

EFFECTS OF RETURNING TWO-WEEKS LATE TO COLLEGE
ON THE SCHOLASTIC ACHIEVEMENT
OF STUDENT TEACHERS

BY

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CHAPTER I

INTRODUCTION

For the past several years the Department of Education at Montana State College has had in effect for autumn quarter an on-campus and an off-campus program for students planning to do their student teaching in Secondary Education. The on-campus program allows a limited number of students to do student teaching at a local high school while still attending college. Under this program, the student teaching period begins when college commences and lasts for the entire autumn quarter. The off-campus program, under which most autumn quarter students do their teaching, sends students to various high schools throughout the state of Montana. This program starts when high schools open for the fall term and requires that the student teacher be in attendance for a period of six weeks. Therefore, student teachers who do their student teaching under the autumn quarter off-campus program return to college two-weeks late.

This delay in reporting back to college by student teachers has caused some apprehension among those college instructors whose classes were already in progress. Some college instructors have felt that the late returning students were not only at a disadvantage in trying to catch up with the rest of the class and still maintain a satisfactory level of performance, but also missed out on much valuable classroom instruction. Because of this feeling there has been some discussion about whether or not the delay in returning to college

handicaps students scholastically.

Statement of Problem

It has been the opinion of the writer that more specific information on how returning late affects grades and how students feel about returning late has been needed. It has also been believed that any suggested change of the autumn quarter off-campus student teaching program should be based upon specific facts and not on personal beliefs. It was further believed that any program change must be realized through a systematic investigation of the problem.

These beliefs, therefore, led to the investigation of the problem of "What effect does returning two weeks late to college have on the scholastic achievement of student teachers?" The problem resolved itself into five definite parts in answer to the five questions, which were:

1. Do students returning two-weeks late autumn quarter receive lower grades than if they had been in attendance the full twelve weeks?

2. Are students with low overall college Grade Point Averages affected most by returning late to college?

3. Are students, who compensate for returning late by taking fewer credit hours of work, affected less than students who take a normal credit work load?

4. Do students "drop" more credit hours as a result of returning late?

5. What are the opinions of student teachers on returning late and its effects on scholastic achievement?

Procedures

The procedures used to answer these questions were:

1. Making a study of the grades, grade point averages and credits earned by each returning student teacher in order to determine how each student did scholastically.
2. Making comparisons with the scholastic achievement earned by the returning student teachers in the succeeding winter quarter to determine if the delay influenced scholastic achievement autumn quarter.
3. Making a study to determine if the scholastic achievement of student teachers compares favorably with other students.
4. Investigating, through the use of questionnaires, student teacher opinion on the effects of returning late.

Limitations

Time and the non-availability of records of past years made necessary the placing of certain limitations on this study. These were:

1. Restricting the investigation to students who did their student teaching autumn quarter, 1960.
2. Limiting the questionnaires to those students who did their student teaching autumn quarter and were still on the Montana

State College campus spring quarter, 1961

What affect returning late has on the scholastic achievement of student teachers will be shown in the next chapter.

CHAPTER II

EFFECT OF RETURNING LATE ON THE SCHOLASTIC
ACHIEVEMENT OF STUDENT TEACHERS

As mentioned in the previous chapter, this study was limited to students who did their student teaching autumn quarter. For various reasons some of the student teachers didn't return to college after the completion of their student teaching but as shown in Table I information was gathered on 75 students, 43 men and 32 women, who returned to college two weeks late..

The students who returned represented nine different curriculums and many different fields of study. For example, the students in the Education Curriculum besides taking the required courses in education, have major fields of study in Chemistry, English, History, Social Studies, Biology, General Science, Mathematics, Music and Modern Languages.

This large and varied representation, by both men and women, in many fields of study has student teachers returning late to many classes. Because of the wide selection of classes interrupted by student teachers, the two weeks delay in returning causes more inconvenience and difficulty to some students than to others. In the next section, it will be shown what effect, if any, the inconvenience and difficulty had on grades.

TABLE 1. CURRICULUM AND SEX OF 75 STUDENT TEACHERS RETURNING LATE
TO MONTANA STATE COLLEGE AUTUMN QUARTER 1960

Curriculum	Number of Student Teachers		
	Male	Female	Total
Art	0	2	2
Commerce	2	4	6
Education	28	14	42
Film & T.V.	0	1	1
General	5	3	8
Health & P.E.	1	5	6
Home Economics	0	2	2
Industrial Arts	7	0	7
Mathematics	0	1	1
Total	43	32	75

Grades Received Autumn Quarter

In answering the first part of the problem "Do students returning two weeks late autumn quarter receive lower grades than if they had been in attendance the full twelve weeks?" a thorough investigation was made of each returning student's grades for autumn quarter. In order to get a truer representation of how each student did on his return to college, grades received for student teaching courses were not included in the data gathered. Only grades received after the students return to college were used in the investigation.

As a group, the 75 student teachers registered for a total of 1175 credit hours of college classes, as shown in Table 2. Of this total, they received 16.7 per cent of A grades, 41.7 per cent of B grades, 24.8 per cent of C grades, 6.0 per cent of D grades and 0.5 per cent of F grades. The student teachers also dropped 102 credit hours or 8.6 per cent of the 1175 credit hours. Only 20 credit hours or 1.7 per cent of incompleted grades were received.

In order to validate the information obtained on the autumn quarter grades, information was compiled on the student teachers grades for the following winter quarter. Only 40 students in the Education Curriculum were used in the comparison since records for students in other curriculums were not easily available. It was felt that this particular student group would be representative of the whole group since their major fields of study paralleled the fields of study of students in the other curriculums.

TABLE 2. DISTRIBUTION OF CREDITS GROUPED ACCORDING TO LETTER GRADE
FOR 75 STUDENT TEACHERS IN NINE TEACHER TRAINING CURRICULUMS FOR
AUTUMN QUARTER 1960.

Letter Grade	Credits Received	
	Number	Per Cent
A	197	16.7
B	490	41.7
C	289	24.8
D	71	6.0
F	6	0.5
W	102	8.6
I*	20	1.7
Total	1175	100.0

Although the total number of credit hours carried by the 40 students, as shown in Table 3, is 87.5 fewer for autumn quarter than for winter quarter, the percentage of credits received for each letter grade remains fairly constant although winter quarter shows a slightly higher percentage of A, B, C, and D grades. Autumn quarter, though, shows a higher percentage of F, W, and I grades. The percentage difference of F grades or failures is so slight that it is insignificant. The exception is for the W or withdrawn grades and the I or incomplete grades. There are 22, or 4 per cent more withdrawn credits and six or one and one-tenth per cent more incomplete credits received for the autumn quarter.

Table 2 shows an 8.6 per cent credit drop rate for autumn quarter which corresponds with Table 3 which had a 7.6 per cent credit drop rate for autumn quarter. The credit failures and the incomplete credits are a smaller percentage of the total credit load for the 75 students investigated than for the 40 students. The percentage of A and B credits received is lower and the percentage of C and D credits received is higher for the 75 students than for the 40 students.

From the investigation of grades received autumn quarter there is some evidence to indicate that perhaps returning two weeks late causes student teachers to receive a lower letter grade than would normally be the case if they had been in attendance for the full quarter. Also, returning late could have some effect on courses withdrawn and courses incompleted.

TABLE 3. DISTRIBUTION OF CREDITS GROUPED ACCORDING TO LETTER GRADE FOR 40 STUDENT TEACHERS IN EDUCATION CURRICULUM FOR AUTUMN QUARTER 1960 AND WINTER QUARTER 1961

Letter Grade	Credits Received Autumn Quarter		Credits Received Winter Quarter	
	Number	Per Cent	Number	Per Cent
A	115	18.3	151.5	21.1
B	278	44.2	321.5	44.9
C	145	23.0	176.5	24.6
D	22	3.5	28	3.9
F	6	1.0	4	0.6
W	48	7.6	26	3.6
I	15	2.4	9	1.3
Total	629	100.0	716.5	100.0

Numerical Average of Students as a Group

It has been shown that there may be a tendency for returning teachers to receive lower grades autumn quarter than would normally be the case if they had been in attendance the full 12 weeks. Therefore, in order to get more information on whether student teachers do receive lower grades autumn quarter, a numerical average was computed for all 75 returning student teachers and was compared with the numerical average of other student college groups whose members had been attending college for the full twelve-week period. Under the numerical average system, a 75.00 is equal to a C grade, an 85.00 is equal to a B grade and a 95.00 is equal to an A grade.

As shown in Table 4, the student teachers had a numerical average of 82.55 which was higher than ten other groups¹ in the comparison, including such groups as All Fraternity Actives with a numerical average of 78.97 and All Women with a numerical average of 81.53. Only one group, All Sorority Actives, had a higher numerical average and it was only by 1.6 of a point.

On the whole, the student teachers as a group made a very good showing for themselves scholastically autumn quarter, even after returning two weeks late. There seems to be no conclusive evidence showing that returning late causes teachers to receive poorer grades than if they had been in attendance the full twelve weeks.

¹Numerical averages for all groups other than the student teachers were prepared by the Registrar's office at Montana State College.

TABLE 4. NUMERICAL AVERAGE AS A GROUP OF 75 STUDENT TEACHERS AND OTHER COLLEGE GROUPS FOR AUTUMN QUARTER 1960

Student Group	Number of Members	Numerical Average
Student Teachers	75	82.55
All Fraternity Actives	438	78.97
All Fraternity Pledges	295	76.99
All Fraternity Men	733	78.97
All Cooperative Men	44	76.67
All Unorganized Men	1682	78.05
All Sorority Actives	229	82.61
All Sorority Pledges	161	80.07
All Sorority Women	390	81.61
All Unorganized Women	714	81.49
All Women	1104	81.53
All Undergraduate Students	3563	79.27

Grade Point Averages and Credits Carried

While Table 2 and Table 3 tell what grades were received by the 75 student teachers, they do not answer the questions "Are students with low overall college grade point averages affected most by the returning late to college?" and "Are students, who compensate for returning late by taking fewer credit hours of work, affected less than students who take a normal credit work load?"

To answer these two questions, the 75 student teachers in this study were classified into two separate groups (1) those taking under 15 credits and (2) those taking over 15 credits. There were 35 students taking less than 15 credits and 40 students taking over 15 credits autumn quarter.

Under the two credit classifications, student teachers were further sub-divided into two groups (1) those having under a 2.5 overall college average at the start of autumn quarter and (2) those having over a 2.5 overall college grade point average at the start of autumn quarter. Among those students carrying under 15 credit hours autumn quarter, 16 students had under a 2.5 overall college grade point average and 19 students had over a 2.5 overall college grade point average. For the students carrying over 15 credit hours autumn quarter, 21 students had under a 2.5 and 19 students had over a 2.5 overall college grade point average.

The autumn quarter grade point averages and overall college grade point averages were computed as a group for the students in each overall college grade point classification, as shown in Table 5.

In this way a standard was established by which the improvement or decline of autumn quarter's grade point averages could be measured.

TABLE 5. GRADE POINT AVERAGES EARNED BY 75 STUDENTS IN AUTUMN QUARTER COMPARED TO OVERALL COLLEGE GRADE POINT AVERAGES FOR SPECIFIED OVERALL GRADE POINT AVERAGE CATEGORIES CLASSIFIED ACCORDING TO NUMBER OF CREDITS EARNED

GPA* Category	Number of Students	Autumn Quarter GPA	Overall College GPA
Under 15 Credits			
Under 2.500	16	2.473	2.190
Over 2.500	19	3.069	2.852
Over 15 Credits			
Under 2.500	21	2.582	2.250
Over 2.500	19	2.915	2.788
Total	75	2.755	2.507

*Grade point average.

The autumn, winter and overall college grade point averages for 40 students in the Education Curriculum, classified according to the number of credits carried and the overall college grade point average, is shown in Table 6. The additional information supplied by this table helped in measuring more adequately the improvement or decline of student teachers autumn quarter's grade

point averages. Further information on the grade point averages and the number of credits carried by each individual student teacher is shown in Appendix A. Also, the individual autumn, winter and overall grade point averages for 40 students in the Education Curriculum are shown in Appendix B.

TABLE 6. GRADE POINT AVERAGES EARNED BY 40 STUDENTS IN AUTUMN QUARTER COMPARED TO WINTER QUARTER AND OVERALL COLLEGE GRADE POINT AVERAGES FOR SPECIFIED OVERALL GRADE POINT AVERAGE CATEGORIES CLASSIFIED ACCORDING TO NUMBER OF CREDITS EARNED

GPA* Category	Number of Students	Autumn Quarter GPA	Winter Quarter GPA	Overall College GPA
Under 15 Credits				
Under 2.500	7	2.494	2.504	2.138
Over 2.500	12	3.137	3.253	2.839
Over 15 Credits				
Under 2.500	11	2.656	2.576	2.253
Over 2.500	10	3.003	2.961	2.796
Total	40	2.837	2.863	2.575

*Grade point average.

The 16 students who carried a credit load of less than 15 credits and had an overall college grade point average at the beginning of autumn quarter of less than 2.5 had an autumn quarter grade point average of 2.473. This was a 2.9 per cent improvement over their overall college grade point average of 2.190. Students who carried under 15 credits but had over a 2.5 overall college grade point average at the beginning of autumn quarter had a 3.069 grade point autumn quarter or a 7.6 per cent improvement over their overall college grade point average of 2.852.

The 21 student teachers who carried over 15 credits autumn quarter, but who had under a 2.5 overall college grade point average, had a 2.582 autumn quarter grade point average. This was a 14.8 per cent improvement over the overall college grade point average of 2.250. The 2.915 autumn quarter grade point average of the 19 students having over a 2.5 overall college grade point average at the beginning of autumn quarter was a 4.6 per cent increase over their 2.788 overall college grade point average.

The students in the under 2.5 overall college grade point average category showed a considerable improvement in their autumn quarter grade point average over their overall college grade point average. The improvement in the autumn quarter grade point average for students having over a 2.5 overall college grade point average at the beginning of the autumn quarter wasn't as large for the students having under a 2.5 overall college grade point average.

As shown in Table 6, the rate of improvement of autumn quarter grade point averages over the overall grade point averages for students

earning under 15 credits and students earning over 15 credits was almost identical with the improvement shown in the autumn quarter grade point averages of 75 students reported in Table 5, in both the "under 2.5" and the "over 2.5" overall college grade point categories.

When the autumn quarter grade point average of the 40 students was compared with their winter quarter grade point average, students carrying under 15 credits showed a 0.4 per cent winter quarter grade point average increase in the under 2.5 overall college grade point average category. The students in the over 2.5 category, but carrying less than 15 credits, also showed an improvement in their winter quarter's grade point average of 3.7 per cent.

The students carrying over 15 credits autumn quarter did not show any improvement in their winter quarter grade point averages over their autumn quarter grade point averages, but actually showed a 3.0 per cent and a 1.4 per cent decrease in the two overall college grade point average categories.

From the rate of improvement of student teachers autumn quarter grade point averages over their overall grade point averages, as shown in Table 5 and Table 6, there is no justification for assuming that students with low overall college grade point averages are affected as a result of returning late to college autumn quarter. It was also shown, that students with low overall grade point averages had the greatest improvement in their autumn quarter grade point averages.

This chapter revealed, through an investigation of grades and grade point averages, that returning late does not affect the scholastic achievement of student teachers. The opinions of the student teachers on returning late and how it affects scholastic achievement will be discussed in the next chapter.

CHAPTER III

STUDENT TEACHER OPINIONS ON RETURNING LATE

In order to answer the question "What is the opinion of student teachers on returning late and its effect on scholastic achievement?" questionnaires were given to 62 of the 75 student teachers on which this study was based. Due to the fact that 13 of the student teachers were no longer in college spring quarter they were not contacted. The students that were contacted were asked to express their opinions on nine different questions that were in the questionnaire. The nine questions were designed to get the opinion of the students on such items as effort put forth, courses dropped, grades received, information missed and help received from instructors. Out of the 62 questionnaires given out, a total of 36 or 58 per cent were returned.

Since the number of questionnaires returned was somewhat low, a check was made to see if the 36 questionnaires returned represented the opinions of all 75 students. In order to check adequately, an expected questionnaire return was compiled for all 75 student teachers according to a grade point average category. From the expected questionnaire return of all 75 students, a scaled down expected return was figured for 36 students. This was then compared with the observed return of the 36 questionnaires, which revealed that the 36 questionnaires returned would represent the opinion of all 75 students over 99 per cent of the time.

TABLE 7. DISTRIBUTION BY GRADE POINT AVERAGE OF RETURNED QUESTIONNAIRES
 COMPARED TO THE EXPECTED DISTRIBUTION BY GRADE POINT AVERAGE OF 36
 STUDENT TEACHERS

Grade Point Average	Observed Return	Expected Return*
Under 2.000	2	2.4
2.000 - 2.499	7	6.7
2.500 - 2.999	12	13.0
3.000 - 3.499	12	11.0
Over 3.500	3	2.9
Total	36	36.0

*The number of questionnaires that must be returned to be
 representative of the opinions of all 75 student teachers.

Number of Credits and Types of Courses Carried

"In what way did coming back to college two weeks late affect the number of credits and type of courses carried?" was the first question asked the students on the questionnaire. It was interesting to note that the returning student teachers weren't selective in the type of courses they had taken on their return to college autumn quarter with 22 or 61 per cent of the students saying they weren't selective.

When asked if they avoided classes with laboratory sessions only 28 per cent of the students returning questionnaires said that they avoided such classes. Also, 23 students said that they didn't take education courses because they started late.

The student teachers were almost evenly divided over the question of whether they registered for fewer credits than if they had been in attendance the full twelve weeks, but 20 students or 55 per cent reported they had registered for fewer credits.

The opinions of the student teachers on the questionnaires indicated that they weren't selective in the type of courses taken on their return to college after student teaching. A slight majority of the students indicated that they carried fewer credits than in a full twelve-week quarter. The reason that many of the students carried fewer credits was expressed by a student teacher when he said, "Because most of us (student teachers) earned 9 credits student teaching, we didn't have to carry as many credits when we came back to college."

Effort Put Forth

When the student teachers were asked if they studied harder and put forth more effort in their classes as a result of returning late, 21 or 58 per cent of the student teachers answered that they did study harder. In almost every case where the student reported studying harder the reason given was a feeling of being behind and a desire to catch up. One student indicated this on his questionnaire when he said, "I was two weeks behind the others and in order to catch up I had to study harder." Still another student said, "the feeling of being behind worked as an added incentive."

The extra effort put forth by the returning student teachers required some sacrifice on their part. This was substantiated in a remark by one student who said, "I had to spend much less time on college and sorority activities and devote the extra time to my studies." This extra effort on the part of the student teachers may be a contributing factor to the reasons why they didn't show any appreciable change in their scholastic achievement for autumn quarter.

Disadvantages of Returning Late

There was an almost even division of student opinion on the question of whether they felt they were at a disadvantage in classes that were already in progress. Here, 19 or 53 per cent of the students said that they felt they were at a disadvantage. For reasons why they felt they were at a disadvantage, most felt that missing the lectures put them behind, especially when preparing for a test. One student

summed up the opinion of the students pretty well when he said, "Being behind I had to catch up and maintain regular class progress. Much preliminary information is lost in those first two weeks."

Courses Dropped

In Chapter II it was reported that late returning student teachers had dropped 102 credit hours autumn quarter. This was a considerable amount of credit hours and from this it was indicated that returning late might have an effect on the number of credit hours dropped for autumn quarter. The opinions of the student teachers expressed on the questionnaires does not support this. Only one student reported that he had to drop a course and it was only a four credit course, English 345. In giving a reason for dropping, he said, "I felt that I did not have enough time to read the assigned reading and do the best job possible."

It seems, therefore, that the large amount of credit hours dropped autumn quarter is a result of the instability and general confusion that is normally encountered in getting situated for the coming college year rather than returning late to college. There may be many other reasons for dropping a course than revealed in this study, but the opinions of the students on the questionnaire don't indicate that students have to drop a course because of returning late.

Opinions of Letter Grades Received

There were seven student teachers who reported that in some courses they received a lower letter grade than they would have if

they hadn't reported late to their classes. As mentioned in a previous section in this chapter, 19 students felt that they were at a disadvantage in classes that already were in progress. From this it would appear that 12 students were able to overcome any disadvantages encountered upon their return to college. Also, all seven students felt that they received a lower letter grade in only one course. As one of the students remarked, "In one course the whole basis for the course was laid in the first two weeks, consequently I was at a disadvantage."

Incompleted Courses

The 75 students investigated in this study had a total of 20 incomplete credit hours for autumn quarter. It was indicated in Chapter II that returning late might affect the number of incompleted credit hours for autumn quarter. The information on the questionnaire seemed to bear this out. Two students reported that they felt they received an incomplete grade as a result of returning late. One student received an incomplete in History 421, a 3 credit course, because according to him, "I couldn't catch up with reading and lectures." The other student received an incomplete grade in History 301, another 3 credit course. He stated, "Other classes consumed so much time that the quarter ran out before I could get a term paper written."

The six credits or two courses incompleted represented 30 per cent of all incompleted credit hours reported for the entire autumn quarter. It appears, from the opinions expressed on the questionnaires that students who return late to courses that require a considerable amount of reading or writing tend to be at a disadvantage.

Special Help Received

When asked the question "In classes that were already in progress, did the instructor make any special effort to help you catch up?" there were 21 or 58 per cent of the students who reported that they felt that the instructors made a special effort to help them catch up in their studies. This was substantiated in a remark by one of the students when he said, "The instructor held special sessions to give us the chance to obtain material missed." This observation was further supported in a statement by another student who said:

In one literature course, there were six of us who returned from student teaching. We were excused from doing an assignment that the rest of the class had had. We attended one class when the rest of the class was excused. Another teacher extended the deadline for a term paper for us.

All the students who received special help indicated on their questionnaires that they appreciated very much the cooperation of the instructors. This feeling was summed up in a statement by one of the returning student teachers who said, "The co-operation of the instructors was a great help and I hope this continues for future student teachers."

Information Missed

When the student teachers were asked if they felt that they had missed out on any information given out by the instructor in lectures that couldn't be obtained elsewhere as a result of returning late, there were 14 students who indicated that they had missed out on information

given in class that couldn't be obtained elsewhere as a result of returning late. Points missed in class, non-availability of lecture notes, and the missing of class discussions were given as reasons why they felt they missed the information given out. In commenting about information missed, one student said, "I feel that some courses aren't the same without full time class attendance."

Scholastic Achievement

In answer to the question "How do you think you would have done scholastically in the classes that you took fall quarter if you had been in attendance the full twelve weeks?" 66 per cent or 24 of the student teachers answered that they would do about the same. Eleven answered they would have done better and one student said he would have done poorer if he had been in attendance the full twelve weeks. One student capably expressed his opinion about returning late on scholastic achievement when he said:

Student teaching, I feel, is more important in many ways than some of the classes you take, so some sacrifice must be made. If a student works hard he can make up what he missed to a certain extent and get what he wants to get out of his classes.

Many students expressed the opinion that if a student applied himself when he returned to college from student teaching, the handicap of returning late could be overcome.

The opinion of one student was, "I don't believe that being two weeks late makes much difference if you make up your mind to the fact." But another student who reported that she would have done

better if she had been in attendance the full twelve week period summarized the opinions expressed by many of the students, when she said, "The experience of attending the high schools orientations in the fall before (high school) classes commenced was so valuable that it was worth teaching in the fall and entering college two weeks late."

From the information received in the questionnaires and the opinions expressed by the student teachers, it appears that most returning student teachers aren't affected by the two week delay in reporting back to college. Only in a few individual cases would a student be at a disadvantage in college classes because of the delay in reporting back to college.

CHAPTER IV

SUMMARY AND CONCLUSIONS

An investigation was made of the records and opinions of 75 student teachers returning two weeks late to college autumn quarter, 1960, in order to determine if returning late affected the scholastic achievement of those students for that quarter. From that investigation, the following information was revealed concerning what affect returning two weeks late has on the scholastic achievement of student teachers.

Summary

1. From the investigation of grades received autumn quarter, the student teachers, as a group, received passing grades in 89.2 per cent of all credit hours registered for. Only 10.8 per cent of the credit hours registered for were failed, dropped or incompleted. No conclusive evidence was found to indicate that students receive lower grades than if they had been in attendance the full twelve weeks.

2. Students with low overall college grade point averages were not affected by returning late to college but showed a 12-15 per cent improvement in their autumn quarter grade point average over their overall grade point average. Students with a high overall grade point average showed only a 4-8 per cent improvement.

3. Students taking less than 15 credits autumn quarter and having under a 2.5 overall grade point average at the beginning of the autumn quarter did not show as much improvement in their grade

point average as did students taking over 15 credits having under a 2.5 overall grade point average at the beginning of autumn quarter.

4. Although the investigation of student teachers grades showed 102 credit hours dropped autumn quarter, only four credits were reported in the questionnaire as being dropped as a result of returning late. From the majority of opinions expressed by the student teachers, returning late to college did not cause students to drop credit hours autumn quarter.

5. It was found, from the opinions expressed on the questionnaire, that students did not feel that returning to college two weeks late was a handicap scholastically. The majority of the students felt that through extra effort on their part and through the cooperation of instructors in helping them on their return, they received the same grades in courses as if they had been in attendance the full twelve weeks.

Conclusions

Although the investigation sampled only 75 students for one class year, it can be concluded from this sample that returning two weeks late to college had no affect on the scholastic achievement of the student teachers.

APPENDIX

APPENDIX A**TABLE 8**

APPENDIX A

TABLE 8. CREDITS, GRADE POINTS, GRADE POINT AVERAGES AND OVERALL COLLEGE AVERAGES OF 75 STUDENT TEACHERS IN VARIOUS TEACHER TRAINING CURRICULUMS FOR AUTUMN QUARTER 1960

Student	Credits Earned	Grade Points Earned	Grade Point Average	Overall College Average
Education				
1	14	49	3.500	3.296
2	17	45	2.647	2.473
3	16	48	3.000	2.476
4	15	54	3.600	2.912
5	15	45	3.000	2.718
6	20	52	2.600	2.164
7	13	40	3.077	2.524
8	16	45	2.812	2.532
9	13	38	2.923	3.049
10	18	46	2.556	2.054
11	16	52	3.250	2.287
12	15	45	3.000	2.372
13	12	30	2.500	1.918
14	16.5	37	2.242	2.344
15	17.5	67	3.828	3.085
16	13	43	3.308	3.040
17	7	15	2.143	1.984
18	15	39	2.600	2.720
19	13	38	2.923	2.512
20	9	12	1.333	2.145
21	15	45	3.000	2.587
22	18	30	1.666	2.014
23	12	33	2.750	1.983
24	12	48	4.000	2.891
25	17	53	3.117	1.946
26	15	30	2.000	2.279
27	12	30	2.500	2.590
28	14	38	2.714	2.908
29	13	39	3.000	2.323
30	10	30	3.000	3.070

TABLE 8 (Continued)

Student	Credits Earned	Grade Points Earned	Grade Point Average	Overall College Average
	Education			
31	15	51	3.400	3.686
32	7	21	3.000	2.853
33	19	51	2.684	2.447
34	12	33	2.750	2.406
35	12	30	2.500	2.176
36	15	39	2.600	2.579
37	16	48	3.000	2.504
38	12	39	3.250	2.639
39	17	37	2.176	2.659
40	12	41	3.416	2.700
41	9	21	2.333	2.251
42	11	37	3.363	2.056
	Art			
43	16	42	2.625	2.443
44	16	38	2.375	2.592
	Commerce			
45	17	37	2.176	2.573
46	15	42	2.800	3.012
47	19	47	2.474	2.527
48	21	57	2.714	2.395
49	16.5	53	3.212	3.130
50	16.5	44	2.667	2.591
	Film & T.V.			
51	15	39	2.600	2.203
	General			
52	10	13	1.300	2.184
53	9	27	3.000	2.196
54	4	16	4.000	3.012
55	25	87	3.480	3.391
56	13	25	1.923	2.294
57	12	28	2.333	3.005
58	18	57	3.167	2.572
59	17	42	2.471	2.188
	Health & P.E.			
60	10	37	3.700	3.244
61	7	22	3.143	2.529
62	15	42	2.800	2.559
63	15	31	2.066	2.297
64	12	30	2.500	2.732
65	13	44	3.384	3.011

TABLE 8 (Continued)

Student	Credits Earned	Grade Points Earned	Grade Point Average	Overall College Average
	Home Economics			
66	15	44	2.933	2.382
67	15	39	2.600	1.988
	Industrial Arts			
68	15	39	2.600	2.300
69	19	51	2.684	2.296
70	13	26	2.000	2.390
71	18	30	1.666	1.976
72	11	31	2.818	2.406
73	3	6	2.000	1.816
74	13	40	3.077	2.491
	Mathematics			
75	13	31	2.384	2.575
Total	487	1295		

APPENDIX B**TABLE 9**

APPENDIX B

TABLE 9. GRADE POINT AND OVERALL COLLEGE AVERAGES OF 40 STUDENTS
IN EDUCATION CURRICULUM FOR AUTUMN QUARTER 1960 AND WINTER
QUARTER 1961

N*	Grade Point Averages		
	Autumn Quarter 1960	Winter Quarter 1961	Overall College
1	3.500	3.625	3.296
2	2.647	2.611	2.473
3	3.000	2.812	2.476
4	3.600	3.157	2.912
5	3.000	3.187	2.718
6	2.600	2.333	2.164
7	3.077	3.353	2.524
8	2.812	2.783	2.532
9	2.923	3.600	3.049
10	2.556	2.562	2.054
11	3.250	2.210	2.287
12	3.000	2.825	2.372
13	2.500	2.235	1.918
14	2.242	2.188	2.344
15	3.828	3.226	3.085
16	3.308	2.812	3.040
17	2.143	2.353	1.984
18	2.600	2.705	2.720
19	2.923	2.721	2.512
20	1.333	2.421	2.145
21	3.000	3.000	2.587
22	1.666	2.450	2.014
23	2.750	2.941	1.983
24	4.000	3.833	2.891
25	3.117	3.214	1.946

*Student

TABLE 9 (Continued)

N	Grade Point Averages		
	Autumn Quarter 1960	Winter Quarter 1961	Overall College
26	2.000	2.333	2.279
27	2.500	3.000	2.590
28	2.714	3.500	2.908
29	3.000	4.000	2.323
30	3.000	2.941	3.070
31	3.400	3.666	3.686
32	3.000	3.071	2.853
33	2.684	3.000	2.447
34	2.750	1.642	2.406
35	2.500	2.473	2.176
36	2.600	3.000	2.579
37	3.000	2.333	2.504
38	3.250	3.058	2.639
39	2.176	2.647	2.659
40	3.416	3.528	2.700

APPENDIX C
QUESTIONNAIRE

APPENDIX C

Name _____

Dear Student Teacher:

I am doing research work on what effect your returning two weeks late to college fall quarter 1960 had on your scholastic achievement for that quarter. In order to complete this work, I need your assistance.

Please answer the following questions and return it as soon as possible to the education office, Room 132, Reid Hall.

In answering, EXCLUDE student teaching 410 and 411. Please consider courses taken AFTER your return to college.

1. In what way did coming back to college two weeks late affect the number of credits and type of courses carried? Please answer yes or no to the following:

_____ Did you avoid courses that had lab sessions?
_____ Did you tend to be selective in the type of courses taken?
_____ Did you tend to take education courses because they started two weeks late?
_____ Did you register for fewer credits than you would have if you had been in attendance the full twelve weeks?
Other:

2. Do you feel you studied harder and put forth more effort in your classes as a result of returning late?

_____ Yes
_____ No

If yes, in what way?

3. Do you feel you were at a disadvantage in classes that already were in progress because of your late arrival?

_____ Yes
_____ No

If yes, how were you at disadvantage?

4. Did you have to "drop" any courses because of the delay in returning to school?

_____ Yes
_____ No

If yes, for what reason did you have to drop the course and what course?

5. Do you feel that in some courses you received a lower letter grade than you would have if you hadn't reported late to the class?
____ Yes
____ No
If yes, for what reason do you feel you received a lower letter grade?
6. Did you receive any "I" or "T" grades that you felt were a result of returning two weeks late to class?
____ Yes
____ No
If yes, why and in what course?
7. In classes that were already in progress, did the instructor make any special effort to help you catch up?
____ Yes
____ No
If yes, in what way?
8. Do you feel that you missed out on any information given out by the instructor in lectures that couldn't be obtained elsewhere as a result of returning late?
____ Yes
____ No
If yes, what information do you feel you missed?
9. How do you think you would have done scholastically in the classes that you took fall quarter if you had been in attendance the full twelve weeks?
____ much better
____ better
____ poorer
____ much poorer
____ about the same
10. Do you have any additional comment to make?

Thank you very much for your cooperation.

Sincerely,

James R. Craig