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Date August 5, 1977

CONCERNS OF ELEMENTARY TEACHERS OF MONTANA

by

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ABSTRACT

The purpose of the study was to investigate concerns of elementary teachers in Montana, and to compare expressed concerns of first year teachers with concern of sixth year teachers.

A self-report instrument, The Teacher Concerns Checklist (Fuller & Borich, 1974) which was used to measure teacher concern for self, teacher concern for task, and teacher concern for impact was used in the study. The instrument was mailed to a random sample of sixty elementary teachers from each of two groups of Montana Education Association members.

Data from the returned instruments were tabulated and statistically analyzed. The Wilcoxson Matched-Pairs Signed Ranks Test was used for comparison of expressed concerns of first and sixth year teachers.

Results from the Wilcoxson test indicated that differences, if they do exist, were not demonstrated for the whole set of concern statements; for statements measuring concern for self; or for statements measuring concern for task. A significant difference was demonstrated between the two groups for statements measuring concern for impact. The sixth year teachers expressed more concern about impact than did first year teachers.

Means for each item were computed and ranked to identify statements of greatest concern and statements of least concern. The responses from all participants, whose teaching experience ranged from one to twenty-four years, were used. Statements ranked of greatest concern were concerns for impact. Statements ranked as those of least concern were concerns for task (i.e., situational concerns).

Chapter I

INTRODUCTION

Teachers are concerned about their success in the teaching profession. Concerns exist or seem to develop as the teachers endeavor for success. Some concerns are related to the specific teaching situation such as grade level assignment, size of the school district, the family background of students and/or community expectations. Problems with working conditions such as those of teacher load, pressures of time for non-teaching duties and lack of materials also generate concerns expressed by teachers. Establishing relationships with colleagues in the school and finding a place in the power structure of the system concern teachers. Other concerns are associated with the needs of children and the responsibilities for meeting those needs.

Statement of the Problem

The problem of this study was to investigate the concerns of elementary teachers in Montana. The study compared the concerns of teachers in their first year of teaching with the concerns of teachers in their sixth year of teaching.

Application

The purpose of the study was to determine what differences were evident between concerns of first year and sixth year teachers. An awareness of teacher concerns by administrators, supervisors, senior

teachers on the staff, and teacher educators can serve as a basis for structuring experiences which can shift concerns away from concern for self which reportedly confronts those in a new situation. Initial concerns can be reduced so that the focus shifts to concern for the teaching task and to concern for pupils. Orientation procedures for beginning teachers can be defined to aid those teachers in overcoming early concerns. It is possible to help the teacher achieve desirable goals in teaching. In-service and pre-service training based on expressed concerns of teachers can maximize professional capabilities.

Questions

Analysis of data available from the study attempted to answer the following questions.

1. What are the major concerns of elementary teachers in Montana?

2. Are there identifiable differences between concerns of first year teachers and concerns of sixth year teachers?

Procedures

The literature indicates that expressed concerns of teachers can be grouped into sequential stages. The Concerns Theory as stated by F. F. Fuller (1972) conceptualizes the learning process for a teacher as a natural process of change from concerns for self to concerns for teaching and eventually to concerns for pupils.

As originally designed this study was done to investigate concerns of elementary teachers of Montana and to compare expressed concerns of first year teachers with those of fifth year teachers. Fifth year teachers were selected by the investigator as having had sufficient experience to have gone through the change of stages described by Fuller (1972).

When the instruments were returned, it was found that there was an insufficient number of respondents with five years experience to allow for meaningful statistical analysis. Before results were reviewed, a decision was made to use the group with six years experience instead of the group with five years for the comparison with first year teachers.

The following procedures were used in the study:

1. A review of literature was done to investigate findings of various authors about concerns of teachers.

2. A self-report instrument for measuring concerns for self, concerns for task, and concerns for impact, The Teachers Concern Checklist (Appendix A), was selected to collect data about levels of concern from the two groups of elementary teachers in Montana. Each concern statement was scored on a Lickert scale from (1) "not concerned" to (5) "totally preoccupied with this concern".

3. Respondents were asked to provide information about their years of teaching experience.

4. The sample population used for this study was drawn from elementary teachers on the membership roles in the Montana Education Association. One group was composed of first year members of MEA. The second was fifth year members.

5. The Teacher Concerns Checklist was mailed to sample groups of teachers whose names were drawn at random from these lists. A cover letter (Appendix B) explaining the purpose of the study was included.

6. Results of the returned instruments were recorded and statistically analyzed.

7. Abstracts of results of the study were mailed to those respondents who expressed an interest.

Limitations

1. This study was limited to the 1976-77 school year.

2. Data were limited to results obtained from the instrument used for the study.

Delimitations

1. The study included only randomly selected elementary teachers who were members of the Montana Education Association during the 1976-77 school year.

Definitions

Concerns

Concerns refers to matters that engage a person's attention or care. Concern implies an anxious sense of interest in, or responsibility for something (Stein, 1966).

Orientation

Orientation refers to a school program preceding the opening of classes, in which new teachers are made aware of the facilities of the school, its rules and regulations, the need for discipline, proper personal appearance, and other aspects of school life (Good, 1973).

Summary

The purpose of this study was to investigate the concerns of elementary teachers of Montana. Questions to be answered were stated. An instrument selected to measure levels of concern was sent to a random sample of elementary teachers in Montana. Procedures used in the study were developed and will be presented in detail in Chapter III.

Chapter II

REVIEW OF LITERATURE

Introduction

The review of literature was done to investigate findings of various studies about concerns of teachers. The discussion of the findings is presented in sections about early concerns, concern for classroom management, other concerns, late concerns and self concepts.

Early Concerns

In 1951, Wey reported that beginning teachers were concerned about how well they were doing and why principals did not tell them how they were doing. The first year teacher was characterized as being concerned about his own image and performance. He wanted to know how he was doing and where he stood (Seymour, Waters, Black, Burton, Jones, Dunn, King, & Neal, 1968). These early concerns were categorized by Fuller (1969) as concern with self-adequacy. She described the beginning teacher as concerned for survival as a teacher (1973).

Fuller's (1969) investigations of other studies found a consistency in the similarity of concerns expressed in different populations of beginning teachers who had been surveyed. The main concerns were those of self-adequacy. She also found among those beginning teachers survey a consistency in the absence of expressed concern about pupils;

with their learning, with their progress, and with ways teachers can help pupils in these areas.

Student teachers and students anticipating student teaching expressed concerns similar to those early concerns of teachers. Thompson (1963) found student teachers concerned about what was expected of them, how they would be evaluated, and whether pupils would like them. Preceding student teaching, home economics students expressed concern about evaluation and what their supervisors would be like (Erickson & Rudd, 1967).

Concern for Classroom Management

Classroom control or discipline appeared among the top three concerns of beginning teachers in all the studies investigated. Seymour and associates (1968) considered this an area of "on the job training". Earp and Tanner (1975) found that concerns with discipline varied according to student teaching experience and grade level assignment of the beginning elementary teachers. Those whose student teaching experience had been in inner city schools and who were teaching in either inner city schools or middle class schools had less difficulty with discipline than those whose student teaching had been in middle class schools and who were teaching in inner city schools. The new teachers teaching in the primary grades expressed less concern about discipline than new teachers teaching in upper elementary grades. New teachers assigned to team teaching situations expressed less

concern with discipline than the new teachers in any other teaching assignment. Those who expressed most concern were those assigned to the upper elementary grades in middle class schools.

Beginning teachers whose first positions are dissimilar to their student teaching situations tend to be rated as less successful by their supervisors (Vittetoe, 1977). Some student teaching offers no real experience in classroom control because the classroom teacher maintains discipline. Another problem associated with classroom management is that standards of appropriate behavior vary from area to area, from school to school, and from administrator to administrator. Some beginning teachers do not have a clear view of policies and practices in their school before the school year begins (Anderson, 1960). In some school districts it is common practice to assign the new teachers to the least desirable teaching situations (Wey, 1951; Seymour, 1968). The NEA Research Bulletin of 1971 indicated an increase in the number of teachers during the years from 1968 to 1971 who considered classroom management and discipline a major problem. These surveys were not limited to beginning teachers.

Other Concerns

In addition to class control, the concerns of beginning teachers included the establishing of relationships with other teachers, with administrators, with parents and with people of the community. Other concerns of new teachers were understanding the expectations of

principals and supervisors, evaluation by supervisors, subject matter adequacy, classroom routine, completing paper work and clerical duties, dealing with interruptions and budgeting time. Some new teachers expressed concern about not knowing in advance what their teaching assignments would be, and some were concerned about non-teaching duties.

Vittetoe (1977) reported that administrators identified causes for failure in addition to lack of control, as personality clashes, immaturity, lack of organization and lack of confidence.

Relations with parents was a concern to new teachers in Phoenix (Seymour, 1968). In the "special service" schools of New York City new teachers considered relations with parents a greater concern than did the new teachers in typical New York City schools. When grouped together urban teachers rate relations with parents a greater concern than do suburban teachers (Dropkin & Taylor, 1963).

Seymour reported that beginning teachers in small communities listed among their concerns community relations. They wanted to be informed about local customs and expectations. It was important to them to feel accepted by people of the community. Community relations were of less concern to new teachers in urban schools (1968).

In larger school systems new teachers were confused about the role of each member of the administrative staff. They expressed more concern about their relationships to the professional staff than did

those new teachers employed in smaller school districts where fewer administrative positions exist (Seymour, 1968).

There is evidence that discontent among those in the teaching profession affects the concerns of teachers. In 1968, shortly after the first major teacher strike, 1,619 elementary teachers of 88 public schools in Pittsburg, Pennsylvania, were questioned about their professional problems. While 967 replied to the questionnaire, no information is given on the number who were first year teachers. Areas of concern as expressed by that group included lack of daily preparation time, lack of time for individual and remedial work, obtaining adequate instructional material, finding time for creative work, having to use time at home for planning lessons, checking and grading papers and completing report cards, and obtaining reports from supervisors in writing (Olander & Farrell, 1970).

Late Concerns

Experienced teachers surveyed expressed concern about pupil adequacy and pupil progress more often than did beginning teachers. Fuller (1969) stated that several possible explanations for this finding can be presented. One possibility was that concerns do change. Another was that those teachers who retain early concerns drop out of teaching. It could have been that samples of experienced teachers surveyed included only "superior" teachers and that

"inferior" teachers would have expressed concerns similar to those expressed by beginning teachers.

Further research on the concerns theory by Dr. Fuller (1973) posits that the focus of concern of the inexperienced teacher in a new situation is concern for self and for survival as a teacher. With experience more mature concerns become evident, concern for the task of teaching and concern for one's adequacy as a teacher. Ultimately those concerns were replaced by concern for pupil needs and consequences of one's efforts with pupils (1973).

Self-concepts

Success is not determined by positive self-concept but is affected by it. Garvey reported that student teachers with higher self concepts, especially in relation to identity, were rated high in student teaching (1970). Positive self-perception may help one adjust more effectively. Self concepts affect relationships with others and effectiveness as a teacher. They may also affect teacher concerns.

Outstanding teachers, as reported by Dieter (1975), viewed themselves as goal centered achievers, persistent in task completion, organized planners, understanding of behavior, leaders, self-disciplined, of benefit to others, positive in attitude, able to adapt, self confident, conventional in behavior, responsible, dependable, sociable, resourceful, and self sufficient.

Affective attributes related to teacher behavior are teacher self concepts and teacher feelings toward children. An attitude of optimism toward others, toward children, and toward teaching enhance general adjustment to the teaching situation (Earp & Tanner, 1975).

Summary

Beginning teachers are concerned about survival as teachers. They are concerned about how they are doing and want to be told how they stand. A concern often expressed is that of discipline or class control. Student teaching experience, grade placement, and school placement affect the problem that beginning teachers have with discipline. Situational concerns differ as the environment of the schools vary. Some of these concerns are teacher load, non-teaching duties, materials available, and lack of preparation time. Self concepts and attitudes can affect teacher success.

Chapter III

PROCEDURES

Introduction

The purpose of this study was to investigate the major concerns of elementary teachers in Montana and to determine whether there were identifiable differences between concerns of first year teachers compared to sixth year teachers. The instrument used in the study was The Teacher Concerns Checklist (Appendix A). This chapter describes the population surveyed, the sampling procedures, the categories investigated, the methods used for data collection, the methods used for organization of data, the hypotheses, and the analysis of data.

Categories

The Teacher Concerns Checklist is a fifty item self-report instrument which measures three independent factors:

> (1) teacher concern for self, (2) teacher concern for the teaching task and the learning environment (i.e., situational concerns) and (3) concern for impact (i.e., concern for student needs)(1974).

With permission from Dr. Gary D. Borich of the University of Texas at Austin, this instrument was used for the study.

Population Description and Sampling Procedure

The population used in this study included two groups of elementary teachers selected from the membership of the Montana Education Association. The first group was composed of first year members of MEA. In the second group fifth year members were used. List of names for both groups were obtained from the Montana Education Association office in Helena, Montana. Names of elementary teachers were listed from among all first year MEA members and all fifth year MEA members from regions one, four, five, six, seven, and from the city of Missoula in region two. These regions and sections of regions were used from among the eight regions of Montana to include urban and rural areas of the state and to represent the various size school districts. The investigator was aware that years of membership in MEA differ from years of teaching experience. However, it was thought reasonable that a sufficient number could be identified using the MEA lists. In the expectation that some responses could not be used in parts of the study, a large sample of sixty names was drawn from each of the membership lists using random selection procedures.

Method of Data Collection

The Teacher Concerns Checklist (1974; Appendix A) was mailed to randomly selected elementary teachers. A cover letter sent with each instrument included a statement of confidentiality (Appendix B).

Directions on the instrument asked the respondent to mark each of the fifty items number one not concerned, number two a little concerned, number three moderately concerned, number four very concerned, or number five if totally preoccupied. Each respondent was also asked to indicate years of teaching experience.

Data from the returned instruments were hand tabulated by the investigator. A second party checked the tabulation to insure accuracy.

Method of Organizing Data

Before data were tabulated, returned instruments were grouped according to years of teaching experience indicated by the respondents.

Statistical Hypotheses

The statistical portion of this investigation was intended to test whether differences exist between the concerns of elementary teachers from two populations. For purposes of statistical analysis the investigator assumed that there was no significant difference between the concerns expressed by the two groups.

Analysis of Data

The instrument used was hand scored by the investigator. Data collected in this study was analyzed using the Wilcoxson Matched-Pairs Signed Ranks Test at the .05 level of significance.

In the instrument three independent factors: (1) teacher concern for self, (2) teacher concern for the teaching task (i.e., situational concerns), and (3) teacher concern for impact (i.e., concern for student needs) were measured by various items. Most items were identified in the literature as to the category to which they belonged. Items not explicitly categorized were classified into the three categories by a panel of two judges.

Summary

The Teacher Concerns Checklist (Fuller & Borich, 1974), an instrument for measuring concerns for self, task, and impact was sent to two groups of elementary teachers of Montana. One group was composed of first year MEA members; the other were fifth year MEA members. Results from the responses to this instrument were organized and statistically analyzed to determine whether a significant difference existed between expressed concerns of first year teachers as compared to sixth year teachers.

Chapter IV

RESULTS

Introduction

This study was done to investigate concerns of elementary teachers of Montana and to compare concerns of first and sixth year teachers. Data from all returns were hand tabulated and rechecked before analysis of the data. The comparisons of responses of first and sixth year teachers is reported. Other findings which this investigator found interesting regarding statements of great concern and of little concern are discussed.

Number Sampled

A random sample of sixty names of elementary teachers was drawn from each of two groups of MEA members. The Teacher Concerns Checklist (Appendix A) was mailed to 120 teachers with a cover letter which explained the purpose of the study. The return rate was 65%. Only six returns were received from teachers who were actually in their first year of teaching. Twenty-four returns were received from sixth year teachers.

Data Analysis

The data and analyses are presented for each of four clusterings of items. The first cluster, total test, included all fifty items in the instrument. The second cluster, subtest one, included the ten items in the instrument which measure concern for self. The third

cluster, subtest two, included the twenty-one items in the instrument which measure concerns for task. Cluster four, subtest three, included nineteen items in the instrument which measure concern for impact.

The data was organized in such a way that it could be analyzed using a modification of The Wilcoxson Matched-Pairs Signed Ranks Test. Comparison was made between responses of first year teachers and sixth year teachers on all items combined and on the three subsets of items. The Wilcoxson Test was used to determine differences between the two groups in each of the four clusters. The actual test was done using the MUSTAT statistical package.

The procedure involved calculation of the mean response to each item by the group of first year teachers and then responses by sixth year teachers. The means of these individual items for the two groups were used to form matched pairs for the Wilcoxson Test. The size of each difference was computed by subtracting means for sixth year teachers from means for first year teachers. Each difference was ranked without regard to its algebraic sign with the smallest difference assigned the rank of one. After ranking, the original signs of the differences were restored. Sums of positive ranks and of negative ranks were calculated and compared. The statistic p designates the signed rank value and the investigator established the p value of .05 or less as an indication that significant differences do exist.

Table 1 shows the Wilcoxson Test for first and sixth year teachers on all items. The means given are the calculated mean of means on all 50 items for each group of teachers. The total number of matched pairs of items N is shown. The N used (48) varies from the total number (50) because tied ranks were eliminated from the analysis as prescribed by the Wilcoxson Test. The statistic p designates the signed rank value.

Table 1

Wilcoxson Matched-Pairs Signed Ranks Test

All items N=50	
First year teachers (Means)	2.866
Sixth year teachers (Means)	2.941
N used	48
Sum of Rank + Differences	436.5
p signed rank	.1214

This test was used to determine if there was significant difference between the expressed concern of first year teachers and sixth year teachers on all 50 items in The Teacher Concerns Checklist.

Based on the analysis shown, the probability value is .1214. Since the computed p is greater than .05, differences if they do exist, have not been demonstrated.

Table 2 shows the Wilcoxson Test for first and sixth year teachers on subtest one, items indicating concerns for self. The means given are the calculated mean of means on the 10 items of the subtest for the two groups of teachers. The total number of matched pairs of items (N) is shown.

Table 2

Wilcoxson Matched-Pairs Signed Ranks Test

Subtest 1 N=10	
First year teachers (Means	2.950
Sixth year teachers (Means)	2.891
N used	10
Sum of Ranks + Differences	33.50
p signed ranks	.5715

The test was used to determine whether there is a difference between the expressed concerns of first year teachers and sixth year teachers on 10 items in subtest one, indicating concerns for self.

Based on the analysis shown, the probability value is .5715. Since the computed p is greater than .05, differences if they do exist, have not been demonstrated.

Table 3 shows the Wilcoxson Test for first and sixth year teachers on subtest two; items indicating concerns for task. The means given are the calculated mean of means on the 21 items of the subtest for each group of teachers. The total number of matched pairs of items (N) is shown. Here again, N used (20) varies from the number in subtest two because tied ranks were eliminated.

Table 3

Wilcoxson Matched-Pairs Signed Ranks Test

Subtest 2 N=21	
First year teachers (Means)	2.389
Sixth year teachers (Means)	2.330
N used	20
Sum of Ranks + Differences	119.0
p signed ranks	.6143

This test was used to determine whether there is a difference between the expressed concerns of first year teachers and sixth year teachers on 21 items of subtest two indicating concerns for task.

Based on the analysis shown in Table 3, the probability value is .6143. Since the computed p is greater than .05, differences, if they do exist, have not been demonstrated.

Table 4 shows the Wilcoxson Test for first and sixth year teachers on subtest three; items indicating concerns for impact. The means given are the calculated mean of means on the 19 items of the subtest for each group of teachers. The total number of matched pairs of items (N) is shown. The N used (18) varies from the number in subtest three because tied ranks are eliminated.

Table 4

Wilcoxson Matched-Pairs Signed Ranks Test

Subtest 3 N=19	
First year teachers (Means)	3.351
Sixth year teachers (Means)	3.642
N used	18
Sum of ranks + Differences	10
p signed ranks	.0019

This test was used to determine whether there is a difference between the expressed concerns of first year and sixth year teachers on 19 items of subtest three indicating concerns for impact.

Based on the analysis shown, the probability value is .0019. Since the computed p is less than .05, differences between the two groups have been demonstrated. The mean scores of first year teachers and sixth year teachers indicated that sixth year teachers rated items

which measure concern for impact higher among their concerns than first year teachers.

In the preceding conclusions, an assumption has been made that the mean response score is the best descriptor of the range of responses by each group of teachers. While the investigator acknowledges that this is an assumption about which we must exercise caution, some additional results based on mean scores suggest areas of interest.

Returned instruments from all participants were used to investigate items of greatest concern and least concern. Teaching experience of respondents ranged from one year to twenty-four years. Means were computed for each item and ranked. Item 16, "Meeting the needs of different kinds of students", had the highest mean rank. Other items with high means were item 1, "Selecting and teaching content well", item 39, "Guiding students toward intellectual growth", and item 3, "Increasing students feeling of accomplishment". Each of these high ranking items was included within subtest three, concern for impact.

The item assigned the lowest rank based on means was item 4, "Lack of freedom to initiate innovative instructional programs". Other items with low means were item 21, "Lack of opportunity for professional growth", and item 8, "Lack of instructional materials". Each

of these low ranking items was included in subtest two, concerns for task (i.e., situational concerns).

Summary

Data gathered from the returned instruments were tabulated and analyzed. In the comparison of responses of first and sixth year teachers, the only significant difference was in subtest three which measured concerns for impact. Additional discussion of these findings will appear in Chapter V.

Chapter V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The purpose of this study was to investigate concerns of elementary teachers in Montana and to compare expressed concerns for first year teachers to expressed concerns of sixth year teachers.

A review of literature was done to survey findings of various authors about concerns of teachers. The Teacher Concerns Checklist (Appendix A) was used for the study. It is a self report instrument which measures teacher concern for self, teacher concern for task, and teacher concern for impact.

The instrument was mailed to a random sample of sixty elementary teachers from each of two groups of MEA members.

Data from returned instruments were tabulated and statistically analyzed. The Wilcoxson Matched-Pairs Signed Ranks Test was used for determining differences in expressed concerns of first and sixth year teachers. Differences between the two groups were not found on all items of expressed concern, items of concern for self, or items of concern for task. One difference between the two groups was found. Sixth year teachers expressed more concern for impact than did first year teachers. Finally, means for each item were computed and ranked to identify statements of greatest concern and of least concern expressed by the whole population of respondents.

Conclusions

These conclusions were drawn based on the analysis of data displayed in Chapter IV.

If a difference exists between first and sixth year teachers on all items of expressed concerns, items of concern for self, or items of concern for task, it was not demonstrated in the study.

Regarding items measuring concern for impact the difference between the two groups of teachers was demonstrated. The data supported the contention that sixth year teachers are more concerned about impact than first year teachers are.

This investigator had expected results more similar to those of Dr. Fuller (1969,1972,1973,1974). Had this occurred, the group of first year teachers would have expressed more concern for self than sixth year teachers; and sixth year teachers more concern for impact than first year teachers.

Since only one of these findings of the study provides a limited support for these anticipated results, some possible explanations will be presented which may account for this study not replicating the Fuller studies.

A reasonable explanation is that the number of first year teachers, six, was not an adequate sample size to be representative of first year teachers.

A second possible explanation is that it may be that the first year teachers who responded were mature teachers who had developed past the concern for self. A third possibility is that these first year teachers had had student teaching experience which influenced their focus of concern. Vittoe (1977) found that a beginning teaching position similar to the student teaching situation influences success. It is possible that these beginning teachers were indeed in situations similar to their student teaching situations. A fourth possible explanation may be that school environments were non-threatening for these beginning teachers. A fifth suggested possibility is that the training received by the first year teachers had enabled them to develop beyond the level of concern for self.

Finally, this sample size may have been too small to generate enough power to demonstrate differences if they do exist. A consequence of the small sample is that the study does not give strong support to Fuller's theory. On the other hand, it does not repute it.

In Chapter IV it was reported that means were computed for each item and ranked to identify statements of greatest concern and statements of least concern expressed by all respondents. The items of greatest concern expressed by all respondents were within the subtest, concern for impact. It seems reasonable to the investigator that the majority of respondents, whose teaching experience ranged from one to

twenty-four years, may have developed through the sequential stages of levels of concern during their teaching experience.

Items of least concern expressed by all those who responded to the survey were within the subtest, concern for task (i.e., situational concerns).

The investigator noted a high level of interest in this study. OVer 90% of the teachers who responded to the survey requested an abstract of results. This seems to indicate that teachers are concerned about the concerns of those in the profession.

Recommendations

The investigator believes that teacher concerns is a topic worthy of further study. The recommendation is that a replicate study be done using a more reliable population sample.

Despite the fact that clearly defined focus of concern at different experience levels were not shown by this study, some differences were demonstrated.

Fuller's theory about sequential stages of development was not fully replicated but there is some evidence that the focus of concern does change. Based on these findings and Fuller's work, it is important that administrators assess concern of teachers and plan orientation procedures, supervision and in-service training consistent with expressed needs of teachers.

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APPENDIXES

THE UNIVERSITY OF TEXAS AT AUSTIN
INSTRUCTIONAL SYSTEMS LABORATORY
AUSTIN, TEXAS 78712

College of Education 518

August 9, 1977

Ms. Lillian Dickensheets
Montana State University
517 West Callender
Livingston, Montana 59047

Dear Ms. Dickensheets:

This letter is being forwarded to grant my permission for your use of the instrument--Teacher Concerns Checklist--with the addition of two items (1) Number of years of teaching experience and (2) the questions "Would you like a copy of the abstract of the results of this study?".

I also grant my permission for the inclusion of the above noted instrument in your professional paper.

Best regards,

Gary Borich

Gary D. Borich
Associate Professor and
Director

GDB/mj

APPENDIX A

Teacher Concerns Checklist

Frances F. Fuller

Gary D. Borich

Research and Development
Center for Teacher Education

The University of Texas
at Austin

DIRECTIONS: This checklist is designed to explore what teachers are concerned about at different points in their careers. There are, of course, no right or wrong answers; each person has his or her own concerns.

Sometimes people are tempted to answer questions like these in terms of what they think they should be concerned about or expect to be concerned about in the future. This is not what is wanted here. We would like to know only what you are actually concerned about NOW.

On the following pages you will find statements about some concerns you might have now. Read each statement. Then ask yourself: WHEN I THINK ABOUT TEACHING, AM I CONCERNED ABOUT THIS?

If you are *not concerned* about that now, or the statement does not apply, write the number "1" in the box.

If you are *a little concerned*, write the number "2" in the box.

If you are *moderately concerned*, write the number "3" in the box.

If you are *very concerned*, write the number "4" in the box.

And if you are *totally preoccupied* with the concern, write the number "5" in the box.

Be sure to answer every item. Begin by completing the following:

1. Name _____ Male _____ Female _____ Age _____
2. Circle the one that best describes your teaching experience:
   1. No education courses and no formal classroom observation or teaching experience
   2. Education courses but no formal observation or teaching experience.
   3. Education courses and observation experience but no teaching
   4. Presently student teaching
   5. Completed student teaching
   6. Presently an inservice teacher
3. If you are a student: Freshman _____ Sophomore _____ Junior _____ Senior _____ Graduate _____
4. The grade level you plan to teach (if student) or are now teaching (if inservice): Preschool _____ Elementary _____ Junior High _____ Senior High _____ College _____ Other _____
5. If currently teaching: Average number of students you teach per class: _____

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For each statement below, decide which of the following answers best applies to you now. Place the number of the answer in the box at the left of the statement. Please be as accurate as you can.

1 Not concerned **2** A little concerned **3** Moderately concerned
4 Very concerned **5** Totally preoccupied

☐ 1. Selecting and teaching content well

☐ 2. Whether the students really like me or not

☐ 3. Increasing students' feelings of accomplishment

☐ 4. Lack of freedom to initiate innovative instructional programs

☐ 5. The nature and quality of instructional materials

☐ 6. Too many students in each class

☐ 7. Motivating students to study

☐ 8. Lack of instructional materials

☐ 9. Rapid rate of curriculum and instructional change

☐ 10. Feeling under pressure too much of the time

☐ 11. Maintaining the appropriate degree of class control

☐ 12. Frustrated by the routine and inflexibility of the situation

☐ 13. The wide range of student achievement

☐ 14. Being in constant demand by students

☐ 15. Doing well when a supervisor is present

☐ 16. Meeting the needs of different kinds of students

☐ 17. Insufficient time to think

☐ 18. Being fair and impartial

☐ 19. Getting a favorable evaluation of my teaching

☐ 20. Diagnosing student learning problems

☐ 21. Lack of opportunity for professional growth

☐ 22. Too many noninstructional duties

☐ 23. Insuring that students grasp subject matter fundamentals

☐ 24. Working with too many students each day

☐ 25. Challenging unmotivated students

☐ 26. Adapting myself to the needs of different students

- ☐ 27. Ineffective faculty meetings
- ☐ 28. Whether students can apply what they learn
- ☐ 29. Students who disrupt class
- ☐ 30. Inadequate fringe benefits for teachers
- ☐ 31. Student health and nutrition problems that affect learning
- ☐ 32. Insufficient class time for rest and class preparation
- ☐ 33. The psychological climate of the school
- ☐ 34. Clarifying the limits of my authority and responsibility
- ☐ 35. Inadequate assistance from specialized teachers
- ☐ 36. Lack of public support for schools
- ☐ 37. Chronic absence and dropping out of students
- ☐ 38. Feeling more adequate as a teacher
- ☐ 39. Guiding students toward intellectual and emotional growth
- ☐ 40. Too many standards and regulations set for teachers
- ☐ 41. Being accepted and respected by professional persons
- ☐ 42. Adequately presenting all of the required material
- ☐ 43. Slow progress of certain students
- ☐ 44. Insufficient clerical help for teachers
- ☐ 45. Helping students to value learning
- ☐ 46. Whether each student is getting what he needs
- ☐ 47. Inadequate teacher salaries
- ☐ 48. Increasing my proficiency in content
- ☐ 49. Recognizing the social and emotional needs of students
- ☐ 50. The wide diversity of student ethnic and socioeconomic backgrounds

Please use the back of this page for any comments. These may be about the questionnaire in general, about specific items or about any additional concerns you may have.

Please answer items 51 and 52 on the back page.

51. Total years of teaching experience under contract _____.

52. Would you like a copy of the abstract of results of this study? Yes _____ No _____.

COMMENTS:

APPENDIX B

Montana State University
Bozeman, Montana 59715

College of Education

May 26, 1977

With the endorsement of the Elementary Education Department of Montana State University, I am conducting a study to identify the concerns of elementary teachers of Montana. Your name has been selected at random for participation in this study.

Your response to the enclosed questionnaire is essential to the study, and will be greatly appreciated. Completion of the questionnaire will take approximately fifteen minutes of your time. A stamped, self-addressed envelope is included for your convenience.

You may omit items one through five on the first page of the questionnaire. Please complete items fifty-one and fifty-two on the back page of the questionnaire.

Results of the study will be reported as group data. Individual responses will be confidential and participants will remain anonymous.

An abstract of the results of the study will be prepared and mailed to those participants who request one. Please indicate your request on the back page of the questionnaire.

Thank you for your cooperation.

Yours truly,

Lillian Dickensheets

Enclosures

Tel. 994-4744