PROBLEMS AND CONCERNS OF ART STUDENT TEACHERS

A Thesis

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AN ABSTRACT OF THE THESIS OF

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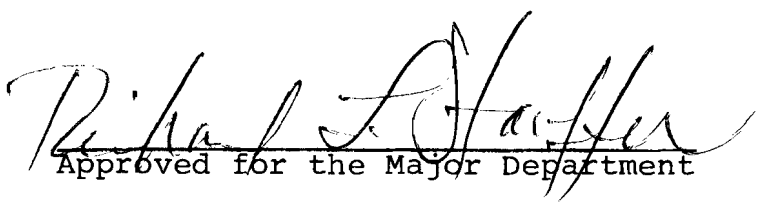
This study was designed to investigate differences in the way experienced art teachers and art student teachers perceive and rank problems; in addition, the way experienced art teachers and other teachers perceive and rank problems; the way art student teachers and other student teachers perceive and rank problems.

A questionnaire was used to determine problems of experienced art teachers and art student teachers. Items in the questionnaire dealt with four areas: preparation and methods, teacher-student interaction, teacher-staff interaction, and the school facility itself. The questionnaire was distributed to a high school staff in a suburban Kansan school district, to secondary art teachers in the district, to student teachers assigned in that district, and to art education students in a Kansas college about to enter student teaching.

Two research hypotheses were included and according

to the tabled value of chi-square the null hypotheses were rejected at the .05 level of significance. The data collected in this study were based on the number of responses to each item on the questionnaire. The results of the statistical analysis indicated art student teacher concerns included: teaching methods, coping with individual differences, availability of teaching aids/supplies, class size, communicating effectively with students, and establishing rapport with students.

It was recommended that these concerns need to be the emphasis of the cooperating teacher and art student teacher relationship, that college art education courses must expand to include a larger emphasis of their curriculum that exposes and expounds these concerns. It was recommended that the partnership between college educators and cooperating teachers must be strengthened; and that college personnel involved with all phases of teacher education and training, make periodic visitations to public schools. Recommendations for further research were proposed.



Approved for the Major Department

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G.E.H.

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Chapter 1

INTRODUCTION

This chapter contains the theoretical formulation concerning problems which experienced teachers actually have and problems inexperienced student teachers anticipate having while teaching. Included in this chapter has been the specific statement of the problem and null hypotheses that were tested in this study. The assumptions, purpose, and significance of the research have been discussed. Also included have been the limitations of the study and definition of terms.

THEORETICAL FORMULATION

In the past, many educators believed that any competent teacher would be a good cooperating teacher in a student teacher education program. Conant stated: "There is little agreement among professors of education on the nature of the corpus of knowledge they are expected to transmit to future teachers."[1]

Studies show that teacher education programs are undergoing radical reorganization and program evaluation.

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[1]James Bryant Conant, The Education of American Teachers (New York: McGraw Hill, 1963), p. 209.

Conant stated:

> One finds a complete lack of agreement on what constitutes a satisfactory general education program for future teachers.[2]

Currently, educators and administrators even though representing diverse views and different approaches to teacher education do agree that student teaching is one of the most valuable educational experiences that a teacher education program can provide for its students.

The most prevalent criticism of teacher education courses is their lack of relevance to the future teacher's needs or interests and the realities of the public school classroom. In reaction to this charge an increasing number of university students in teacher preparation programs are being permitted to identify problems which they anticipate facing when they actually become teachers. These students also attempt to identify ways of coping with such problems.

Yet it may be entirely possible that students lacking teaching experiences will have an inaccurate or distorted perception of the kinds of problems that they will actually encounter when they begin to teach. If students mistakenly identify problems which will not be significant when teaching, the time and energy devoted to these areas in teacher education courses may result in the investigation of insignificant problems.

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[2]Ibid.

A study by Harrow-Dziuban revealed at least five main problem areas that experienced teachers perceived differently than did the student teacher.[3] In a study of Harrison-Westerman a checklist of twenty-six possible problems expected while teaching was given to college students in teacher education courses and to experienced teachers.[4] From this checklist it was found that there were seven problems which received the greatest number of responses from both groups. However, these seven problems were ranked with different priorities. The main problems, as identified by Harrison-Westerman, were used as a basis on which to establish a relevant student teaching experience in the art classroom.

The two studies discussed above have shown inexperienced college students held distorted or inaccurate perceptions of teaching as they student taught. Therefore, the student teaching experience was made more valuable by effective orientation and assessing what it would be like to teach in the public school classroom.

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[3]Thomas L. Harrow and Charles D. Dziuban. An Investigation into the Relationship of Student Teachers' Perceived Problems to Those of Supervising Teachers, April, 1974. p. 9.

[4]Alton Harrison, Jr. and John E. Westerman, "Teacher Problems-Perceptions vs. Reality" Kappa Delta Pi Record, December, 1974, p. 35.

THE PROBLEM

The examiner determined to assist art student teacher overcome inaccurate and distorted teaching concerns by establishing a relevant student teaching experience in the art classroom. The basis for the research was the study done by Harrison-Westerman.

Statement of the Problem

Is there a significant difference in the way expereienced art teachers in a suburban school district perceive and rank problems that are similar to other experienced teachers?

Is there a significant difference in the way art student teachers in a suburban school district perceive and rank problems that are similar to other student teachers?

Is there a significant difference in the way experienced art teachers perceive and rank problems that are similar to the art student teacher?

Statement of the Research Hypotheses

The research hypotheses for this study were:

1. There is a significant difference in the way experienced art teachers and other experienced teachers in a suburban school district perceive and rank teaching problems with other student teachers as measured by the Harrison-Westerman study.

2. There is a significant difference in the way

experienced art teachers in a suburban school district perceive and rank teaching problems with student teachers assigned to the same district as measured by the Harrison-Westerman study.

The research hypotheses will be either accepted or rejected on the basis of the evaluation of items on the questionnaire according to the corresponding hypotheses stated in null form.

Assumptions of the Study

The researcher assumed the Harrison-Westerman study established seven similar concerns between experienced teachers and student teachers. It was assumed the questionnaire was written in a manner which would not bias any aspect of the survey. It was assumed that participants completed the survey as openly and honestly as possible. It was assumed the population sample was sufficiently large enough. It was assumed the data gathered was used to help facilitate student teaching experience orientated to discover what it is really like to teach in the public school art room.

Purpose of the Study

The purpose of this study was to determine if a significant difference existed between experienced art teachers' perceptions of teaching problems and art student teachers' perceptions of expected teaching problems. The

findings of this study assisted the researcher in the development of a program sensitive to student teacher success in art.

Significance of the Study

Each year there has been an increasing demand for public school teachers to supervise student teachers. This demand must be met by the classroom teacher who has enough demands already dictated by the job. The decision to supervise a student teacher means that the classroom teacher will be faced with planning the best possible experience that will help the student teacher develop into an efficient and contributing member of the profession.

Although those in teacher education are well aware of the types of experiences a student teacher should have, it will be the cooperating art teacher who plans and conducts these experiences. The art room has characteristics of its own which make management procedures different from that of English or math rooms. In the art room students have a degree of mobility from work areas to supply areas, or to the sink. The student teacher's acclimation to the room will be facilitated with opportunities for the student teacher to observe in some classes, assist in planning with the art teacher, teach portions of class periods, watch the art teacher teach, and finally teach full class periods observed by the cooperating art teacher.

The cooperating teacher will provide relevant expe-

riences for the student teacher when he is encouraged to interact with the principal, other art teachers, other faculty members, and the school secretaries and custodians. The student teacher will become more aware of the realistic school agenda as he learns about the total school. The sharing of concerns and talking shop in the lounge with teachers will help demonstrate to him that teachers are human.

It will be the cooperating art teacher's skill in organizing, leadership, educational background, philosophy of education, and knowledge of students which will ultimately determine the effectiveness of the student teaching experience in a classroom.

DEFINITION OF TERMS

In order to avoid confusion some of the concepts and terms used in this study have been defined.

Student Teaching Experience

All those contacts with children, youth and adults in school and community (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teacher-learning process.[5]

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[5]Department of Curriculum and Instruction, A Handbook for Elementary Student Teachers and Elementary Cooperating Teachers (Emporia, Kansas: College Press, 1975), p. 2.

Student Teacher

The college student who is doing student teaching.[6]

Student Teaching

The period of guided teaching during which time the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks.[7]

Cooperating Teacher

One who teaches children or youth and who agrees to accept a student teacher and to supervise the classroom experience.[8]

College Supervisor

The college representative who is responsible for supervising a student teacher or a group of student teachers.[9]

Art Education

Art education is that program which provides for the development of personal expression, the ability to make qualitative aesthetic judgments, and for the recognition of the role of art as a means of understanding culture.[10]

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[6]Ibid.

[7]Ibid.

[8]Ibid.

[9]Ibid.

[10]Herbert S. Paston, Learning to Teach Art (New York: Professional Educators Pub. Inc., 1973), p. 24.

LIMITATIONS OF THE STUDY

The population for the study was limited to the number of art student teachers in the district during the fall semester of 1976. These student teachers were matched with their counterparts in the public school both secondary and elementary. An equivalent number of non art student teachers was selected randomly and matched with their cooperating teachers both secondary and elementary.

Chapter 2

REVIEW OF RELATED LITERATURE

A review of related literature revealed that a vast amount of literature has been written describing general aspects of student teacher education and relevancy of student teacher's relationship with the cooperating teacher. There is relatively little research development capability in most of the institutions that prepare teachers.[1] Research and developmental capabilities that exist within the educational field is not increasing rapidly. In 1960, study results by Dropkin-Taylor[2], Bennie[3], and Whitman[4] indicated first year teachers' problems were discipline, relationships with principals, keeping required records and reports, availability of supplies, teaching methods and facilities. These first year teacher problems were similar to those that student teachers expected to face while student teaching.

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[1]Kenneth R. Howey, Sam J. Yarger and Bruce R. Joyce, Improving Teacher Education. (Washington, D.C.: Association of Teacher Educators 1978). p. XV.

[2]Stanley Dropkin and Marvin Taylor, "Perceived Problems of Beginning Teachers and Related Factors," The Journal of Teacher Education, XIV (December, 1963) pp. 384-390.

[3]William A. Bennie, "Problems of New Teachers and What Student Teaching is Doing to Minimize Them," The Texas Outlook, IL (September, 1965), pp. 30-31.

[4]Robert L. Whitman, "Fears of Beginning Teachers," Ohio Schools, VIL (September, 1966), pp. 23, 44.

Research indicated that most of the principle improvements in training have not been made on a wide scale. That first year teacher problems in 1960 continued to be the same as student teachers in the 1970's indicated educators have not applied their accumulated knowledge to the preparation of teachers. Of the studies treating the subject of student teacher education and supervision, few have been found that deal with supervision of student teachers in art education.

The researcher found two studies that attempted to meet student teacher needs. Gladman reported that a workshop held previous to the student teacher classroom experience significantly changed their involvement, interaction and planning with students.[5] Gladman maintained that by the beginning of the classroom experience, a great deal of rapport, understanding and confidence existed between the cooperating teacher and the student teacher. "This immediate involvement and the level of proficiency displayed we attributed directly to the effectiveness of the workshop experience."[6] Another group of student teachers without a workshop prior to student teaching, took four weeks to attain the same relationships.

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[5]O.L. Gladman, A Proposed Program for Training of Effective Supervising Teachers at Ottawa University (Washington, D.C.: DHEW/OE, 1973), p. 5.

[6]Ibid. p. 26.

Gladman's research confirms the findings of Robert's study which concluded:

> "student teachers and supervising teachers to whom they are being assigned should be brought together in encounter and human relations training groups that inservice education programs for cooperating teachers would be valuable for successful student teacher - cooperating teacher relationships."[7]

The research suggested that inexperienced student teachers perceive teaching problems differently from experienced teachers. The study by Harrow-Dziuban revealed at least five main areas of teaching concerns were discipline, relating to students, teaching methods, student attitude, establishing rapport with students.[8] Student teachers ranked concerns with different priorities from those of experienced teachers.

In a study by Harrison-Westerman a checklist of twenty-six possible problems expected while teaching was given to college students in teacher education courses and to experienced teachers.[9] From this checklist seven problems received the greatest number of responses from both groups.

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[7]Launey F. Roberts, Jr., Reciprocal Effects of Supervising Teaching and Student Teacher Attitudes, (Houston: School of Education, Texas Southern University, 1969), p. 11.

[8]Thomas L. Harrow and Charles D. Dziuban, An Investigation into the Relationship of Student Teacher's Perceived Problems to those of Supervising Teachers (Chicago: American Research Assoc., 1974), p. 3.

[9]Alton Harrison, Jr. and John E. Westerman, "Teaching Problems Perceptions vs. Reality" Kappa Delta Pi Record, December, 1974, p. 35.

However, these seven problems were ranked with different priorities. The rank order of expected teaching problems were as follows:

Problem	Teacher	College Student
Varied maturity of student	1	6
Determination of grades	2	2
Making class interesting	3	4
Class size	4	7
Teaching methods/techniques	5	5
Doing things I don't believe in	6	3
Student discipline	7	1

This study suggested that inexperienced college students have disagreeing perceptions of teaching as they begin to student teach. A follow-up study showed that student teacher priorities changed as a result of student teaching experiences. The items used in the Harrison-Westerman checklist influenced the development of the researcher's twenty-item Teacher Checklist used in this study.

The teacher education faculty in a Kansas university, employed a variety of means including checklists to assess student needs. The correlations that existed between faculty findings to that of Howey, Yarger, and Joyce competency questionnaire of student teachers[10] were: classroom management, child behavior/discipline, parent-teacher relationships, evaluation, grading and records, curriculum planning, student feelings and attitudes, and good teacher qualities.

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[10]Loc.Cit. p. 15.

In contrast to the wealth of professional literature concerning student teaching in other areas of the curriculum, there was little written specifically for student teachers of art or supervising art student teachers. A book on the subject of student teaching in art was published by Grey in 1960.[11] This textbook contained dated and general information concerning teaching in art. The researcher found only one recent book on the subject of student teaching in art by Paston in 1973.[12] Paston's book was intended to help art student teachers become aware of the purposes and nature of the student teaching program, to help clarify and reinforce, their understanding of anticipated experiences. An additional aim of this book was to assist cooperating teachers and school administrators in understanding the goals and responsibilities of participation in the art education student teaching program. The researcher found much support for intensifying the student teacher's awareness to concerns and problems.

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[11]Wellington G. Grey, Student Teaching in Art (Scranton: International Textbook Co., 1960).

[12]Herbert S. Paston, Learning to Teach Art (Lincoln: Professional Educators Publ., Inc., 1973).

Chapter 3

METHODS AND PROCEDURES

A discussion on the questionnaire and its development, population, and a general description of the methods used for statistical and analysis have been included in this chapter.

POPULATION

The questionnaire was distributed to the staff of a suburban high school with 1700 students. This high school is one of five in a suburban Kansas school district. The questionnaire was distributed to the district secondary art teachers and to student teachers assigned in the district. Art education students in a Kansas college about to enter student teaching participated in the study. The art supervisor and Student Teacher Director of the district and the college professor facilitated collection of the data.

INSTRUMENTATION

This study was primarily designed to investigate differences in the way experienced art teachers and other teachers perceive and rank problems; the way art student teachers and other student teachers perceive and rank problems; and differences in the way experienced art teachers and art student teachers perceive and rank problems.

In order to obtain data considered relevant to this study, a twenty-item questionnaire was developed based on the Harrison-Westerman study. The questionnaire was used to determine problems of experienced teachers and student teachers.

Items in the questionnaire deal with four areas: preparation and methods, teacher-student interaction, teacher-staff interaction, and the school facility itself. Items 1 through 5 contain familiar general education terms designed to lead the respondent into items 6 through 20 that are more specific in regard to a problem.

DATA ANALYSIS

The data collected in this study were based on the number of responses to each item on the questionnaire. For analysis of these data the chi-square statistical tool, as generally described below, was utilized. In addition, the contingency coefficient was also calculated to determine the degree of relationship that existed between the independent and dependent variables.

Chi-Square (χ^2)

The chi-square test is one of the more powerful non-parametric statistical tools that is used to analyse data. The value of chi-square is determined on the basis of the number of responses (observed frequencies) as compared to the number of expected responses (expected frequencies).

Thus, chi-square is a nonparametric statistical tool that is used to determine if there is a significant difference in the two groups of experienced teachers and student teachers (independent variable) and the manner in which they respond (dependent variable) to each item on the questionnaire.

The formula[1] used for calculating the value of chi-square is

$$\chi^2 = \Sigma \frac{(O_f - E_d)^2}{E_f}$$

where Σ = summation operator,
O_f = observed frequencies, and
E_f = expected frequencies.

The observed frequencies (O_f) are simply based upon the total number of respondents in each category. The expected frequences (E_f) for each scaled item are calculated on the basis of the row of sums times the column sums divided by the total number of respondents (N) or E_f = (Row Sum) (Column Sum)/N.

In testing the null hypothesis, the value obtained for chi-square is tested against a chi-square table. In reading from a chi-square table, the degrees of freedom must be considered. The degrees of freedom are calculated by taking the number of rows minus one times the number of columns minus one, or df = (R-1)(C-1).

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[1] N.M. Downie and R.W. Heath, Basic Statistical Methods, 4th Edition, (New York: Harper and Row Publishers, 1974), p. 188.

For this study the .05 level of significance was selected to test the null hypothesis. This may be interpreted as dependent upon whether the statistic (sample fact) fell within the established critical region or not. In general, if the obtained value of chi-square was greater than or equal to the tabled value of chi-square at the .05 level of significance, chances were that ninety-five times out of one hundred the large obtained value of chi-square was not just due to sampling error. Based on this criterion, the obtained value of chi-square being significantly larger than expected, rejection of the null hypothesis was warranted.

The Contingency Coefficient (C)[2]

The contingency coefficient is an index of measurement that is used to determine the degree of relationship that exists between the independent and dependent variables. The magnitude of chi-square is a function used in the determination of the contingency coefficient.

The contingency coefficient formula is:

$$C = \sqrt{\frac{\chi^2}{N + \chi^2}}$$

where, χ^2 = obtained value of chi-square, and
N = total number of respondents to each individual item.

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[2]Ibid. p. 194.

For interpretation of the meaning of the contingency coefficient values, the comparison was analogous to obtaining a Pearson Product-Moment Coefficient of Correlation (r). Like Pearson's r, the degree of relationship between the independent and dependent variables was obtained.

Chapter 4

ANALYSIS OF DATA

A description of the instrument used to test the data, the calculations of the data, and the results of the tested hypothesis follow. The chi-square test was used to determine differences between experienced teachers and student teachers.

INSTRUMENTATION

In order to obtain data considered relevant to this study, a twenty-item questionnaire was developed to determine concerns of teachers and student teachers (Appendix A). Items in the questionnaire deal with preparation and methods, teacher-student interaction, teacher-staff relationships, and the school facility. Each item was rated on a scale of 1 to 5 (no concern to major concern). Included in the questionnaire were parts referring to years of experience, teaching level, and major field of the respondents. This data was not analyzed in this study other than identification of respondents as a teacher or student teacher.

STATISTICAL ANALYSIS

There were a total of 61 responses by experienced teachers and 106 by student teachers. In analyzing the items from the questionnaires the chi-square test was used to determine significant differences in the perception and rank of problems of teachers and student teachers. Those items where significant differences were obtained, have been discussed in this section. In all statistical analysis (df = 4) was used to determine the tabled value of $\chi^2 \geq 9.49$ at the .05 level of significance to reject the null hypothesis.

Art Teacher and Other Experienced Teacher Responses

Item #7. Coping with individual differences among students.

From the statistical analysis of teacher responses to Item #7 a chi-square value of 11.80 was obtained. Since the obtained value of chi-square was greater than the .05 tabled value, rejection of the null hypothesis was warranted. The degree of relationship between the independent variable (respondent) and their response (dependent variable), as determined by the contingency coefficient, was 0.39 (C=0.39). The observed and expected frequencies for the chi-square test has been shown in Table 1, page 22.

Table 1

Chi-square and Contingency Coefficient Value Determined from Teacher Responses for Item #7

Respondents	1	2	3	4	5	Total
Art Teacher	6*(2.3)**	3(1.3)	0(1.7)	3(3)	1(2)	13
All Other Teachers	9(12.7)	6(7.6)	11(9.3)	17(16.9)	12(11)	55
Total	15	9	11	20	13	68

* O_f = observed frequencies

** E_f = expected frequencies

$\chi^2 = 11.80$
df = 4
C = .39

In Table 2 the percentage of teacher response to the ranking of Item #7 was included. It was observed that a larger percentage of art teachers do not expect coping with individual differences a concern, while other teachers rate it a concern.

Table 2

Teacher Percentage Rating of Item #7

Respondents	1	2	3	4	5
Art Teacher	46%	23%	6%	23%	8%
All Other Teachers	16%	11%	20%	31%	22%

Art Teacher and Art Student Teacher Responses

Item #1. Teaching Methods.

From the statistical analysis of art teachers and art student teacher responses to Item #1 a chi-square value

of 10.56 was obtained. Since the obtained value of chi-square was greater than the .05 tabled value, rejection of the null hypothesis was warranted. The degree of relationship between the two variables as determined by the contingency coefficient was 0.48 (C = 0.48). The observed and expected frequencies for the chi-square test has been shown in Table 3.

Table 3

Chi-square and Contingency Coefficient Value Determined from Art Teacher and Art Student Teacher Responses for Item #1

Respondents	1	2	3	4	5	Total
Art Teachers	6*(5)**	3(3.3)	2(1.9)	0(2.2)	0(.6)	11
Art Student Teachers	1(4.8)	10(8.9)	4(4.8)	7(7.4)	2(1.4)	24
Total	7	13	6	7	2	35

* O_f = observed frequencies

** E_f = expected frequencies

$\chi^2 = 10.56$
df = 4
C = .48

In Table 4, the percentage of teacher responses to the ranking of Item #1 was included. It was observed that art teachers do not rate teaching methods as a concern while art student teachers rate teaching methods somewhat a concern. The greatest ranking difference occurred in scale #1.

Table 4

Art Teacher and Art Student Teacher Rating of Item #1

Respondents	1	2	3	4	5
Art Teacher	55%	27%	18%	0%	0%
Art Student Teacher	4%	42%	17%	29%	8%

Item #7. Coping with individual differences among students.

The obtained chi-square value of 9.58 was calculated from the statistical analysis of art teacher and art student teacher responses for Item #7. Since the obtained value of chi-square was greater than the tabled value, rejection of the null hypothesis was indicated. The degree of relationship between the two variables as determined by the contingency coefficient, was 0.45 (C = 0.45). The observed and expected frequencies for the chi-square test has been shown in Table 5, page 25.

Table 5

Chi-square and Contingency Coefficient Value Determined from Art Teacher and Art Student Teacher Responses to Item #7

Respondents	1	2	3	4	5	Total
Art Teacher	6*(3.2)**	3(4.2)	0(2.8)	3(2.1)	1(.7)	13
Art Student Teacher	3(5.8)	9(7.8)	8(5.2)	3(4)	1(1.3)	24
Total	9	12	8	6	2	37

* O_f = observed frequencies

** E_f = expected frequencies

$\chi^2 = 9.58$
df = 4
C = .45

In Table 6 the percentage of art teacher and art student teacher responses to the ranking of Item #7 was included. It was observed that art teachers do not rate coping with individual differences a concern while art student teachers rate this item a moderate concern.

Table 6

Art Teacher and Art Student Teacher Rating of Item #7

Respondents	1	2	3	4	5
Art Teacher	48%	23%	0%	23%	8%
Art Student Teacher	13%	38%	33%	13%	4%

Item #9. Availability of teaching aids/supplies.

A chi-square value of 9.77 was obtained from the statistical analysis of art teacher and art student teacher

response to Item #9. Since the obtained value of chi-square was greater than the table value, rejection of the null hypothesis was indicated. The contingency coefficient (C = 0.46) of 0.46 indicated the degree of relationship between the independent and dependent variables. The observed and expected frequencies for the chi-square test has been shown in Table 7.

Table 7

Chi-square and Contingency Coefficient Value Determined from Art Teacher and Art Student Teacher Responses to Item #9

Respondents	1	2	3	4	5	Total
Art Teacher	8*(4.6)**	0(3.5)	2(1.8)	2(2.5)	1(.7)	13
Art Student Teacher	5(8.4)	10(6.5)	3(3.2)	5(4.5)	1(1.3)	24
Total	13	10	5	7	2	37

* O_f = observed frequencies

** E_f = expected frequencies

$\chi^2 = 9.77$
df = 4
C = .46

In Table 8, p. 27, the percentage of art teacher and art student teacher responses to the ranking of Item #9 was included. It was observed that art teachers did not have a concern about availability of teaching aids/supplies for classroom use, while art student teachers rated Item #9 as a great concern.

Table 8

Art Teacher and Art Student Teacher Rating of Item #7

Respondents	1	2	3	4	5
Art Teacher	48%	23%	0%	23%	8%
Art Student Teacher	13%	38%	33%	13%	4%

Item #14. Establishing rapport with students in the classroom.

A chi-square value of 11.11 was obtained from the statistical analysis of art teacher and art student teacher response to Item #14. Since the obtained value of chi-square was greater than the tabled value, rejection of the null hypothesis was warranted. The contingency coefficient (C = 0.48) of 0.48 indicated the degree of relationship between the independent and dependent variables. The observed and expected frequencies for the chi-square test has been shown in Table 9, p. 28.

Table 9

Chi-square and Contingency Coefficient Value Determined from Art Teacher and Art Student Teacher Response to Item #14

Respondents	1	2	3	4	5	Total
Art Teachers	8*(6.4)**	0(3.5)	2(1.8)	2(2.5)	1(.7)	13
Art Student Teachers	5(8.4)	10(6.5)	3(3.2)	5(4.5)	1(1.3)	24
Total	13	10	5	7	2	37

* O_f = observed frequencies

** E_f = expected frequencies

$\chi^2 = 11.11$
df = 4
C = .48

In Table 10 the percentage of art teacher and art student teacher responses to the ranking of Item #14 was included. It was observed that the majority of art teachers had no concerns about establishing rapport with the students. Art student teachers rated Item #14 somewhat a concern, though observed differences between the two groups were similar.

Table 10

Art Teacher and Art Student Teacher Rating of Item #14

Respondents	1	2	3	4	5
Art Teachers	50%	17%	8%	0%	25%
Art Student Teachers	16%	40%	24%	16%	4%

Art Teachers and All Student Teachers

Item #4. Effective classroom control.

From the statistical analysis of art teacher and all student teacher response to Item #4, a chi-square value of 14.40 was obtained. Using four degrees of freedom (df = 4) the tabled value of $\chi^2 \geq 13.3$ at the .01 level of significance was needed to reject the null hypothesis. Since the obtained value of chi-square was greater than the .01 tabled value, rejection of the null hypothesis was warranted. The degree of relationship between the two variables as determined by the contingency coefficient was 0.33 (C = 0.33). The observed and expected frequencies for the chi-square test has been shown in Table 11.

Table 11

Chi-square and Contingency Coefficient Value Determined from Art Teacher and Student Teacher Response to Item #4

Respondents	1	2	3	4	5	Total
Art Teacher	7*(2.3)**	1(2.9)	1(3.9)	2(2.1)	3(2.8)	14
All Student Teachers	13(17.7)	24(22.1)	32(29.2)	16(15.9)	21(21.2)	106
Total	20	25	33	18	24	120

* O_f = observed frequencies

** E_f = expected frequencies

$\chi^2 = 14.40$
df = 4
C = .33

In Table 12, p. 30, the percentage of art teacher

and other teacher responses to the ranking of Item #4 was included. It was observed that art teachers indicated effective classroom control was not a concern. It was observed that all student teachers indicated some concern about classroom control with emphasis in the mid range of the scale.

Table 12

Art Teacher and All Student Teacher Rating of Item #4

Respondents	1	2	3	4	5
Art Teacher	50%	7.1%	7.1%	14%	21%
All Student Teachers	12%	23%	30%	15%	20%

Item #7. Coping with individual differences among students.

From the statistical analysis of art teacher and all student teacher response to Item #7 a chi-square value of 10.19 was obtained. Since the obtained value of chi-square was greater than the .05 tabled value, rejection of the null hypothesis was indicated. The degree of relationship between the two variables as determined by the contingency coefficient was 0.28 (C = 0.28). The observed and expected frequencies for the chi-square tests has been shown in Table 13, p. 31.

Table 13

Chi-square and Contingency Coefficient Value Determined from Art Teacher and All Student Teacher Response to Item #7

Respondents	1	2	3	4	5	Total
Art Teacher	6*(2.7)**	3(4.7)	0(3.2)	3(1.7)	1(.6)	13
All Student Teachers	19(22.3)	41(39.3)	30(26.8)	13(14.3)	5(5.4)	108
Total	25	44	30	16	6	121

* O_f = observed frequencies

** E_f = expected frequencies

χ^2= 10.19
df= 4
C = .28

The percentage of art teacher and all student teacher responses to the ranking of Item #7 was included in Table 14. It was observed that the majority of art teachers rated coping with individual student differences not a concern, while all student teachers rated Item #7 a concern.

Table 14

Art Teacher and All Student Teacher Rating of Item #7

Respondents	1	2	3	4	5
Art Teacher	46%	23%	0%	23%	8%
All Student Teachers	18%	40%	28%	12%	5%

Item #10. Teaching facilities.

From the statistical analysis of art teacher and all student teacher responses to Item #10 a chi-square value of

13.33 was obtained. Since the obtained value of chi-square was greater than the .05 tabled value, rejection of the null hypothesis was indicated. The degree of relationship between the two variables as determined by the contingency coefficient was 0.28 (C = 0.28). The observed and expected frequencies for the chi-square test has been shown in Table 15.

Table 15

Chi-square and Contingency Coefficient Value Determined from Art Teacher and All Student Teacher Response to Item #10

Respondents	1	2	3	4	5	Total
Art Teacher	6*(5.1)**	0(3.5)	2(2.6)	2(.9)	3(.8)	13
All Student Teachers	41(41.9)	32(28.5)	22(21.4)	6(7.1)	4(6.2)	107
Total	47	32	24	8	7	120

* O_f = observed frequencies

** E_f = expected frequencies

$\chi^2 = 13.32$
df = 4
C = .32

The percentage of art teacher and all student teacher responses to the ranking of Item #10 was included in Table 16, p. 33. It was observed that a large percentage of student teachers rated Item #4 not a concern, while art teachers indicated teaching facilities were a major concern.

Table 16

Art Teacher and All Student Teacher Rating of Item #10

Respondents	1	2	3	4	5
Art Teacher	46%	0%	15%	15%	23%
All Student Teachers	38%	30%	21%	6%	4%

Art Student Teacher and All Other Student Teacher Responses

Item #1. Teaching Method.

From the statistical analysis of student teacher responses to Item #1 a chi-square value of 15.57 was obtained. Using four degrees of freedom (df = 4) the tabled value of $\chi^2 \geq 13.3$ at the .01 level of significance was needed to reject the null hypothesis. Since the obtained value, rejection of the null hypothesis was warranted. The degree of relationship between the two variables as determined by the contingency coefficient was 0.36 (C = 0.36). The observed and expected frequencies for the chi-square test has been shown in Table 17, p. 34.

Table 17

Chi-square and Contingency Coefficient Value Determined from Student Teacher Response to Item #1

Respondents	1	2	3	4	5	Total
Art Student Teacher	1*(3.8)**	10(8.1)	4(6.1)	7(2.7)	1(1.4)	24
Other Student Teacher	24(19.3)	26(27.9)	23(20.9)	5(9.3)	4(4.6)	82
Total	25	36	27	12	6	106

* O_f = observed frequencies

** E_f = expected frequencies

$\chi^2 = 15.57$
df = 4
C = .36

The percentage of student teacher responses to the ranking of Item #1 was shown in Table 18. It was observed that a substantial percentage of all other student teachers rated teaching methods not a problem while a large percentage of art student teachers rated this item a concern.

Table 18

Student Teacher Rating of Item #1

Respondents	1	2	3	4	5
Art Student Teacher	4.1%	41%	16.6%	29.1%	8.2%
Other Student Teacher	29%	31%	28%	6%	4%

Item #3. Communicating effectively with students.

From the student teacher responses to Item #3 a chi-square value of 11.04 was obtained. Since the obtained value of chi-square was greater than the .05 tabled value, rejection of the null hypothesis was warranted. The degree of relationship between the two variables as determined by the contingency coefficient was 0.31 (C = 0.31). The observed and expected frequencies for the chi-square test has been shown in Table 19.

Table 19

Chi-square and Contingency Coefficient Value Determined from Student Teacher Response to Item #1

Respondents	1	2	3	4	5	Total
Art Student Teacher	2*(7)**	9(7.9)	5(3.7)	6(2.7)	1(1.6)	23
Other Student Teacher	30(24.9)	27(28)	12(13.2)	6(9.4)	6(5.5)	81
Total	32	36	17	12	7	104

* O_f = observed frequencies

** E_f = expected frequencies

$\chi^2 = 11.04$
df = 4
C = .31

The percentage of student teacher responses to the ranking of Item #1 was shown in Table 20. It was observed that a substantial percentage of all other student teachers rated communication with students not a problem. Art student teachers rank Item #3 as a concern.

Table 20

Student Teacher Rating of Item #1

Respondents	1	2	3	4	5
Art Student Teacher	7%	39%	21%	26%	4%
Other Student Teacher	37%	33%	15%	7%	7%

Item #5. Class size.

From student teacher responses to Item #5 a chi-square value of 12.08 was obtained. Since the obtained value of chi-square was greater than the .05 tabled value, rejection of the null hypothesis was warranted. The degree of relationship between the two variables as determined by the contingency coefficient was 0.32 (C = 0.32). The observed and expected frequencies for the chi-square test have been shown in Table 21, p. 37.

Table 21

Chi-square and Contingency Coefficient Value Determined from Student Teacher Response to Item #5

Respondents	1	2	3	4	5	Total
Art Student Teacher	4*(6.5)**	1(4.7)	12(6.3)	4(4.3)	3(2.2)	24
Other Student Teacher	25(22.5)	20(16.3)	16(21.7)	15(14.7)	7(7.8)	83
Total	29	21	28	19	10	107

* O_f = observed frequencies

** E_f = expected frequencies

$\chi^2 = 12.08$
df = 4
C = .32

The percentage of student teacher responses to ranking of Item #5 was shown in Table 22. It was observed that the greatest ranking differences of art student teachers and all other student teachers occurred in scale #3. All other student teachers ranked class size as not a problem, while art student teachers ranked Item #5 a strong concern.

Table 22

Student Teacher Rating of Item #5

Respondents	1	2	3	4	5
Art Student Teacher	17%	4%	50%	17%	13%
Other Student Teacher	30%	24%	19%	18%	8%

Item #14. Establishing rapport with students in the classroom.

From the student teacher responses to Item #14 a chi-square value of 11.24 was obtained. Since the obtained value of chi-square was greater than the .05 tabled value, rejection of the null hypothesis was indicated. The degree of relationship between the two variables as determined by the contingency coefficient was 0.31 (C = 0.31). The observed and expected frequencies for the chi-square test have been shown in Table 23.

Table 23

Chi-square and Contingency Coefficient Value Determined from Student Teacher Response to Item #14

Respondents	1	2	3	4	5	Total
Art Student Teacher	4*(10.2)**	10(8.1)	6(3.5)	4(1.9)	1(1.4)	25
Other Student Teacher	40(33.8)	25(26.9)	9(11.5)	4(6.2)	5(4.6)	83
Total	44	35	15	8	6	108

* O_f = observed frequencies

** E_f = expected frequencies

$\chi^2 = 11.24$
df = 4
C = .31

The percentage of student teacher responses to the ranking of Item #14 was shown in Table 24. It was observed that the greatest ranking difference occurred in scale #1. All other student teachers ranked establishing student rapport not a problem while art student teachers ranked

Item #14 as a concern.

Table 24

Student Teacher Rating of Item #14

Respondents	1	2	3	4	5
Art Student Teacher	16%	40%	24%	16%	4%
Other Student Teacher	48%	30%	11%	5%	6%

Summary. A summary of the chi-square analysis, along with the item number and statement, has been tabulated in Appendix B, p. 53.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine if a significant difference existed between experienced art teachers' perceptions of teaching problems and art student teachers' perceptions of expected teaching problems. In this chapter were included these major categories: summary, conclusions, and recommendations.

SUMMARY

Secondary art student teachers assigned to the researcher were not always adequately prepared for student teaching. Often the art student teacher did not thoroughly understand the image of a teacher, or student attitudes, the total school day, lesson planning, classroom management and other artroom routines. The findings of this study assisted the researcher in the development of a program sensitive to student teacher success in art. In Chapter 4 it was revealed there were significant differences in the perceptions of teaching problems between experienced art teachers and other experienced teachers; between art teachers and art student teachers; and also between art student teachers and other student teachers. There existed common concerns among the art student teachers and other student

teachers.

It was found that experienced art teachers did not expect coping with individual student differences to be a concern while other experienced teachers rated it a concern. No other significant difference occurred in the experienced teacher response to questionnaire items.

Findings indicated that art student teacher concerns included: teaching methods, coping with individual differences, availability of teaching aids/supplies, and establishing rapport with students. The art student teacher rated teaching facilities not a problem; however, the experienced art teacher rated that item a concern. The following were concerns or problems of the art student teacher but were not of the other student teachers: class size, teaching methods, communicating effectively with students, and establishing rapport with students in the classroom. Common concerns of both the art student teachers and other student teachers were: coping with individual differences among students and effective classroom control. The research has shown that significant differences existed between experienced art teachers' perceptions of teaching concerns and problems and those of art student teachers.

CONCLUSIONS

With the support of the statistical analysis in this study, the following conclusions were drawn. A majority of art teachers, other experienced teachers and other student

teachers expressed no concern about teaching methods while the art student teacher rated this item a concern. It would appear to the researcher that art student teachers need more exposure and/or experience presenting media on specifics of a project than other student teachers. Other student teachers generally teach absolutes while art student teachers deal with various possibilities and individual student responses. For the art teacher, teaching method concerns diminished with experience.

Twenty-six percent of art student teachers anticipated having problems communicating with students, while a majority of other student teachers, experienced art and other teachers did not anticipate problems. The researcher ascertained that experienced teachers have developed a workable solution; student teachers generally teach to a depersonalized group as opposed to the art student teacher who individualize and communicate to a variety of student interests and abilities.

Art teachers disagreed on their response to effective classroom control. Fifty percent anticipated no problems while twenty-one percent anticipated problems. Perhaps personality differences of the art teacher influenced this response or differences in the student population or classes offered; further study into this response may be valuable. Experienced teachers and art student teachers anticipated no problems with this item, yet other student teachers anticipated classroom management a problem. It

would appear to the researcher that art student teachers lack experience and/or exposure to have rated classroom management not a problem because they will face concerns unique to an art class. It would appear that the student teacher upon entering the classroom, knows the cooperating teacher has control of the situation.

Art teachers and other experienced teachers anticipated no problems coping with student differences. Art student teachers and other student teachers expressed concern about individual differences. This response was predictable. Besides lack of experience, student teachers would not know what to expect of their placement, cooperating teacher and students. Student teachers have problems, not because they were deficient in subject matter, but because they lack adequate understanding of students and were unskillful in their efforts of interaction.

Art teachers, other teachers, and other student teachers were not concerned about availability of teaching aids/supplies. Art student teachers were slightly concerned about this item. It would appear that art student teachers were uncertain of the student teaching situation. The art student teacher may know how and where to order supplies but just uncertain of what varied supplies would be available. Concern by the art student teacher would be limited in scope.

Class size was not rated a problem by art teachers, other teachers, and other student teachers. Art student

teachers anticipated class size a problem. It would appear that experienced teachers have developed techniques to meet student needs. The other student teachers generally present proven/absolute information while the speculative information presented by the art student teacher demands individualized results. A large class would hinder student growth and development because not as much time would be available between the art student teacher and students individually.

The majority of art teachers, other teachers and other student teachers did not anticipate problems in establishing rapport with students; art student teachers expressed rapport somewhat a concern. It would appear that art student teachers have concerns because of the variety of students to deal with on an individualized level. Other student teachers would not have concerns because they generally have group interaction. Student teachers on the average were closer to being on the same age level of the classroom student, therefore, for all the student teachers establishing rapport was not considered much of a problem.

RECOMMENDATIONS

The art student teacher rated six items as expected problems or concerns while student teaching. Those problems were: establishing rapport with students in the classroom, class size, availability of teaching aids/supplies, coping with individual differences among students and teaching methods. These concerns of art student teachers were

similar to problems of first year teachers in findings by Dropkin-Taylor and others as cited in Chapter 2. The researcher contends these concerns need to be the emphasis of the cooperating art teacher and art student teacher relationship. This study along with the guidelines Paston established in his book would make the art student teaching experience more valuable and personalized to meet future art teacher concerns and problems.

If another study of this problem was made, in addition to the questionnaire responses by art teachers would be another questionnaire for art teachers to rate the problems or concerns they expect art student teachers will have while student teaching. This additional data would add validity to this study by establishing the concerns of art student teachers as viewed by experienced art teachers in a cooperating teacher role. Other data for further research should include student teacher pre-student teaching experiences with adults or children such as summer camps.

College art education courses must expand to include a larger emphasis of their curriculum that exposes and expounds these art student teacher concerns. Art student teachers need practice in individualizing experiences, their weaknesses in this area were value judgments, speaking specifically about student art problems, establishing working models of different phases of instruction such as lesson presentation, motivational techniques, and media demonstrations. Verbal communication skills need strengthening.

While in college, art students have their own language, understanding and knowledge about art principles. The art student teacher, in the classroom with students who have little art background and knowledge, has to develop a new way to communicate.

The partnership between the college art educators and cooperating teachers must be strengthened. Colleges must prepare art students to student teach, the cooperating teachers must prepare student teachers to teach art. Colleges view student teachers as students whereas cooperating teachers consider student teachers as being more of a professional. What has begun in art education courses must be culminated by student teaching. The workshop studies of Gladman and Roberts discussed in Chapter 2 strongly emphasized the growth achieved by partnership workshops that included college supervisors, student teachers, and cooperating teachers. To further the partnership ideal between colleges and public schools, it is imperative for college personnel, especially those involved with all phases of teacher education and training, to make periodic visitations so that they may be informed about what changes are occurring in public schools.

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APPENDIX A

Teacher Checklist

TEACHER CHECKLIST

Teaching Experience:

___0-2 years
___3-6 years
___7-10 years
___11 and above

Teaching Field or Major Area of Emphasis:

___Elementary
___Secondary
___Science/Math
___English
___Art
___Music
___Social Science
___Physical Education
___Vocational Education
___Other_____

Please rate the following items as they apply to you in your teaching position.
Items are rated on a scale of 1 to 5.
A rating of 1 signified the item is NOT a problem or concern.
A rating of 5 signifies MAJOR concern or problem.
Please circle numbers.

NO	1	2	3	4	5	YES	1.	Teaching methods
	1	2	3	4	5		2.	Subject matter background
	1	2	3	4	5		3.	Communicating effectively with students
	1	2	3	4	5		4.	Effective classroom control
	1	2	3	4	5		5.	Class size
	1	2	3	4	5		6.	Teaching assignment
	1	2	3	4	5		7.	Coping with individual differences among students
	1	2	3	4	5		8.	Doing things I do not believe in
	1	2	3	4	5		9.	Availability of teaching aids/ supplies
	1	2	3	4	5		10.	Teaching facilities
	1	2	3	4	5		11.	Personal criterion involved in formulating grades
	1	2	3	4	5		12.	Dealing with student's attitude toward learning
	1	2	3	4	5		13.	Relationships with building administrators
	1	2	3	4	5		14.	Establihsing rapport with students in the classroom
	1	2	3	4	5		15.	Keeping abreast of changes in my teaching field
	1	2	3	4	5		16.	Using teaching aids
	1	2	3	4	5		17.	Making class interesting
	1	2	3	4	5		18.	Relationship with other teachers
	1	2	3	4	5		19.	Self-evaluation of teaching
	1	2	3	4	5		20.	Constructing teacher-made tests

APPENDIX B

Chi-square and Contingency Coefficient Values Determined from Respondents of Questionnaire Items

Chi-square and Contingency Coefficient Values
Determined from Respondents of Questionnaire Items

ITEM	ART TEACHER ALL TEACHER	ART TEACHER ART STUDENT TEACHER	ART TEACHER ALL STUDENT TEACHER	ART STUDENT TEACHER ALL STUDENT TEACHER
1. Teaching methods	N = 61 χ^2 = 8.08 df = 4 C = .34	N = 35 χ^2 = 10.56 df = 4 C = .48	N = 117 χ^2 = 5.98 df = 4 C = .22	N = 106 χ^2 = 15.57 df = 4 C = .36
2. Subject matter background	N = 67 χ^2 = 3.40 df = 4 C = .22	N = 37 χ^2 = 8.37 df = 4 C = .43	N = 119 χ^2 = 6.33 df = 4 C = .22	N = 106 χ^2 = 3.45 df = 4 C = .18
3. Communicating effectively with students	N = 67 χ^2 = 4.84 df = 4 C = .26	N = 36 χ^2 = 5.64 df = 4 C = .37	N = 117 χ^2 = 4.05 df = 4 C = .18	N = 104 χ^2 = 11.04 df = 4 C = .31
4. Effective classroom control	N = 68 χ^2 = 2.37 df = 4 C = .18	N = 38 χ^2 = 6.20 df = 4 C = .38	N = 120 χ^2 = 14.4 df = 4 C = .33	N = 106 χ^2 = 1.14 df = 4 C = .10
5. Class size	N = 68 χ^2 = 9.09 df = 4 C = .34	N = 36 χ^2 = 9.12 df = 4 C = .45	N = 119 χ^2 = 2.97 df = 4 C = .16	N = 107 χ^2 = 12.07 df = 4 C = .32

ITEM	ART TEACHER ALL TEACHER	ART TEACHER ART STUDENT TEACHER	ART TEACHER ALL STUDENT TEACHER	ART STUDENT TEACHER ALL STUDENT TEACHER
6. Teaching assignment	N = 68 χ^2 = 2.10 df = 4 C = .17	N = 38 χ^2 = 2.62 df = 4 C = .25	N = 122 χ^2 = 7.35 df = 4 C = .24	N = 108 χ^2 = 5.18 df = 4 C = .21
7. Coping with individual differences among students	N = 67 χ^2 = 11.80 df = 4 C = .39	N = 37 χ^2 = 9.58 df = 4 C = .45	N = 121 χ^2 = 10.19 df = 4 C = .28	N = 108 χ^2 = .82 df = 4 C = .09
8. Doing things I do not believe in	N = 67 χ^2 = .40 df = 4 C = .08	N = 36 χ^2 = 3.23 df = 4 C = .29	N = 119 χ^2 = 2.31 df = 4 C = .14	N = 107 χ^2 = 3.79 df = 4 C = .19
9. Availability of teaching aids/supplies	N = 69 χ^2 = 5.96 df = 4 C = .28	N = 37 χ^2 = 9.77 df = 4 C = .46	N = 121 χ^2 = 6.68 df = 4 C = .23	N = 108 χ^2 = 8.31 df = 4 C = .27
10. Teaching facilities	N = 67 χ^2 = 2.35 df = 4 C = .18	N = 37 χ^2 = 9.35 df = 4 C = .45	N = 120 χ^2 = 13.32 df = 4 C = .32	N = 107 χ^2 = 9.03 df = 4 C = .28

ITEM	ART TEACHER ALL TEACHER	ART TEACHER ART STUDENT TEACHER	ART TEACHER ALL STUDENT TEACHER	ART STUDENT TEACHER ALL STUDENT TEACHER
11. Personal criterion involved in formulating learning	N = 65 χ^2 = 6.90 df = 4 C = .31	N = 36 χ^2 = 1.26 df = 4 C = .19	N = 117 χ^2 = 6.92 df = 4 C = .24	N = 104 χ^2 = 3.89 df = 4 C = .19
12. Dealing with student's attitude toward learning	N = 70 χ^2 = 6.45 df = 4 C = .29	N = 37 χ^2 = 4.59 df = 4 C = .99	N = 122 χ^2 = 7.08 df = 4 C = .23	N = 109 χ^2 = 1.18 df = 4 C = .10
13. Relationships with building administrators	N = 69 χ^2 = 3.52 df = 4 C = .22	N = 37 χ^2 = 2.99 df = 4 C = .27	N = 119 χ^2 = 3.54 df = 4 C = .17	N = 106 χ^2 = 8.07 df = 4 C = .27
14. Establishing rapport with students in the classroom	N = 72 χ^2 = 3.58 df = 4 C = .22	N = 37 χ^2 = 11.11 df = 4 C = .48	N = 120 χ^2 = 7.67 df = 4 C = .25	N = 108 χ^2 = 11.24 df = 4 C = .31
15. Keeping abreast of changes in my teaching field	N = 67 χ^2 = 1.83 df = 4 C = .16	N = 37 χ^2 = 7.92 df = 4 C = .42	N = 118 χ^2 = 8.45 df = 4 C = .26	N = 105 χ^2 = 3.71 df = 4 C = .19

ITEM	ART TEACHER ALL TEACHER	ART TEACHER ART STUDENT TEACHER	ART TEACHER ALL STUDENT TEACHER	ART STUDENT TEACHER ALL STUDENT TEACHER
16. Using teaching aids	N = 66 χ^2 = 3.75 df = 4 C = .23	N = 37 χ^2 = .25 df = 4 C = .08	N = 125 χ^2 = 1.51 df = 4 C = .10	N = 112 χ^2 = 4.66 df = 4 C = .20
17. Making class interesting	N = 66 χ^2 = 9.39 df = 4 C = .35	N = 37 χ^2 = 6.29 df = 4 C = .38	N = 120 χ^2 = 6.03 df = 4 C = .22	N = 107 χ^2 = 1.50 df = 4 C = .12
18. Relationship with other teachers	N = 70 χ^2 = 1.36 df = 4 C = .14	N = 38 χ^2 = 5.11 df = 4 C = .34	N = 120 χ^2 = 3.33 df = 4 C = .16	N = 106 χ^2 = 3.93 df = 4 C = .19
19. Self-evaluation of teaching	N = 67 χ^2 = 6.15 df = 4 C = .29	N = 36 χ^2 = 7.79 df = 4 C = .42	N = 113 χ^2 = 2.82 df = 4 C = .16	N = 101 χ^2 = 7.84 df = 4 C = .27
20. Constructing teacher-made tests	N = 71 χ^2 = 5.14 df = 4 C = .26	N = 37 χ^2 = 6.05 df = 4 C = .37	N = 119 χ^2 = 6.53 df = 4 C = .23	N = 106 χ^2 = 8.38 df = 4 C = .27

VITA

VITA

In 1971 I received a BSE degree in Secondary Art Education from Emporia State University, in 1973 a post-graduate certification in Elementary Art Education from Emporia State University.

From 1971-74 I was department head at Turner High School, Kansas City, Kansas. I was also yearbook sponsor and instituted photography into the Art curriculum.

Presently I am at Shawnee Mission East High School, Shawnee Mission, Kansas. I teach two-dimensional classes.

As a member of the National Art Education Association and Kansas Art Education Association, I have been able to represent my school district at the last three national conventions.

I have helped present numerous workshops for teachers and other groups.