3 4 5	76	1 2 3 4 5
89	1 2 3 4 5	83	1 2 3 4 5	77	1 2 3 4 5
90	1 2 3 4 5	84	1 2 3 4 6	78	1 2 3 4 5
99	1 2 3 4 5	95	1 2 3 4 5	91	1 2 3 4 5
100	1 2 3 4 5	96	1 2 3 4 6	92	1 2 3 4 5
		97	1 2 3 4 5	93	1 2 3 4 5
		98	1 2 3 4 5	94	1 2 3 4 5

NAME	STATE	ACF	SEX (Circle One) M F	EDUCATION (Number of Years)	ETHNIC BACKGROUND (Optional)
NATIONAL OCCUPATION	NATIONAL STATUS	TIME STARTED	TIME FINISHED	TOTAL TIME	



Answer Sheet

ITEM	RESPONSE	ITEM	RESPONSE	ITEM	RESPONSE
13	1 2 3 4 5	7	1 2 3 4 5	1	1 2 3 4 5
15	1 2 3 4 5	9	1 2 3 4 5	3	1 2 3 4 5
17	1 2 3 4 5	11	1 2 3 4 5	5	1 2 3 4 5
31	1 2 3 4 5	25	1 2 3 4 5	19	1 2 3 4 5
33	1 2 3 4 5	27	1 2 3 4 5	21	1 2 3 4 5
35	1 2 3 4 5	29	1 2 3 4 5	23	1 2 3 4 5
49	1 2 3 4 5	43	1 2 3 4 5	37	1 2 3 4 5
51	1 2 3 4 5	45	1 2 3 4 5	39	1 2 3 4 5
53	1 2 3 4 5	47	1 2 3 4 5	41	1 2 3 4 5
67	1 2 3 4 5	61	1 2 3 4 5	55	1 2 3 4 5
68	1 2 3 4 5	62	1 2 3 4 5	56	1 2 3 4 5
69	1 2 3 4 5	63	1 2 3 4 5	57	1 2 3 4 5
71	1 2 3 4 5	65	1 2 3 4 5	59	1 2 3 4 5
85	1 2 3 4 5	79	1 2 3 4 5	73	1 2 3 4 5
87	1 2 3 4 5	81	1 2 3 4 5	75	1 2 3 4 5
89	1 2 3 4 5	83	1 2 3 4 5	77	1 2 3 4 5
99	1 2 3 4 5	95	1 2 3 4 5	91	1 2 3 4 5
		97	1 2 3 4 5	93	1 2 3 4 5

USUAL OCCUPATION	NAME	AGE	SEX (Circle One) M F	EDUCATION (Number of Years)	ETHNIC BACKGROUND (Optional)
		DATE		TIME STARTED	TIME FINISHED
					TOTAL TIME

Tennessee Self-Concept Scale Profile Sheet

Counseling Form

T	Percentile	Self-Criticism	POSITIVE SCORES					VARIABILITY			Distribution	Percentile	T		
			Total Positive	Row 1 Identity	Row 2 Self-Satisfaction	Row 3 Behavior	Column A Physical Self	Column B Moral-Ethical Self	Column C Personal Self	Column D Family Self				Column E Social Self	Total V
95	99.99		452	150		150	90								95
90	99.99		445												90
85			440												85
80	99.9		435		150						110	70	45		99.9
75			430		145						100	65	35		80
70	99		425		140						95	60	30		75
65			420		135						90	55	25		70
60			415		130						85	50	20		65
55	95		410		125						80	45	15		60
50	90		405	145	120						75	40	10		55
45			400		115						70	35	5		50
40	80		395		110						65	30	0		45
35	70		390		105						60	25	0		40
30	60		385		100						55	20	0		35
25	50		380		95						50	15	0		30
20	40		375		90						45	10	0		25
15	30		370		85						40	5	0		20
10	20		365		80						35	0	0		15
5	10		360		75						30	0	0		10
	5		355		70						25	0	0		5
	0.1		350		65						20	0	0		0.1
	0.01		345		60						15	0	0		0.01

APPENDIX D

VIRGINIA BEACH CITY PUBLIC SCHOOLS

SCHOOL ADMINISTRATION BUILDING • P. O. BOX 6038 • VIRGINIA BEACH, VIRGINIA 23456

E. E. BRICKELL
SUPERINTENDENT OF SCHOOLS

August 29, 1986

Ms. Patricia C. Slaughter

Virginia Beach, VA 23462

Dear Ms. Slaughter:

We have received the additional information from you concerning your dissertation research. By this letter, you are authorized to contact Mrs. _____, staff development specialist, to initiate your survey of cooperating teachers.

The assessment specialists and I feel that you do need to review your data-collection procedures. The directions for the I-E Scale are confusing and there are no directions for the return of the data to you. Finally, you need to assess the section of your dissertation concerning the analysis of data.

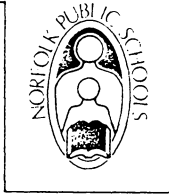
Best wishes with your research.

Sincerely,

_____, Director
Office of Planning, Assessment,
and Resource Development

xc: Mrs. _____, Staff Development Specialist
Office of Curriculum and Staff Development
Dr. _____, Director
Cooperative Doctoral Program





September 4, 1986

Ms. Patricia C. Slaughter
Virginia Beach, VA 23462

Dear Ms. Slaughter:

Your request to survey thirty-five Norfolk cooperating teachers,
on the subject of competency testing of teachers, is granted.

Best wishes to you in this endeavor.

Sincerely,

Director
Research, Testing and Statistics

jas



Chesapeake Public Schools

School Administration Building
Post Office Box 15204
Chesapeake, Virginia 23320

September 30, 1986

Dear Cooperating Teacher:

Mrs. Patsy Slaughter is gathering data for her doctoral dissertation. She has requested that the Chesapeake schools grant her permission to ask your help and time as a cooperating teacher in this task. I ask you to please take that time and complete the instruments she is asking you to complete.

Some of you may already have advanced degrees and understand the difficulties involved in finding an acceptable population. Others of you may one day work toward an advanced degree and you will then be in Mrs. Slaughter's position -- relying upon the kind cooperation of persons like yourselves.

You do not have to take part in the study and no one besides yourself will know one way or the other. Your help will be appreciated, however. If you have questions about the study or the instruments you can feel free to call me at 547-0153.

Thank you for your time.

Sincerely,

Supervisor of Research/Testing

:m



The College of Liberal Arts and Sciences
Department of Psychology
Box U-20, Room 107
406 Cross Campus Road
Storrs, Connecticut 06268

October 22, 1986

Patricia C. Slaughter
Virginia Beach, VA 23462

Dear Ms. Slaughter:

You have my permission to reproduce the I-E
Scale for your dissertation research.

Very truly yours,

JBR/isw

Professor of Psychology



An Equal Opportunity Employer

**The vita has been removed from
the scanned document**