AN ANALYSIS OF TEACHER PERCEPTIONS OF INHIBITORS TO EFFECTIVE CLASSROOM TEACHING IN SECONDARY SCHOOLS

DISSERTATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

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By

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The primary purpose of this study was to examine the inhibitors affecting classroom teaching by surveying the perceptions of secondary teachers. This purpose was based on the growing crisis of "teacher burnout" which was thoroughly documented.

Since it appears that burnout most often affects those teachers who work in conventional classrooms, characteristics of teaching effectiveness within these classrooms were the basis for inhibitor comparison. Seven characteristics were produced by a crosstabulation of studies on effective teaching spanning the last fifty years. The inhibitor choices presented with these seven characteristics were extracted from an extensive list produced by the literature and classified under six areas of origin. The characteristics and inhibitors ultimately selected were surveyed among teachers in a large Southwest metropolitan area.

The discussion of the findings was based on a table listing the frequencies of choice for the six areas of inhibitor origin. Of the 100 percent frequency total, the
partial influence of each area was: Student Problems, 31.4 percent; Preparation Problems, 31.4 percent; Administrative Problems, 17.5 percent; Work Environment Problems, 14.7 percent; Teaching Staff Problems, 9.9 percent; and Parent Problems, 5.0 percent. In addition, later tables listed the frequencies of choice for the specific inhibitors associated with those six areas.

A secondary purpose of this study was to investigate the influence of teacher demographic factors on teachers' perceptions of inhibitors. Five factors were tested through chi-square and of seventeen significant influences, Socio-Economic Status of the School accounted for six, Teaching Required or Elective Classes and Subject Matter Taught accounted for four each, Years of Teaching Experience accounted for two and Sex of the Teacher accounted for one.

The major recommendations deemed appropriate for addressing these findings were changes in compulsory attendance laws, establishment of alternative classrooms, extensive use of competency-based evaluations, upgraded certification procedures, decentralized administrations and academic departments, and suitable criteria for teacher pay.
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CHAPTER I

INTRODUCTION

Preface

Many of today's classroom teachers would agree that inhibitors to their teaching effectiveness are on the increase. Newman describes how the once relatively tranquil teachers' lounge has now become an ongoing forum where inability to deal with these inhibitors is expressed with dejection and bitterness (23, p. 70). The resulting frustration can be seen in a statement by the National Education Association which says "one-third of today's teachers would not pick teaching as a career if they had the choice to make again" (21, p. 38). The frustration is reaching such a crisis that several psychiatrists are now specializing in treating teaching-related stress (24, p. 6).

However, teacher perceptions of these inhibitors are likely to vary over time and geographic region. Therefore, educators must constantly assess the inhibitors to effective classroom teaching in their localities if their efforts to improve instruction are to bring results. Studies with this purpose have a valuable role in updating and improving our educational system.
Problem of the Study

The problem of the study was to investigate secondary teachers' perceptions of the current factors which inhibit their classroom teaching effectiveness. By statistical analysis, this study sought to separate the major inhibitors from the minor grievances and provide direction for improving classroom instruction.

Research Questions

This study sought to address two main questions. These are as follows.

1. What are secondary teachers' perceptions of the origin and frequency of inhibitors to their classroom teaching effectiveness?

2. Is there a relationship between the following demographic factors and teachers' perceptions?
   a. Sex of the Teacher
   b. Subject Matter Taught
   c. Teaching Required or Elective Classes
   d. Years of Teaching Experience
   e. Socio-Economic Status of the School

Background and Significance

In recent years, the deterioration of teacher attitudes and teaching environments has changed the quality of our educational system. Staff morale in public schools is described by some educators as having been in a crisis stage from the early 1970's to the present day (16, 30). The phrase "teacher burnout" has been coined to describe
this growing crisis. Teacher burnout signifies either the rapid exodus of teachers to more desirable professions, or, for those remaining, the increasing apathy for maintaining professional standards. Scrivens aptly defines teacher burnout formally as "physical, emotional, and attitudinal exhaustion" and symbolically as "a candle that has been used too many times" (30, p. 34).

Anderson and Mark have identified two major indicators of growing teacher dissatisfaction as being the number of resignations and requests for transfers (2, p. 22). Their 1977 report on the metropolitan St. Louis area schools began by grouping the schools into six concentric rings beginning at the city's center and extending into area suburbs. The number of teachers employed in each of these six rings was judged to be approximately equal. They found that from 1968 to 1974, the net loss of teachers from inner-city ring one was 284 contracted personnel who either resigned or transferred. By comparison, the net flow of teachers from suburban ring four, the outermost ring, indicated an overall loss of six. While declining to investigate reasons for this trend in movement, Anderson and Mark did hypothesize that as one moves from inner-city to suburban schools, teaching becomes, to use their words, "less tough" (2, p. 28). This seems to link job-related problems and subsequent dissatisfaction directly to teacher burnout.
However, teacher burnout does not always result in teacher mobility. Scrivens feels that a substantial number of teachers suffering from burnout retain their present jobs while undergoing what he terms "the big click" (30, p. 34). The analogy is that in the face of poor morale, some teachers terminate their professional dedication much the same as a turned switch extinguishes a light. Scrivens sees the result as less enthusiasm in the classroom, fewer hours spent in effective planning and poorer teaching in general.

Kalis supports this observation in her 1980 study comparing public school teaching experience to teacher morale. Her data showed that as teachers gain more experience and become tenured, they exhibit more negativism in their perceptions of faculty relationships, principal-faculty relationships and administration-faculty relationships (16, p. 94). Since the group of teachers with the highest mean score for dissatisfaction had ten or more years of experience, this indicates that teachers often do retain their jobs in the face of growing frustration.

Whether teachers resign physically or mentally, burnout results in the loss of capable teachers. This is critical to the education profession because the loss of instructional quality must translate into less prepared student graduates. McGuire comments that the growth of teacher burnout parallels and contributes to our present
increase in student problems of academic achievement and social adaptability (19, p. 34).

These two maladies are well-known in the education profession. The National Association of Secondary School Principals periodically investigates the decline of achievement test scores such as those of the ACT. In one report, they stated that scores on this test had declined an average of three percent of a standard deviation for each year since 1964 (10, p. 72). The Curriculum Coordinating Board for Madison Public Schools acknowledges this trend and stated that the resulting public pressure is brought to bear on already beleaguered teachers which, in turn, adds to further burnout (25, pp. 93-94). The total effect appears to be a cyclical downward trend in the quality of both teaching and learning.

Also, the increase of school related problems such as dropout rate, vandalism and chronic misbehaviors may be attributed to reduced teaching efficiency. An Alabama judge states that half of the first graders in his state will fail to get a high school diploma and that an alarming number of these will come before his bench on criminal charges. In his opinion, these students have learning difficulties prior to their delinquency problems which he attributes in part to less effective and poorly committed teachers. His response to this issue is a demand for better pay and more realistic professional training for teachers in order to justify requiring better performance (5, p. 49-50).
Teachers fall victim to burnout when they can no longer deal with the inhibitors affecting their job performance. Overcrowded classrooms, low student entry skills, administrative interference and student problems due to unpleasant home environments are four of a myriad of possible inhibitors. To combat these, educators historically have proposed and implemented a variety of innovative changes meant to improve the teaching environment. Five contemporary examples are as follows.

1. Alternative schools, such as those for pregnant teenagers, were organized to accommodate the special needs of those students and lessen the problems they posed for regular classroom teachers (24).

2. Self-paced learning modules which appeared mainly through the efforts of B. F. Skinner were meant to aid student retention and reinforcement while liberating teachers from excessive formal instruction (33).

3. Career education programs developed by Sidney Marland were an attempt to identify and prepare students for specific occupations, thereby heightening their commitment and interest for attending classes (17).

4. Open classrooms publicized chiefly through the efforts of Charles Silberman were promoted as an effective alternative to traditional schooling by reducing classroom regimentation and tension for both teachers and students (32).

5. The middle school popularized by William Alexander was seen as a means of shifting the emphasis of pre-adolescent grades from separate identity to preparatory transition toward high school, thereby reducing inappropriate extracurricular pressure on students, parents, and teaching staffs (1).

However, these innovations have not appreciably reduced inhibitors to effective teaching as indicated by the accelerating teacher burnout problem. Furthermore, there are two
major reasons why additional innovations may not be a sufficient remedy for burnout.

First, difficulty in consistent application prevents many innovations from being used elsewhere. This may occur when the success of an innovation depends on the special ability and guidance of its originator. Innovations of this type often meet with failure when implemented by others with different attributes. Inconsistent application may also occur when an innovation depends on specific facilities, materials, specialists, funds or pupil/teacher ratios. If a school district is physically or financially unable to provide these, the idea, however good, cannot be effectively utilized. Finally, inconsistent application may result when an innovation is overseen by remote authorities or directed by poorly defined guidelines. In this case, school districts are often able to procrastinate or ignore taking action on an idea despite its possible benefits. In the final analysis, if an innovation cannot be consistently applied due to any of the above factors, whatever theoretical potential it may have will likely be neutralized by restricting reality.

Secondly, and perhaps most important, the focus of many innovations is too limited to reach the majority of potentially burned-out teachers. This focus is often on a small and select group of teacher/student settings, such as instruction of the severely handicapped or the talented and gifted, and does little to address the predominant aspect
of our educational system, the conventional classroom. Bany
and Johnson agree with this stance by stating that factors
such as geography, economics or clientele exempt the large
majority of teachers and students from the unique innovations
of their era (3, p. 212). Instead, their entire educational
experience takes place in four-walled rooms among thirty
relatively average entities accompanied by the standard
ration of instructional methods, curricula and aids.

If the conventional classroom is the cornerstone of our
educational system, it merits close investigation. Its
central concept of one leader and several followers has been
utilized by civilized men since earliest recorded history.
Butts' allusion to the Egyptian craftsman teaching his
apprentices the art of weapons design in 2000 B.C. parallels
today's secondary school metal shop class (6, p. 11). While
it is an integral part of formal educational institutions,
the conventional classroom is also utilized in business,
politics, athletics and a multitude of informal settings as
the most efficient way to disseminate knowledge. If the
conventional classroom is the mainstay of instruction, and
if it is relatively overlooked by educators intent on
glamorous, progressive change, efforts to ameliorate con-
ditions here hold great potential for progress within our
present system.
Teacher complaints concerning inhibitors leading toward burnout cover a wide range of topics and are expressed with varying degrees of conviction. To attempt to address these complaints simultaneously would be futile. Therefore, this study sought to identify those factors that teachers in conventional classrooms most often perceive as inhibitors to their observable ability to teach effectively.

In order to identify these inhibitors, the first step was to determine what observable traits constitute effective teaching. However, establishing criteria on effective classroom teaching has historically been a difficult task. In fact, some researchers disparage the quest of identifying separate traits denoting teaching effectiveness. They feel there is so little agreement that discussions on the subject are filled with conjecture and become an exercise in futility. To cite evidence of such an opinion, Torgenson concluded the following after reviewing many studies on effective teaching characteristics:

The current investigations have in general made but slight contribution to the study of the measurement of teaching success, and have not suggested new techniques for the study of the problem. Increasing evidence seems to indicate the futility of studying separate teacher traits (34, p. 359).

It is unfortunate that educators often do not agree on the standards of their profession. The teaching act is multi-faceted, being affected by many variables, and it is
unlikely that any two educators will completely agree on what denotes teaching effectiveness. However, there may be basic characteristics of effective classroom teaching which are not influenced by chronology, geography or opinions. If educational research does reveal agreement on some aspects of the teaching act, this would refute the stance that education does not have recognized standards.

In an attempt to resolve this issue, and identify basic classroom teaching characteristics whose inhibitors would lead to teacher burnout, a historical search of the literature was made. A multitude of studies have focused on understanding and ameliorating teacher performance. Some studies, such as Coletta's, focus upon desirable psychological profiles for teachers (8), while others, such as Carranza's, are concerned with optimal social and historical backgrounds for teachers (7). However, this study posits that the most important aspect of our educational system is what the teacher does in the conventional classroom. Therefore, studies centering on basic characteristics of effective teaching in standard classrooms were the focus of this historical search.

Vanguard work on the attributes of effective classroom teachers conducted in the 1920's by A. S. Barr has set the pattern for many similar studies which followed. Barr's tenet was that good teachers are definable, observable entities. Their positive attributes can be identified and
measured from the perceptions and reactions of administrators, parents, fellow teachers and students. This approach has often been repeated over the past fifty years and is currently being utilized by such prominent researchers as Rosenshine (27, 28). Therefore, beginning with the work of Barr, a study was selected approximately every five years to minimize historical trends. Also, a concerted effort was made to select the work of the most prominent researchers in the field. Ten studies were ultimately chosen and the following is a list of the basic characteristics of effective classroom teaching as reported by each.

A. S. Barr (4, 1929) characterizes an effective teacher as one who

1. Maintains a position of control
2. Has a sense of humor
3. Uses variety in instructional tactics and materials
4. Exhibits topical organization of subject matter
5. Questions students on facts or judgments
6. Gives individual attention to students
7. Gives problem/project assignments based on class material
8. Uses whole class evaluation
9. Exhibits enthusiasm, optimism and buoyancy
10. Is sympathetic and tolerant
11. Is dependable
12. Is emotionally stable
13. Is prone to joint action with class
14. Has skill in communication
15. Shows flexibility
16. Is fair and impartial
17. Has appealing personal appearance and magnetism
18. Has foresight and common sense
19. Is scholarly with thorough knowledge of the subject

Arthur T. Jersild (15, 1940) characterizes an effective classroom teacher as one who:

1. Is sympathetic and considerate
2. Has interest and aid for students as individuals
3. Possesses a good sense of humor
4. Is patient and even-tempered
5. Is neat and well-groomed
6. Exhibits just and impartial management
7. Has firm discipline
8. Uses special attention; parties, trips, food
9. Is resourceful
10. Is enthusiastic
11. Has the ability to explain well
12. Solicits student opinions

Alfred C. Jensen (14, 1951) characterizes an effective classroom teacher as one who

1. Has alert, cheerful and enthusiastic expressions
2. Is self-controlled
3. Likes fun and possesses a sense of humor
4. Recognizes and admits own mistakes
5. Is fair and impartial
6. Has well-planned content but is flexible to special interests
7. Stimulates students with original materials
8. Is adept at clarity through directions and practical demonstrations
9. Is courteous in student relations
10. Disciplines in a dignified manner
11. Shows understanding and sympathy
12. Helps individuals with problems
13. Gives praise for genuine student success
14. Stimulates students with questioning tactics
15. Is able to correctly judge actions of students

David G. Ryans (29, 1953) characterizes an effective classroom teacher as one who

1. Is alert, enthusiastic and optimistic
2. Is well-organized with planned materials and demonstrations
3. Is self-controlled, patient and not easily disturbed
4. Is cheerful, likes fun and possesses a sense of humor
5. Recognizes and admits own mistakes
6. Is fair, impartial and democratic in treatment of pupils
7. Shows understanding and sympathy
8. Gives generous praise for work well done
9. Anticipates individual needs
10. Stimulates through interesting and original materials
11. Gives simplified and understandable directions
12. Gives help willingly to students
Archie L. Peronto (26, 1961) characterizes an effective classroom teacher as one who

1. Is interested in individual pupil responses
2. Experiments with a variety of illustrative materials
3. Shows knowledge of the subject matter
4. Gives well-developed and pertinent assignments
5. Has a good plan book backed by outside study
6. Displays a conversational manner
7. Has a wealth of commentary remarks
8. Has good techniques of asking questions
9. Frequently uses pupil experiences
10. Has the ability to stimulate interest and enthusiasm
11. Exhibits socialization of class work
12. Conducts well-supervised activities and study periods
13. Has a flexible disposition
14. Has a keen sense of humor
15. Is efficient and fair in classroom management

Donald E. Hamachek (13, 1968) characterizes an effective classroom teacher as one who

1. Is willing to be flexible
2. Has a capacity to perceive the world from the students' point of view
3. Has the ability to personalize teaching
4. Shows a willingness to experiment and try out new things
5. Exhibits skill in asking questions
6. Has knowledge and effective interpretation of subject matter
7. Has skill in evaluation procedures
8. Shows a willingness to provide individual students with study help
9. Has the capacity to reflect an appreciative attitude for student response and success
10. Uses a conversational, informal teaching style
11. Is warm and accepting
12. Is good-natured and can take a joke
13. Displays a democratic fairness and impartiality
14. Has a nondistracting appearance
15. Coordinates materials and class activities

Clint Miller and Dorothy Miller (21, 1971) characterize an effective classroom teacher as one who

1. Shows professional zeal
2. Uses the English language properly
3. Is socially adaptable to unexpected situations
4. Has good personal appearance
5. Has knowledge of the subject matter
6. Has good voice and speech quality
7. Conducts orderly classroom activities
8. Coordinates materials and learning situations
9. Is impartial in treatment of students
10. Gets optimal use out of allotted class time
11. Is creative
12. Has students who voluntarily respond to questions

Ray T. Wilcox (35, 1976) characterizes an effective classroom teacher as one who

1. Experiments with variety
2. Has an informal, conversational style where students are free to respond
3. Gives frequent constructive feedback
4. Is democratic in classroom operation
5. Is flexible in approach with few rules
6. Exhibits patience and self-control
7. Is humorous
8. Has a work-oriented atmosphere with little undue noise
9. Can pose thought provoking questions
10. Has content well-structured and goaled

Barak Rosenshine (23, 1976) characterizes an effective classroom teacher as one who

1. Gives comments toward clarity in presented material
2. Is enthusiastic
3. Exhibits variety in activities during lessons
4. Has a business-like approach with democratic classroom management
5. Conducts task-oriented activities with proper academic focus
6. Has organized and goaled course content
7. Recognizes and encourages students on an individual basis
8. Uses a variety of questioning tactics
9. Exhibits a warm attitude

Richard Shavelson and Nance Dempsey-Atwood (31, 1976) characterize an effective classroom teacher as one who

1. Has verbal fluency and a dynamic voice
2. Uses a variety of probing questions
3. Exhibits enthusiasm
4. Is warm, friendly and sensitive
5. Uses adequate reinforcement and encouragement
6. Has students who are free to redirect at will
7. Shows proper structuring of material
8. Is in control of personal and academic behavior
9. Shows adaptability and confidence during routine change
10. Has knowledge of the subject matter
11. Conducts orderly activities and transitions
12. Shows interest and positivity toward individual students

Comparing and collating the 131 total characteristics found by the researchers in these ten studies were difficult due to semantics, especially when terms within a study began to overlap. However, while most of these studies contained at least one characteristic not found in any others, they all contained some terms that differ slightly and point to a central idea. Table I depicts these 131 responses grouped into twenty-one characteristics found in more than one study and eleven characteristics found in only one study. They are listed in descending order of reported frequency with characteristic I-III reported in ninety percent of the studies; characteristics IV-VII reported in eighty percent of the studies, and so on.

The characteristics in Table I which were reported in only one study show that considerable disagreement does exist on what might constitute effective teaching. But, these characteristics often seem nebulous or a matter of personal style. Perhaps such characteristics will always remain in the realm of conjecture. However, the high percentage responses show that considerable agreement also exists. The first seven characteristics reported in at least eighty percent of the studies are interpretable concepts and fit Barr's criteria of being definable and observable. Consequently, the first seven characteristics showing considerable
### TABLE I

**AN HISTORICAL COMPARISON OF REPORTED CHARACTERISTICS OF EFFECTIVE CLASSROOM TEACHING**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Researchers</th>
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<tbody>
<tr>
<td></td>
<td>Bar Jerniel Jensen Ryan Peronto Hamacheck Miller Wilcox Rosenshine Shavelson</td>
</tr>
<tr>
<td><strong>Cited in 90% of Studies</strong></td>
<td></td>
</tr>
<tr>
<td>I. Variety and Creativity in Teaching Methods</td>
<td>x x x x x x x x</td>
</tr>
<tr>
<td>II. Fair and Democratic Dealings with Students</td>
<td>x x x x x x x</td>
</tr>
<tr>
<td>III. Well-Planned and Coordinated Subject Matter</td>
<td>x x x x x x x x</td>
</tr>
<tr>
<td><strong>Cited in 80% of Studies</strong></td>
<td></td>
</tr>
<tr>
<td>IV. Enthusiasm and Animation in Classroom Presentations</td>
<td>x x x x x x x</td>
</tr>
<tr>
<td>V. Interest and Aid for Students as Individuals</td>
<td>x x x x x x x x</td>
</tr>
<tr>
<td>VI. Proper Questioning Tactics which Generate Student Discussion</td>
<td>x x x x x x x x</td>
</tr>
<tr>
<td>VII. Orderly and Well-Controlled Classroom Activities</td>
<td>x x x x x x x</td>
</tr>
<tr>
<td><strong>Cited in 70% of Studies</strong></td>
<td></td>
</tr>
<tr>
<td>VIII. Genuine and Spontaneous Sense of Humor</td>
<td>x x x x x x x</td>
</tr>
<tr>
<td>IX. Sympathetic, Warm and Courteous Attitude</td>
<td>x x x x x x x</td>
</tr>
<tr>
<td><strong>Cited in 60% of Studies</strong></td>
<td></td>
</tr>
<tr>
<td>X. Flexible and Adaptable to Changes in Routine</td>
<td>x x x x x x</td>
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<tr>
<td>XI. Stable, Self-Controlled and Patient Demeanor</td>
<td>x x x x x x</td>
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<tr>
<td><strong>Cited in 50% of Studies</strong></td>
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<tr>
<td>XII. Conversational and Informal Teaching Style</td>
<td>x x x x x x</td>
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<td>XIII. Adequate Knowledge in Subject Area</td>
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<tr>
<td>XIV. Simplified and Clear Directions and Explanations</td>
<td>x x x x x x x</td>
</tr>
<tr>
<td><strong>Cited in 40% of Studies</strong></td>
<td></td>
</tr>
<tr>
<td>XV. Acceptable and Nondistracting Personal Appearance</td>
<td>x x x x x x</td>
</tr>
<tr>
<td>XVI. Praise and Reinforcement for Student Achievement</td>
<td>x x x x x x</td>
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<tr>
<td><strong>Cited in 30% of Studies</strong></td>
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<tr>
<td>XVII. High Expectations</td>
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</tr>
<tr>
<td>XVIII. Fair and Equal Dealings</td>
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</tr>
<tr>
<td><strong>Cited in 20% of Studies</strong></td>
<td></td>
</tr>
<tr>
<td>XIX. Consistency in Teaching</td>
<td>x x x x x x</td>
</tr>
<tr>
<td>XX. Consistency in Evaluating Students</td>
<td>x x x x x x</td>
</tr>
</tbody>
</table>

*Note: The table indicates the percentage of studies in which each characteristic was cited.*
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Researchers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Barr</td>
</tr>
<tr>
<td>XVII. Dynamic and Fluent Use of Voice</td>
<td>x</td>
</tr>
<tr>
<td>XVIII. Appropriate and Well-Developed Assignments</td>
<td>x</td>
</tr>
<tr>
<td>XIX. Proper Utilization of Evaluation Techniques</td>
<td>x</td>
</tr>
<tr>
<td>XX. Capacity to Perceive and Incorporate Student Experiences</td>
<td></td>
</tr>
<tr>
<td>XXI. Ability to Admit Own Faults and Mistakes</td>
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<tr>
<td>XXII. Optimal Use of Allotted Class Time</td>
<td></td>
</tr>
<tr>
<td>XXIII. Proper Use of the English Language</td>
<td></td>
</tr>
<tr>
<td>XXIV. Exhibition of Foresight and Common Sense</td>
<td></td>
</tr>
<tr>
<td>XXV. Dependability to Meet Obligations and Deadlines</td>
<td></td>
</tr>
<tr>
<td>XXVI. Prone to Conduct Joint Class Activities</td>
<td></td>
</tr>
<tr>
<td>XXVII. Disciplines in a Quiet and Dignified Manner</td>
<td></td>
</tr>
<tr>
<td>XXVIII. Able to Correctly Judge the Actions of Students</td>
<td></td>
</tr>
<tr>
<td>XXIX. Able to Anticipate Individual Student Needs</td>
<td></td>
</tr>
<tr>
<td>XXX. Socialization of Assignments and Classwork</td>
<td></td>
</tr>
<tr>
<td>XXXI. Ability to Personalize Teaching Methods</td>
<td></td>
</tr>
<tr>
<td>XXXII. Special Attention: Parties, Games, Food, etc.</td>
<td></td>
</tr>
</tbody>
</table>
agreement by sharing an eighty percent response rate could be considered the basics of effective classroom teaching and the standards of the teaching profession.

To defend characteristics I-VII as basic professional teaching standards is sound considering they are a condensation of fifty years of study by researchers who worked under widely varying circumstances. The stance is strengthened by the fact that additional characteristics cited less often by these researchers are usually special instances of the first seven standards. Also, to go beyond statistical treatment and animate these seven characteristics into a teacher who is creative, fair, well-planned, enthusiastic, interested in individual students, and has classes voluntarily responding in an orderly atmosphere is to discern a teacher neither lacking in professionalism nor plagued by teacher burnout.

If these seven characteristics are the basics of effective classroom teaching, it is crucial that they be protected from the effects of teacher burnout. Therefore, inhibitors to these characteristics and the areas producing these inhibitors need considerable study and remedial attention. Herein lies the significance of this study. First, this decade's growing problem of teacher burnout was documented. Second, the critical nature of teacher-directed actions in conventional classrooms was focused upon. Third, seven basic characteristics of teaching effectiveness within these classrooms were identified. Finally, major contributions to teacher
burnout were examined through the analysis of secondary teachers' perceptions of the origin and frequency of inhibitors to these seven characteristics, and how certain demographic factors affected their perceptions.

Definition of Terms

Teacher Burnout—Either the rapid exodus of classroom teachers to more desirable professions, or for those remaining, the increasing apathy for maintaining professional standards.

Conventional Classroom—An enclosed environment containing one teacher, several students and a standard ration of instructional methods, curricula and aids.

Basic Characteristics of Effective Classroom Teaching—Items I-VII on Table I reported in at least eighty percent of the historical studies on teaching effectiveness.

Inhibitors to Effective Classroom Teaching—Factors in the current social or educational environment that serve as barriers between teaching practices and professional standards of instruction.

Areas of Inhibitor Origin—Major influences in our present educational system which produce specific barriers to effective classroom teaching.
CHAPTER BIBLIOGRAPHY


CHAPTER II

SYNTHESIS OF RELATED LITERATURE

According to Stinnett, public school teaching gained legitimate career status around 1900 when collegiate institutions began to award education faculties separate departmental status (24, p. 53). It was not long after that Columbia University launched its 1917 study analyzing factors affecting the health and efficiency of members of this emerging profession.

This study could be seen as a pioneer venture in the understanding of inhibitors leading toward teacher burnout. Utilizing administrative records and personal interviews from the Ohio school districts of Cleveland and Springfield, these researchers calculated numerous correlation coefficients between symptoms of teacher ineffectiveness, such as days absent from work, and factors thought to be concomitant with those symptoms, such as class size (3). The findings of this study reported in 1924 were relatively inconclusive. The researchers could only state with surety that women were absent from work more than men, and that married women were absent from work more than single women (3, pp. 75-76). However, the researchers did some valuable categorizing by placing the inhibitors whose effects they studied into general
areas of problem origin. Salary, school district policy and per capita expenditure problems were placed under the domain of Superior Officers; class size, building size, teaching load and subject matter elements were labeled a function of Teaching Environment; and age, marital status and collegiate education factors were grouped under the concept of Profile Prior to Employment.

Later, additional investigators of teacher problems established other general areas of origin. In 1945, Glicksberg noted Dysfunctions in Teaching Staffs caused by sensitivity over supposed principal favoritism, jealousy involving merit pay and envy due to differing strengths of professional credentials (8, pp. 116-119). In 1968, Robinson studied seventeen separate potential teacher problems and grouped poor home disciplining of children and lack of public support under the title of Parent Problems, and disruptive behaviors, low entry skills and need for specialized teaching personnel under Demands Originating with Students (19, pp. 116-117).

These six major areas of problem origin previously outlined, though reworded through the years, seem adequate to encompass and classify all types of teaching barriers discussed in both past and present literature. Therefore, they were used in this study to classify inhibitors leading toward today's phenomenon of teacher burnout and were worded in this manner:
1. Administration Problems
2. Work Environment Problems
3. Teaching Staff Problems
4. Parent Problems
5. Student Problems
6. Preparation Problems (Prior to Employment)

Before this is done however, one must be aware that the current struggle with teacher burnout is not a mere extension of past problems and that not all teaching drawbacks are eligible to belong in this six category scheme of classification. Kalis and Scrivens feel teacher burnout is a phenomenon unique to the 1970's and cannot be dated earlier (12, 22). Recent investigations on teacher burnout reinforce this notion by repeatedly mentioning two major differences between routine educational irritants and debilitating burnout.

First, the symptoms accompanying true burnout are becoming increasingly physical as well as mental. Dubrin sees burnout as a three-step process. "First degree burn" begins with the occasional mental fatigue and frustration teaching is likely to cause. In "second degree burn" these symptoms increase to the point where the afflicted individual seldom experiences relief. Finally, in "third degree burn" the pressure of these mental ailments translates into a variety of physical illnesses (5, p. 57). Doctors are also becoming increasingly aware of these disorders and agree that classroom-induced stress can cause teachers to contract such maladies as hypertension, coronary disease, migraine and sinus headaches, allergies, bladder, kidney and bowel
problems, ulcers and asthma (13, p. 6). Dr. Alfred Bloch, who has treated many teachers for the above illnesses, even equates the consequences of burnout with the "combat neuroses" experienced by Vietnam War veterans (5, p. 58). Furthermore, Newell reports that in a survey of 7,000 teachers, forty percent of the respondents admitted to taking prescription drugs to treat health problems resulting from teaching (18, p. 6).

Second, the specific inhibitors currently causing today's burnout are so unique as to have no definite counterparts in the past. For example, the compliance with PL 94-142 enacted in 1977 has just recently placed in the classroom many students with highly specific needs which many teachers are untrained or unwilling to meet (11). Other inhibitors which may not be entirely new have grown to such startling degrees that they bear little resemblance to their pre-burnout days. For example, in commenting on a United States Senate Subcommittee report on juvenile delinquency, Wells observed that in 1974 one teacher in forty-two was physically attacked and one teacher in nine had personal property maliciously damaged; a seventy-seven percent increase since 1970 (27, p. 64).

Keeping the exclusive chronological nature of teacher burnout in mind, the inhibitors to effective teaching in the last decade were now classified into the six areas of origin. Each area was addressed individually and the inhibitors from
today's literature on burnout were placed under the appropriate heading. Since many of these inhibitors could possibly be placed under more than one area of origin, the focus of the reporting source was considered before an assignment was made. Furthermore, since these inhibitors were repeated in the literature with varying degrees of frequency, only one reporting source was listed for each, and no attempt was made at this time to assess their validity or impact.

A. Administration Problems—An in depth study on teacher burnout by the Professional Standards Commission reported the major reason for teachers feeling burned out is that principals and other administrators do not give them enough support (6, p. 153). This appears tenable in that concerns over administrators were the most numerous and repeated inhibitors in the literature. The major comments were as follows.

1. Changing financial priorities and budget reversals happen too frequently for teaching staff efforts to stabilize (23, p. 68).

2. Many administrators themselves are burned out and are ineffective in helping teachers do their jobs (23, p. 68).

3. In the face of growing problems, teachers are having less input and control in the decisions affecting them (6, p. 153).

4. Obligations to meet excessive federal mandates are placed on teachers by administrators (18, p. 6).

5. Excessive paperwork and in-building duties keep teachers from attending to instructional priorities (18, p. 6).
6. Salaries paid to teachers are not sufficient renumeration for current job demands (18, p. 6).

7. Administrators only concentrate on the shortcomings of teachers and seldom praise them for a job well done (9, p. 38).

8. Administrators do not allow sufficient release time for teachers to attend professional conventions or take needed sabbaticals (5, p. 8).

9. Excessive and nonproductive staff meetings reduce the amount of teacher planning and relaxation time (5, p. 9).

10. Assemblies, announcements and other schedule interruptions continually break the continuity of instruction (7).

11. Pressure to perform extra duties such as coaching, sponsoring clubs and participating in social programs divert teachers' attention from the main job of instruction (4, p. 402).

12. Failure of administrators to support or act on teacher requests leaves many legitimate problems unsolved (9, p. 38).

B. Work Environment Problems—Inhibitors associated with the work environment are unique in that they often involve both teachers and administrators while not being directly under either's control. The literature points out the following problems in this area.

1. Rapid advances in technology and subsequent curricular changes make it difficult for educators to remain current (16, p. 128).

2. Pressure to pursue advanced degrees causes teachers' anxiety if they do not comply, and loss of relaxation time if they do (17, p. 36).

3. Society unjustly pressures educators to cure many of the cultural ills (15, p. 39).

4. Professional teacher organizations do not give teachers the collective bargaining strength they need (26, p. 253).
5. Currently, the profession offers little positional advancement for teachers who prefer to remain in the classroom (2, p. 10).

6. Lack of useful textbooks keeps teachers from developing valuable instructional units (18, p. 6).

7. Classrooms inadequately equipped with permanent fixtures or supplemental aids keep teachers from presenting valuable instructional units (18, p. 6).

8. Large class sizes create management problems and prevent teachers from giving students more individualized attention (21, p. 42).

9. Poor building maintenance interferes with the mental and physical ability of teachers to deliver effective instruction (16, p. 128).

C. Teaching Staff Problems—Some inhibitors develop within teaching staffs of the individual schools and are shaped by the nature of the people involved. Examples of such inhibitors are as follows.

1. Many teachers are uncommitted to instructional excellence and do not enjoy their jobs because they entered the profession for the perceived easily earned pay and frequent vacations (16, p. 128).

2. Unrealistic job security allows ineffective teachers to retain their positions and lower the standards of the rest of the staff (1, p. 252).

3. Today's slow turnover in teaching staffs prevents people with fresh and updated ideas from being employed (23, p. 68).

4. After meeting rigorous job demands, many teachers prefer to isolate themselves from their colleagues which weakens the cohesion of the staff (23, p. 68).

5. Many teachers fail to revise their teaching methods or materials and become bored with their own instruction (10, p. 9).

6. Teachers who must vent their own frustration with cathartic complaints reduce the morale of the rest of the staff (16, p. 128).
7. In the struggle to maintain their own physical and mental well-being, many teachers find they have lost the primary focus of their job—meeting the needs of the students (25).

D. Parent Problems—While not directly involved in instruction, parents may be responsible for creating inhibitors to effective teaching due to the poorly disciplined students they send to school or the unwarranted pressure they place on teachers. Specific examples are as follows.

1. Many parents do not promote the value of education to their children because they lack confidence in, and respect for, the abilities of today's teachers (10, p. 9).

2. Many parents concentrate on the importance of their own careers and neglect to instill sound values in their school-age children (4, p. 403).

3. Many parents do not develop in their children during preschool days the entry skills needed by students (4, p. 402).

4. Apathy prevents many parents from becoming involved with education through participating in PTA or attending parental conference days at school (5, p. 9).

5. Many parents lower student cooperation in the classroom by warning their children not to let unfair teachers manipulate them (15, p. 37).

6. Teachers often cannot take decisive action on misbehaving students due to the threat of possible lawsuits by parents (15, p. 37).

7. Teachers must often assume a child's disciplinary responsibilities which are neglected by parents (14, p. 36).

E. Student Problems—Proximity alone would dictate that student problems are an integral part of a teacher's day. However, the literature shows that inhibitors produced by students go beyond the impact of an occasional confrontation. A list of major student-produced inhibitors would include the following.
1. Apathetic students with no concrete goals in life are a source of incurable frustration for many teachers (16, p. 28).

2. Students who do not turn in homework despite all encouragement make it difficult for teachers to reinforce the subject matter (21, p. 11).

3. The high frequency of theft and vandalism of public and private property makes the school an uncomfortable atmosphere in which to work (27, p. 65).

4. Excessive absences and class skipping make it difficult for teachers to keep students exhibiting such behaviors progressing on a par with their classmates (27, p. 64).

5. Low basic skills in later grades due to "social promotion" keep many students from learning the material being taught at their current grade level (1, p. 252).

6. The concept of "mainstreaming" which combines the handicapped, the low ability and the high ability students with those of average needs makes it difficult for teachers to instruct a combined class on the same material (5, p. 9).

7. The large number of today's students who willfully seek to disrupt class reduces the amount of time teachers can spend on meaningful instruction (23, p. 68).

8. The life experiences of many students are too narrow for them to appreciate the relevance and application of what teachers teach (25, p. 37).

9. An increasing number of today's students have no reservations about engaging in a verbal or physical confrontation with their teachers (15, p. 37).

10. Many of today's teachers are pressed into duty as surrogate parents and counselors, as an increasing number of students depend on them for emotional support (13, p. 50).

F. Preparation Problems (Prior to Employment)—Many teachers are faced with inhibitors caused by limitations in their own personal preparation before they entered the teaching profession. A list of these possible factors would include the following.
1. False pre-employment impressions of the nature of the professional demands result in disillusionment when many neophytes begin their careers (16, p. 130).

2. The lack of applicable ideas taught in classes required for professional certification cause excessive trial and error when a new teacher enters the field (6, p. 153).

3. Inadequate knowledge in the content area, or teachers' own weaknesses in the basic skills, cause many to be poorly equipped to deliver effective instruction (25, p. 27).

4. Lack of understanding or agreement on what constitutes good teaching leaves some unintuitive teachers without specific guidelines for professional proficiency (23, p. 68).

5. The young age at which teachers can become certified causes many new teachers to be socially immature when they undertake their first job (20, p. 51).

6. Courses and credits required for state certification are too lenient or do not contain enough field experience to adequately prepare a teacher (2, p. 10).

7. Many prospective teachers with high ideals and a great desire to improve the profession find these ideals must be sacrificed when faced with the reality of the classroom (15, p. 37).

Summary

This review of the literature indicated that researchers who study the problems confronting classroom teachers often attempt to identify their origin. A historical search found six major areas of origin that adequately encompassed the wide variety of teaching problems. They were Administrative Problems, Work Environment Problems, Teaching Staff Problems, Parent Problems, Student Problems and Preparation Problems (Prior to Employment). These areas were then used to classify current inhibitors contributing to the unique phenomenon
of teacher burnout appearing in the last decade. The resulting classification produced fifty-two distinct inhibitors whose impact must be better understood.
CHAPTER BIBLIOGRAPHY


2. Bundy, O. Keith, "Everything You Wanted to Know About Professional Burnout, But were Afraid to Ask," Contemporary Education, (Fall, 1981), 53: 9-11.


CHAPTER III

PROCEDURES FOR COLLECTION OF DATA

Research Design

The research design used in this study was the "ex post facto" method. The variables selected for study, characteristics I-VII from Table I, were chosen due to the high agreement by researchers that they constitute effective classroom teaching. These characteristics were then presented to secondary teachers in survey form to ascertain their perceptions of possible inhibitors to actualizing these traits in the classroom.

Selection of Subjects

A large metropolitan area was selected to provide the subjects for the survey. Rather than attempting to survey teachers by stratifying all school districts in this area, a block design using an affluent suburban school district and a large urban school district was utilized. While reducing costs for transportation and communication, this approach would still provide respondents who taught in a broad range of social and economic locations. The random selection of individuals within these two blocks was insured by combining the use of the two districts' staff directories, and the positions of names selected from these pages were
chosen using Peatman and Schafer's "Table of Random Numbers" (3) and Roscoe's random selection process (4, pp. 156-157). The number of respondents deemed necessary for the study was 250. Since the suburban district was to provide responses from the upper income schools and the urban district was to provide responses from the middle and lower income schools, one-third of the 250 teachers were identified from the former and two-thirds of the 250 teachers were identified from the latter.

Development of the Instrument

A copy of the instrument used to survey the selected teachers is included in Appendix A. On the second page of this questionnaire are listed the seven Roman numeraled characteristics which have been identified as being basic traits of effective classroom teaching. On the third page are listed the six lettered areas identified in Chapter Two's literature review which represent major influential forces in education having the potential to originate inhibitors to these seven characteristics. Within each lettered area are listed four specific inhibitors commonly originating because of this area's influence. The twenty-four total inhibitors used were selected and refined from the list of fifty-two also identified in the literature review.

The validity of these twenty-four inhibitors was established by a six-member panel composed of two secondary
teachers, one junior high principal, one high school counselor and two education professors. This panel reviewed the original list of fifty-two to condense the terminology and give insights on how these inhibitors may manifest themselves in the lives of teachers. Also, by the panel’s recommendations, twenty-eight inhibitors were removed from the list because their influence was judged to be of little consequence.

Problems of reliability centered on whether the questionnaire directions would be clear and whether the respondents could consistently locate and interpret an appropriate inhibitor choice. To insure this, the twenty-four remaining inhibitors were placed on a sample questionnaire and piloted with thirty experienced classroom teachers in a modified personal interview format. In this format, the teachers were taken in groups no larger than four and requested to respond to the questionnaire without assistance. Later, they were asked to comment on the clarity of directions and their personal interpretation of the inhibitor choices. When these comments made corrections or amplifications appropriate, the sample questionnaire was altered and given to another group to see if problems still existed. Several repetitions of this procedure produced a functional set of directions and a list of twenty-four inhibitors which evoked a similar interpretation from the last group of piloted teachers.
While it was believed that inhibitor perceptions would vary with the characteristic in question, it was also felt that perceptions may vary with changes in the demographic backgrounds of the respondents. Since variables in teacher background are numerous, an effort was made to select five factors which have potential for showing significance.

Anderson and Mark, in a seven year study comparing teacher characteristics with mobility and productivity, produced data showing a correlation between sex of the teacher, years of teaching experience and socio-economic status of the assigned school when compared to the frequency of resignations and requests for transfers (1, pp. 26-30). This suggests a concomitant relationship between each of these three variables and teacher dissatisfaction with some aspects of their jobs.

In addition, Dillon's article on inservice programs for effective content delivery stresses the need for different teaching methodology within each academic discipline. She feels each subject area has its own unique problems in content focus, target audiences, delivery modes and future application (2, p. 42). This suggests that effective teaching in each academic discipline may be obstructed by its own special inhibitors. Dillon also mentions that teachers must adapt their instructional approaches according to the reason students have been placed in class. The inference is that student motivation in required versus elective courses causes
different problems in curricular focus and classroom management; again suggesting that special inhibitors may be present in each of these types of classes. Therefore, information requesting sex of the teacher, years of teaching experience, name of the school (to be later classified), subject taught and status of assigned classes, i.e., required or elective, was added to the back page of the questionnaire.

Copies of this completed questionnaire were mailed to the 250 teachers previously identified. One month later, a follow-up questionnaire was mailed to those teachers who had not responded. Responses from the initial and the follow-up mailing totaled 184, a seventy-four percent return rate, which provided sufficient data for statistical treatment.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

FINDINGS

Statistical Procedures

The computer language system used to analyze the collected data was the SPSS, Statistical Package for the Social Sciences (3). Respondents were treated as individual case studies in that all information on each questionnaire, such as actual name of school, was keypunched on the SPSS data cards. This allowed the data to be retrieved intact if need be.

With seven teaching characteristics, six areas of inhibitor origin, twenty-four specific inhibitors and no restrictions on the respondents in use or re-use of choices on the questionnaire, a multiple of possibilities in data analysis existed. Therefore, an overview of the respondents' perceptions was needed to direct the data analysis toward appreciable trends. To do this, the relative frequencies of the six areas of inhibitor origin chosen were calculated for each of the seven characteristics and given as percentages in Table II. Total frequencies were also listed in this table to give a cumulative impression of teacher-perceived barriers to classroom teaching effectiveness.
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Administration Problems</th>
<th>Work Environment Problems</th>
<th>Teaching Staff Problems</th>
<th>Parent Problems</th>
<th>Student Problems</th>
<th>Preparation Problems</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Variety</td>
<td>23.4</td>
<td>26.6</td>
<td>6.0</td>
<td>1.6</td>
<td>17.5</td>
<td>25.5</td>
<td>100.6%</td>
</tr>
<tr>
<td>II. Fairness</td>
<td>23.9</td>
<td>9.2</td>
<td>9.2</td>
<td>14.2</td>
<td>38.0</td>
<td>4.9</td>
<td>99.4%</td>
</tr>
<tr>
<td>III. Planning</td>
<td>19.0</td>
<td>17.9</td>
<td>5.4</td>
<td>0.0</td>
<td>9.8</td>
<td>47.8</td>
<td>99.9%</td>
</tr>
<tr>
<td>IV. Enthusiasm</td>
<td>16.3</td>
<td>13.6</td>
<td>17.4</td>
<td>0.5</td>
<td>37.7</td>
<td>18.5</td>
<td>100.0%</td>
</tr>
<tr>
<td>V. Interest</td>
<td>13.0</td>
<td>26.6</td>
<td>20.1</td>
<td>13.0</td>
<td>25.5</td>
<td>1.1</td>
<td>99.3%</td>
</tr>
<tr>
<td>VI. Questioning</td>
<td>1.6</td>
<td>1.6</td>
<td>3.8</td>
<td>3.3</td>
<td>48.9</td>
<td>40.2</td>
<td>99.4%</td>
</tr>
<tr>
<td>VII. Order</td>
<td>25.5</td>
<td>7.1</td>
<td>7.2</td>
<td>2.2</td>
<td>46.2</td>
<td>12.0</td>
<td>100.2%</td>
</tr>
<tr>
<td>Average</td>
<td>17.5</td>
<td>14.7</td>
<td>9.9</td>
<td>5.0</td>
<td>31.4</td>
<td>21.4</td>
<td>99.9%</td>
</tr>
</tbody>
</table>

N = 184
Using the total frequencies, it was possible to rank on the ordinal scale the relative influence of the areas of inhibitor origin on secondary teachers' perceptions of barriers to their classroom teaching effectiveness. In descending order, this ranking would be Student Problems, Preparation Problems, Administration Problems, Work Environment Problems, Teaching Staff Problems and Parent Problems.

Research Question One

The first research question concerned secondary teacher perceptions of the origin and frequency of inhibitors to their classroom teaching effectiveness. Table II provides a partial answer to this question by addressing origin. Table III provides a more complete answer by displaying the descending rank order of the frequencies of choice for each of the twenty-four specific inhibitors associated with each of the six areas of inhibitor origin.

The rank order of the specific inhibitors in Table III parallels the rank order of the areas of inhibitor origin in Table II. Disruptive Behaviors, Apathy for Learning, Deficiencies in Basic Skills and Excessive Absences (Student Problems) were ranked first, second, fifth and fifteenth respectively. Lack of Useful Education Classes, Inadequate Content Knowledge, Unrealistic View of Job Demands and Lenient Certification Requirements (Preparation Problems) were ranked third, fourth, thirteenth and twenty-first
### TABLE III

**FREQUENCY OF CHOICE OF THE TWENTY-FOUR MOST CRITICAL SPECIFIC INHIBITORS TO EFFECTIVE CLASSROOM TEACHING**

<table>
<thead>
<tr>
<th>Inhibitor</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Disruptive Behaviors (Student Problems)</td>
<td>287</td>
<td>11.2</td>
</tr>
<tr>
<td>2. Apathy for Learning (Student Problems)</td>
<td>259</td>
<td>10.1</td>
</tr>
<tr>
<td>3. Lack of Useful Education Classes (Preparation Problems)</td>
<td>231</td>
<td>9.0</td>
</tr>
<tr>
<td>4. Inadequate Content Knowledge (Preparation Problems)</td>
<td>198</td>
<td>7.7</td>
</tr>
<tr>
<td>5. Deficiencies in Basic Skills (Student Problems)</td>
<td>197</td>
<td>7.7</td>
</tr>
<tr>
<td>6. Excessive Non-Teaching Duties (Administration Problems)</td>
<td>148</td>
<td>5.8</td>
</tr>
<tr>
<td>7. Overcrowded Conditions (Work Environment Problems)</td>
<td>134</td>
<td>5.2</td>
</tr>
<tr>
<td>8. Improper Goals (Administration Problems)</td>
<td>120</td>
<td>4.7</td>
</tr>
<tr>
<td>9. Frequent Class Interruptions (Administration Problems)</td>
<td>116</td>
<td>4.5</td>
</tr>
<tr>
<td>10. Poor Selection of Teaching Aids (Work Environment Problems)</td>
<td>99</td>
<td>3.9</td>
</tr>
<tr>
<td>11. Low Emphasis on Students' Welfare (Teaching Staff Problems)</td>
<td>87</td>
<td>3.4</td>
</tr>
<tr>
<td>12. Lack of Classroom Equipment (Work Environment Problems)</td>
<td>87</td>
<td>3.4</td>
</tr>
<tr>
<td>13. Unrealistic View of Job Demands (Preparation Problems)</td>
<td>80</td>
<td>3.1</td>
</tr>
<tr>
<td>14. Failure to Back Teachers (Administration Problems)</td>
<td>68</td>
<td>2.7</td>
</tr>
<tr>
<td>15. Excessive Absences (Student Problems)</td>
<td>65</td>
<td>2.5</td>
</tr>
<tr>
<td>16. Excessive Unprofessional Behaviors (Teaching Staff Problems)</td>
<td>61</td>
<td>2.4</td>
</tr>
<tr>
<td>17. Poor Morale (Teaching Staff Problems)</td>
<td>59</td>
<td>2.3</td>
</tr>
<tr>
<td>18. Poor Disciplining of Children (Parent Problems)</td>
<td>54</td>
<td>2.1</td>
</tr>
<tr>
<td>19. Inadequate Building Maintenance (Work Environment Problems)</td>
<td>49</td>
<td>1.9</td>
</tr>
<tr>
<td>20. Lack of Cohesiveness (Teaching Staff Problems)</td>
<td>46</td>
<td>1.8</td>
</tr>
<tr>
<td>21. Lenient Certification Requirements (Preparation Problems)</td>
<td>44</td>
<td>1.7</td>
</tr>
<tr>
<td>22. Overprotective of Children (Parent Problems)</td>
<td>32</td>
<td>1.3</td>
</tr>
<tr>
<td>23. Apathy about the Need for Education (Parent Problems)</td>
<td>27</td>
<td>1.0</td>
</tr>
<tr>
<td>24. Uninformed about School Functions (Parent Problems)</td>
<td>13</td>
<td>0.5</td>
</tr>
</tbody>
</table>

\[N = 184\]
respectively. Excessive Non-Teaching Duties, Improper Goals, Frequent Class Interruptions and Failure to Back Teachers (Administration Problems) were ranked sixth, eighth, ninth and fourteenth respectively. Overcrowded Conditions, Poor Selection of Teaching Aids, Lack of Classroom Equipment and Inadequate Building Maintenance (Work Environment Problems) were ranked seventh, tenth, twelfth and nineteenth respectively. Low Emphasis on Students' Welfare, Excessive Unprofessional Behaviors, Poor Morale and Lack of Cohesiveness (Teaching Staff Problems) were ranked eleventh, sixteenth, seventeenth and twentieth respectively. Poor Disciplining of Children, Overprotective of Children, Apathy about the Need for Education and Uninformed about School Functions (Parent Problems) were ranked eighteenth, twenty-second, twenty-third and twenty-fourth respectively.

(For a comparison of how the areas of inhibitor origin and specific inhibitors related to each individual characteristic, see Table XXII in Appendix B.)

It is acknowledged that the procedure producing the rank order of inhibitors in Table III may involve a violation of the assumption of independence. The frequencies shown here resulted from combining the respondents' first and second inhibitor choices. With this approach, the selection of the first inhibitor choice may influence the selection of the second. Therefore, the resulting inhibitor order may not be a perfect reflection of the perceptions of the teachers.
sampled. However, because the respondents were allowed to reuse or disregard any choice at their discretion, the gross rankings in Table III and the trends revealed there still constitute important findings.

Research Question Two

The second research question concerned the relationships that may exist between teachers' demographic factors and their perceptions of inhibitors to effective classroom teaching. To analyze this, the chi-square test for contingency tables was used. The five demographic factors were used to represent row variables for the contingency tables. The first twelve inhibitors from Table III were used to represent column variables in that this half of the total twenty-four inhibitors accounted for seventy-two percent of all choices.

Two of these demographic factors, Sex of the Teacher and Teaching Required or Elective Classes, were suitable for the chi-square test in their present form while the other three variables had to be categorized to increase the probability that data cells would contain the minimum expected frequencies. The responses for Subject Matter Taught were grouped in Language Arts, Social Sciences, Natural Sciences, Creative/Recreative Arts and Vocational Studies based on the system used by Ryans (5). The reported Years of Teaching Experience was divided into one year, two to four years, five to nine years and ten or more years due
to the significant attitudinal differences found in those groupings by Beamer (1). Socio-Economic Status of the School was divided into upper, middle and lower groupings using the Multiple Listing Services Directory which gives the approximate real estate values of the houses in the surrounding neighborhoods of each school (4). According to the recommendation of First Mark Realty, houses valued at more than $68,000 belonged in the upper socio-economic range, houses valued between $35,000 and $68,000 belonged in the middle socio-economic range and houses valued below $35,000 belonged in the lower socio-economic range (2).

These classifications made all five demographic factors suitable for the chi-square test. The resulting dispersion of subjects throughout the subgroups of any one variable was relatively even as seen by the following mean deviations for each:

- Sex of the Teacher—MD=25.0
- Years of Teaching Experience—MD=9.2
- Subject Matter Taught—MD=11.8
- Teaching Required or Elective Classes—MD=20.0
- Socio-Economic Status of the School—MD=11.4

A chi-square value for each of the five demographic variables was calculated for each of the seven characteristics of effective classroom teaching, giving a total of thirty-five null hypotheses to be tested. These values, along with the appropriate degrees of freedom and the resulting probabilities, are displayed in Table IV.

To reject any of the thirty-five null hypotheses and
state that relationships exist, the probability of the variable had to be significant at the .05 level. Table IV indicates that seventeen of these thirty-five hypotheses are to be rejected. The number of significant finding for each of the five variables was used to describe another descending rank order regarding the relative influence of these five factors on secondary teachers' perceptions of inhibitors to their classroom teaching effectiveness. Of the seventeen null hypotheses rejected at the .05 level, Socio-Economic Status of the School accounted for six, Subject Matter Taught accounted for four, Teaching Required or Elective Classes accounted for four, Years of Teaching Experience accounted for two and Sex of the Teacher accounted for one.

(The reduced degrees of freedom for characteristics II, V, and VI in Table IV indicate that a collapsing of cells in the contingency tables of these three variables was needed. Whenever a cell contained less than the minimum expected frequency, it was deleted to insure that the resulting probabilities were based only on statistically analyzable cells.)
### TABLE IV

CHI-SQUARE TEST OF DEMOGRAPHIC VARIABLES RELATED TO THE TWELVE MOST FREQUENT INHIBITOR CHOICES WITHIN THE SEVEN BASIC CHARACTERISTICS OF EFFECTIVE CLASSROOM TEACHING

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Demographic Variable</th>
<th>Chi-Square</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex of the Teacher</strong></td>
<td></td>
<td>24.289</td>
<td>11</td>
<td>0.0069*</td>
</tr>
<tr>
<td>Teaching Required or Elective Classes</td>
<td></td>
<td>14.824</td>
<td>11</td>
<td>0.1386</td>
</tr>
<tr>
<td>Subject Matter Taught</td>
<td></td>
<td>78.256</td>
<td>44</td>
<td>0.0003*</td>
</tr>
<tr>
<td>Years of Teaching Experience</td>
<td></td>
<td>36.613</td>
<td>33</td>
<td>0.2210</td>
</tr>
<tr>
<td>Socio-Economic Status of the School</td>
<td>N = 149</td>
<td>18.231</td>
<td>22</td>
<td>0.5663</td>
</tr>
<tr>
<td><strong>I. Variety</strong></td>
<td></td>
<td>8.350</td>
<td>10</td>
<td>0.4993</td>
</tr>
<tr>
<td>Teaching Required or Elective Classes</td>
<td></td>
<td>9.775</td>
<td>10</td>
<td>0.3690</td>
</tr>
<tr>
<td>Subject Matter Taught</td>
<td></td>
<td>74.337</td>
<td>40</td>
<td>0.0002*</td>
</tr>
<tr>
<td>Years of Teaching Experience</td>
<td></td>
<td>42.636</td>
<td>30</td>
<td>0.0285*</td>
</tr>
<tr>
<td>Socio-Economic Status of the School</td>
<td>N = 114</td>
<td>45.832</td>
<td>20</td>
<td>0.0003*</td>
</tr>
<tr>
<td><strong>II. Fairness</strong></td>
<td></td>
<td>12.427</td>
<td>11</td>
<td>0.2575</td>
</tr>
<tr>
<td>Teaching Required or Elective Classes</td>
<td></td>
<td>18.326</td>
<td>11</td>
<td>0.0497*</td>
</tr>
<tr>
<td>Subject Matter Taught</td>
<td></td>
<td>68.237</td>
<td>44</td>
<td>0.0034*</td>
</tr>
<tr>
<td>Years of Teaching Experience</td>
<td></td>
<td>31.647</td>
<td>33</td>
<td>0.3828</td>
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<tr>
<td>Socio-Economic Status of the School</td>
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<td>43.845</td>
<td>22</td>
<td>0.0016*</td>
</tr>
<tr>
<td><strong>III. Planning</strong></td>
<td></td>
<td>7.530</td>
<td>11</td>
<td>0.6747</td>
</tr>
<tr>
<td>Teaching Required or Elective Classes</td>
<td></td>
<td>28.569</td>
<td>11</td>
<td>0.0015*</td>
</tr>
<tr>
<td>Subject Matter Taught</td>
<td></td>
<td>53.856</td>
<td>44</td>
<td>0.0704</td>
</tr>
<tr>
<td>Years of Teaching Experience</td>
<td></td>
<td>38.009</td>
<td>33</td>
<td>0.1496</td>
</tr>
<tr>
<td>Socio-Economic Status of the School</td>
<td>N = 112</td>
<td>37.859</td>
<td>22</td>
<td>0.0092*</td>
</tr>
<tr>
<td><strong>IV. Enthusiasm</strong></td>
<td></td>
<td>14.465</td>
<td>9</td>
<td>0.0830</td>
</tr>
<tr>
<td>Teaching Required or Elective Classes</td>
<td></td>
<td>18.227</td>
<td>9</td>
<td>0.0181*</td>
</tr>
<tr>
<td>Subject Matter Taught</td>
<td></td>
<td>60.012</td>
<td>36</td>
<td>0.0019*</td>
</tr>
<tr>
<td>Years of Teaching Experience</td>
<td></td>
<td>34.235</td>
<td>27</td>
<td>0.0806</td>
</tr>
<tr>
<td>Socio-Economic Status of the School</td>
<td>N = 106</td>
<td>33.622</td>
<td>18</td>
<td>0.0016*</td>
</tr>
<tr>
<td><strong>V. Interest</strong></td>
<td></td>
<td>11.255</td>
<td>7</td>
<td>0.0808</td>
</tr>
<tr>
<td>Teaching Required or Elective Classes</td>
<td></td>
<td>18.227</td>
<td>7</td>
<td>0.0481*</td>
</tr>
<tr>
<td>Subject Matter Taught</td>
<td></td>
<td>33.396</td>
<td>28</td>
<td>0.0960</td>
</tr>
<tr>
<td>Years of Teaching Experience</td>
<td></td>
<td>23.711</td>
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<td>0.1647</td>
</tr>
<tr>
<td>Socio-Economic Status of the School</td>
<td>N = 138</td>
<td>21.063</td>
<td>14</td>
<td>0.0495*</td>
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<tr>
<td><strong>VI. Questioning</strong></td>
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<td>8.551</td>
<td>11</td>
<td>0.5751</td>
</tr>
<tr>
<td>Teaching Required or Elective Classes</td>
<td></td>
<td>13.468</td>
<td>11</td>
<td>0.1987</td>
</tr>
<tr>
<td>Subject Matter Taught</td>
<td></td>
<td>45.336</td>
<td>44</td>
<td>0.2592</td>
</tr>
<tr>
<td>Years of Teaching Experience</td>
<td></td>
<td>57.127</td>
<td>33</td>
<td>0.0020*</td>
</tr>
<tr>
<td>Socio-Economic Status of the School</td>
<td>N = 141</td>
<td>31.421</td>
<td>22</td>
<td>0.0498*</td>
</tr>
</tbody>
</table>

* Indicates significance at the .05 level
CHAPTER BIBLIOGRAPHY


2. First Mark Realty, Personal interview with the staff, (March, 1982), Dallas, Texas.


CHAPTER V

IMPLICATIONS AND RECOMMENDATIONS

Synopsis of the Study

This study began with the realization that many of today's classroom teachers are resigning or becoming apathetic about job performance because of unique pressures brought to bear on them during the last decade. It appears this loss of capable public school educators, often termed "teacher burnout," has not been arrested by applying educational innovations. This failure likely results from the fact that unique innovations and progressive changes are seldom applied to the setting where the majority of public school instruction takes place—the conventional classroom. Therefore, this study focused on identifying critical inhibitors to effective teaching in these classrooms. By first identifying basic characteristics of effective teaching in conventional classrooms, and then by analyzing the origin and specific nature of inhibitors to these characteristics, this study sought to provide direction toward reducing teacher burnout.

Discussion of Inhibitors to Effective Classroom Teaching

Research question one centered on investigating the areas of origin and frequency of inhibitors to effective classroom
teaching. An understanding of the most prevalent inhibitor forces is facilitated by examining the figures in Tables II and III. In Table II, the bottom row lists the average frequencies of choice for the six areas of inhibitor origin. In Table III, the frequencies of choice for the twenty-four specific inhibitors within these areas of origin are listed in descending order. The following discussion will address each area of inhibitor origin according to the strength of its impact. Along with this discussion, individual attention will be given to the specific inhibitors within these areas that were listed in the top half of Table III.

If educators were to prioritize their efforts to improve classroom teaching, the data indicate that the highest amount of remedial attention should be directed at dealing with Student Problems. Since this area of inhibitor origin accounted for 31.4 percent of the total influence, it is of the highest order. It seems as if in their struggle to remain effective professionals, teachers see problems with students as their greatest roadblock. If allowed to persist, such an attitude can only interfere with the maintenance of a proper classroom atmosphere.

According to surveyed teachers, the two student-produced inhibitors most destructive to a proper classroom atmosphere were Disruptive Behaviors (#1) and Apathy for Learning (#2). Since Erickson equates the disruptive student with the unconcerned, apathetic student (7), these two inhibitors appear
to be closely related. Thus, they could be dealt with through similar measures.

In dealing with disruptive and apathetic students, one issue is clearly implicated. It is the stringent application of compulsory attendance laws throughout the secondary level where students perceive they are mature enough to assess their own need for being in the classroom. This indicates the need to adjust the American policy of keeping chronic misbehaving students in classrooms at the detriment of their peers when lack of academic and social progress indicates they have no present desire to learn.

However, this does not require a broad shift in attendance policies, since, by one principal's approximation, these incorrigible students account for only 2 percent of the average school's enrollment (17). If this estimation is correct, it would not require excessive personnel or finances to provide in-building or interdistrict alternative classrooms for these few students, such as the Alternative Learning Centers described by Moseley (14). This would alleviate conventional classroom pressures by providing teachers with students who possess at least a minimum of motivation, and allow incorrigible students the degree of choice and flexibility they presently desire.

Another implication of the high ratings for student disruption and apathy is that secondary school teachers seem to feel that puberty brings with it taking responsibility for
one's own actions. By placing the onus of poor classroom performance on students instead of on parental or administrative failings, teachers apparently believe that secondary students are mature enough to formulate and be responsible for proper classroom management. Given this belief, then management techniques stressing democracy, cooperative agreement and firm impartiality, such as Canter's "Assertive Discipline" (3), should be promoted by school districts.

Deficiencies in Basic Skills (#5) in students also appear to be a large barrier to teacher effectiveness. The sporadic resurgence of competency-based testing seems aimed at this problem, yet many educators feel its application should be nationalized and adequately enforced. Admiral Hyman G. Rickover, an extensive writer on educational policy, believes Congress and the Department of Education should take the initiative to develop and implement a series of nationalized K-12 competency tests and insure that standards are adhered to (19). If proficiency in basic skills was monitored toward nationwide criteria for graduation, students would be less likely to fall prey to the excessive absences and social promotion that places functional illiterates in the hands of already beleaguered secondary teachers.

According to the data, the second highest priority area for improving classroom teaching effectiveness is **Preparation Problems** (21.4 percent). According to Heisner, certification standards and screening procedures for teachers are rapidly
becoming archaic, making the teaching certificate an increas-
ingly poor predictor of teaching proficiency (11, p. 184).
If this is correct, any approach which advocates adding
strength and realism to the credentials and experiences
required for professional certification warrants investigation
and support.

Lack of Useful Education Classes (#3) and Inadequate
Content Knowledge (#4) are the two inhibitors indicated as
most critical in a teacher's lack of readiness to teach. The
ratings of these two inhibitors address a familiar controversy
concerning which is more essential to effective teaching--
proficiency in instructional delivery or extensive knowledge
of subject. The figures from Table III indicate that teachers
feel a lack of delivery skills is more a deterrent to effec-
tive teaching than a lack of subject knowledge. If student
disruption and apathy are the greatest inhibitors to effective
classroom teaching, then realistic instruction on the manage-
ment techniques, motivation tactics and adolescent psychology
involved with delivery should be of great importance.

Realistic growth toward proficient delivery could also
be strengthened by adding as much field experience as possible
to required credits. The growing utilization of early school
observation, which allows for introductory contact and self-
screening for beginning education majors, aids in providing
this realism (12, 15). Therefore, every certification program
should consider its inclusion. Also, the recent promotion of
clinical supervision in student teaching adds realism because it outlines more definitive standards of instructional excellence for the education neophyte. Goldhammer and McGee have developed such clinical rating forms for evaluating student teacher performance (10, 13), and their use by university supervisors has potential for adding better direction to this crucial aspect of teaching preparation.

The need to promote better teaching delivery does not negate the fact that teachers desire improvements in content preparation. However, since student apathy is such a pressing problem, perhaps the training emphasis in universities should center on materials and concepts which can be adapted and utilized in the actual lesson plans these prospective teachers will someday use. In order to understand the content needs of teachers in this new decade of burnout, university instructors should stay well-informed of present classroom environments. Turner feels that this can best be accomplished by actual classroom contact and has outlined some suggestions to provide these experiences. These include such things as guest speaking appearances, college credit classes taught in public schools and joint professor/teacher cooperation in conducting major projects (24).

While Student Problems and Preparation Problems, which jointly accounted for 52.8 percent of the total inhibition, could be classified as high order priorities, Administration Problems (17.5 percent) could be classified as a middle order
priority. Obviously, administrators are necessary to the operation of any educational institution. Unfortunately, they often have no other recourse than to make unpopular requests and decisions affecting teachers. However, Spaniol suggests that if administrators protect against their own burnout by practicing just delegation and joint responsibility for these requests and decisions, teachers will have more tolerance and support for these actions (22, p. 69).

Also, many educators now advocate decentralized administrations as a method to reduce supervisor interference, per student cost and communication problems (4, 9, 16). Coleman feels the smaller the educative unit, the better able it is to "manage its own house" (4). If problem solving personnel and finances are in closer proximity to the classrooms they are meant to serve, ostensibly teachers should be better able to solve administrative problems through their own efforts.

Excessive Non-Teaching Duties (#6) seems to indicate insufficient administrative support in a teacher's primary function of educating students. Apparently, when teachers are kept from attending to instruction or have their planning time reduced in order to perform supervisor-initiated auxiliary tasks, their effectiveness suffers. This lack of administrative emphasis on effective classroom teaching may also lead to burnout. By having to perform excessive menial duties, teachers often feel their professional status is being taken for granted. If administrators sincerely want
teachers to concentrate on excellence in the classroom, they should promote programs and budgetary allotments to provide additional support personnel for distracting non-teaching duties.

Improper Goals (#8) and Frequent Class Interruptions (#9) also seem to indicate that teachers feel the attentions of administrators are too often directed away from the importance of classroom teaching. If administrators let staff meetings, assemblies, athletic events and other extracurricular activities continually supplant the importance of classroom instruction, the resulting burden on teachers seems to go beyond routine inconvenience. While athletic competition, social growth activities and even entertainment have a place in the school curriculum, classroom instruction should be given the same support in practice as it receives in statements of educational philosophy.

Work Environment Problems (14.7 percent) also could be classified as a middle order priority. The ratings for Overcrowded Conditions (#7), Poor Selection of Teaching Aids (#10) and Lack of Classroom Equipment (#12) show that adverse classroom conditions may on occasion affect the ability to be an effective teacher. Obviously, teachers require a certain amount of usable aids and a manageable number of students to perform effectively. For example, Rodwell sees the basic requirements for classroom aids to include some device to publicly display the teacher's writing, a selection of
pertinent pictorial aids and the availability of some three dimensional models (20, p. 182). Also, Weber finds the average effective class size to be between twenty-six and thirty-one students (25, p. 49). However, the lower ratings for the inhibitors associated with these attributes indicate they do not have the impact on teaching as do inhibitors produced by student, preparation or administration problems. It may also indicate that acceptable classroom configurations are afforded many teachers and they are not as in need of a wide array of audio-visual aids and self-teaching materials as media specialists and merchants wish them to be.

With 85.0 percent of the total inhibition now accounted for, Teaching Staff Problems (9.9 percent) could be classified as a low priority in the improvement of teaching. Perhaps this indicates that one's teaching proficiency is not as greatly influenced by the efforts of one's colleagues as by the inhibitors already reviewed. White's description of the "Trinity of Principles" in classroom delivery, Psychology, Personality and Background, reinforces this concept (26). If these principles are valid, teaching may be described as a highly individualized act shaped by traits that are relatively unalterable and often volatile in combination. It is realized that several educators promote and attempt many variations of team teaching. But if this approach is widely applied, the resulting growth of inhibitors produced by teaching staffs may not be a worthwhile exchange.
However, Table III indicates that one inhibitor associated with teaching staffs, Low Emphasis on Students' Welfare (#11), is worthy of consideration. Apparently, teachers find it hard to maintain their own dedication if others around them do not acknowledge those whose interests they were hired to serve. Teachers who continue to work for the benefit of their students are often ridiculed by those who have succumbed to burnout, which is why the beginner and the dedicated often avoid a complaint-filled lounge. If the committed must work around, and in spite of, the uncommitted, this can hardly result in a harmonious and cohesive staff effort.

Based on the data, Parent Problems (5.0 percent) could be classified as the lowest priority for improving classroom teaching. This may contradict the intuition of those who feel that the poor classroom behaviors of students may be traced directly to poor parenting. However, the low parent reading may reiterate the belief of teachers that secondary students are responsible for their actions and can no longer use parents as scapegoats for their own shortcomings. The rating may also indicate the on-site need of teachers for assistance in correcting student-originated classroom problems. For a teacher to attempt to correct a parent's child-rearing tactics in order to improve a student's performance would not be feasible. Also, the time sacrificed to contact and involve a parent in minor but irritating student problems
may not be warranted, especially when there is no assurance of cooperation. Rather, it appears that teachers desire better preparatory instruction in their own disciplinary tactics and strong support from administrators in handling students so that problems may be dealt with in a minimum of time.

This is not to say that parents have no place in the formal educative process because many excellent programs have been developed to solicit their involvement. These programs include utilizing parents as teacher aids, activity supervisors, counselors and guest speakers (18, 21, 27). If this is the proper emphasis, then the parental role in curricular enrichment supersedes the role of behavior correction.

Discussion of Inhibitors and Demographic Effect

Research question two centered on the relationship between teacher demographic factors and their perceptions of inhibitors to effective classroom teaching. An understanding of these relationships is facilitated by examining the chi-square values listed in Table IV for the thirty-five hypotheses tested. Of these thirty-five, seventeen were found to be significant at the .05 level. Of these seventeen significant findings, the demographic variable of Socio-Economic Status of the School accounted for six, Subject Matter Taught accounted for four, Teaching Required or Elective Classes accounted for four, Years of Teaching Experience accounted for two, and Sex of the Teacher
accounted for one.

To examine these seventeen significant findings, a separate table will be provided comparing the breakdown of each demographic variable with the cited areas of inhibitor origin. The variable of Socio-Economic Status of the School will be examined first since its six significant findings suggest that it exerts the strongest influence. The remaining variables will be examined in the order listed in the preceding paragraph.

### TABLE V

**THE INFLUENCE OF SOCIO-ECONOMIC STATUS OF THE SCHOOL ON TEACHER PERCEPTIONS OF INHIBITOR ORIGINS TO FAIRNESS**

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
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<th>MIDDLE SES</th>
<th>LOWER SES</th>
</tr>
</thead>
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<td>ADMINISTRATION PROBLEMS</td>
<td>18</td>
<td>7</td>
<td>19</td>
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<tr>
<td>WORK ENVIRONMENT PROBLEMS</td>
<td>1</td>
<td>14</td>
<td>0</td>
</tr>
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<td>STUDENT PROBLEMS</td>
<td>18</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>PREPARATION PROBLEMS</td>
<td>4</td>
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<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>41</strong></td>
<td><strong>36</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

N=114  

Table V lists the data for the influence of socio-economic status of the school on exhibiting classroom fairness. The probability of .0003 for the null hypothesis strongly indicates that the cultural setting of the school is related to a teacher's ability to insure equal student treatment.
The greatest frequency deviation from expected totals is seen in the area of work environment problems. Teachers in middle socio-economic schools appear to concentrate more on problems in their surroundings and perhaps wonder why they are not as well equipped as teachers in more wealthy schools. This differs from teachers in lower and upper socio-economic schools who seem more concerned with student problems, perhaps linked by listed frequencies to lack of administrative support. This could indicate, especially in middle class schools, the need for improved student/teacher ratios, classroom maintenance, lounge conditions, and teaching materials and aids. Since these factors, documented as recurring concerns in the literature review, affect the teacher before, during and after instruction, they become an integral pressure in each working day. Therefore, if a teacher suspects that conditions are better elsewhere, his sense of injustice may translate into unfair treatment to those around him.

Also noteworthy is the fact that teachers in all three socio-economic classes of schools cited high frequencies in administrative and student problems. Since administrators are most responsible for conditions such as class size, building fitness and budget allotments, their willingness to provide a satisfactory working environment may influence a teacher's willingness to exhibit equitable treatment for his students.
With respect to student problems, Table III indicates that student disruption and apathy are the two greatest inhibitors facing all teachers. If students do not reasonably cooperate in the instructional process, it is logical that teachers will be more inclined to authoritarianism and less inclined to fairness through democratic treatment.

**TABLE VI**

THE INFLUENCE OF SOCIO-ECONOMIC STATUS OF THE SCHOOL ON TEACHER PERCEPTIONS OF INHIBITOR ORIGINS TO PLANNING

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
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<th>MIDDLE SES</th>
<th>LOWER SES</th>
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<tr>
<td>ADMINISTRATION PROBLEMS</td>
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<td>10</td>
<td>9</td>
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<tr>
<td>WORK ENVIRONMENT PROBLEMS</td>
<td>7</td>
<td>17</td>
<td>5</td>
</tr>
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<td>6</td>
<td>3</td>
</tr>
<tr>
<td>STUDENT PROBLEMS</td>
<td>6</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>PREPARATION PROBLEMS</td>
<td>30</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
<td>55</td>
<td>41</td>
</tr>
</tbody>
</table>

N=157 p=.0016

Table VI lists the data for the influence of socio-economic status of the school on proper planning. The probability of .0016 for the null hypothesis strongly indicates that the cultural setting of the school is related to a teacher's ability to prepare for effective instruction.

The disparity in listed frequencies is most noticeable in the area of work environment problems as cited by teachers in middle socio-economic schools. It is commonly observed
that upper and lower class schools in the surveyed area tend to be homogeneous in race while the middle class schools tend to be naturally or artificially integrated. Perhaps this combination of races in the middle class schools generate classroom problems through mainstreaming students with broad range of abilities which teachers must equally instruct. It may also foster the social tension common in heterogeneous racial mixtures. The combined effect may make it difficult for teachers to plan instructional activities that cross ability and cultural lines. Since these are some of the problems that integration is meant to reduce, perhaps all the finances spent on buses, lawyers and other desegregation tools could be applied to more effective measures.

Another notable frequency is the disproportionate number of teachers in lower socio-economic schools who cite their own professional preparation as a barrier to their ability to plan. Many beginning teachers often complain that their university certification courses did not adequately prepare them for the realities of the classroom, realities perhaps more painfully felt in lower class schools. If this observation is accurate, it adds legitimacy to the multicultural component of teacher education, and indicates a need for a more effective balance in theory and reality in certification courses.
Table VII lists the data for the influence of socio-economic status of the school on teacher enthusiasm. The probability of .0092 for the null hypothesis indicates that the cultural setting of the school is related to a teacher's ability to maintain a positive, spirited attitude in the classroom.

The disproportionately high frequency of work environment problems cited by teachers in lower class schools may indicate that the typical problems of theft, vandalism, disruption and general instability tend to rob teachers of their professional zeal. If this is true, the cost of creating a secure environment through additional counselors and security personnel is a justifiable expense. The Title I legislation of 1965 earmarked additional federal funds for these disadvantaged schools. Yet, many teachers feel this money is spent on expensive equipment, innovative

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
<th>UPPER SES</th>
<th>MIDDLE SES</th>
<th>LOWER SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Problems</td>
<td>11</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Work Environment Problems</td>
<td>2</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Student Problems</td>
<td>16</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>Preparation Problems</td>
<td>13</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>49</td>
<td>41</td>
</tr>
</tbody>
</table>

N=132  p=.0092

Table VII lists the data for the influence of socio-economic status of the school on teacher enthusiasm. The probability of .0092 for the null hypothesis indicates that the cultural setting of the school is related to a teacher's ability to maintain a positive, spirited attitude in the classroom.

The disproportionately high frequency of work environment problems cited by teachers in lower class schools may indicate that the typical problems of theft, vandalism, disruption and general instability tend to rob teachers of their professional zeal. If this is true, the cost of creating a secure environment through additional counselors and security personnel is a justifiable expense. The Title I legislation of 1965 earmarked additional federal funds for these disadvantaged schools. Yet, many teachers feel this money is spent on expensive equipment, innovative
programming and publicity-oriented printed materials in an attempt to mask problems rather than address them. Certainly, better equipment, more innovation and publicity can add a valuable dimension to public schools. But a more secure working environment would seem to be a greater comfort to teachers, and better help them to resist burnout.

**TABLE VIII**

THE INFLUENCE OF SOCIO-ECONOMIC STATUS OF THE SCHOOL ON TEACHER PERCEPTIONS OF INHIBITOR ORIGINS TO INTEREST

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
<th>UPPER SES</th>
<th>MIDDLE SES</th>
<th>LOWER SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION PROBLEMS</td>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>WORK ENVIRONMENT PROBLEMS</td>
<td>17</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>STUDENT PROBLEMS</td>
<td>23</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
<td>32</td>
<td>30</td>
</tr>
</tbody>
</table>

N=106  p=.0016

Table VIII lists the data for the influence of socio-economic status of the school on interest for students. The probability of .0016 for the null hypothesis strongly indicates that the cultural setting of the school is related to a teacher's ability to care about his students in a personal, individualized manner.

Frequency deviations from expected totals are strongest in the area of student problems. The small frequency reported by teachers in lower class schools may indicate that students in these schools have a great capacity to receive
any affection and individualized attention their teachers are able to give. In fact, teachers may have to actively protect themselves from being "drained" by large numbers of students seeking adult companionship or surrogate parents.

Conversely, teachers in upper class schools indicate that their students are more often associated with problems in exhibiting interest. Teachers of the economically advantaged or the academically talented often must deal with students having an air of superiority and a tendency to expect rewards despite little or no effort. They also may present the teacher with apathy and disruption problems common in lower class schools. If this is the case, these teachers may exhibit little compassion for these students born more fortunate because they have few readily identifiable barriers to success.

**TABLE IX**

**THE INFLUENCE OF SOCIO-ECONOMIC STATUS OF THE SCHOOL ON TEACHER PERCEPTIONS OF INHIBITOR ORIGINS TO QUESTIONING**

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
<th>UPPER SES</th>
<th>MIDDLE SES</th>
<th>LOWER SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION PROBLEMS</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>WORK ENVIRONMENT PROBLEMS</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>STUDENT PROBLEMS</td>
<td>25</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>PREPARATION PROBLEMS</td>
<td>30</td>
<td>28</td>
<td>14</td>
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<tr>
<td>TOTAL</td>
<td>55</td>
<td>45</td>
<td>38</td>
</tr>
</tbody>
</table>

N=138  
p=.0495
Table IX lists the data for the influence of socio-economic status of the school on exhibiting proper questioning. The probability of .0495 for the null hypothesis, which borders on the .05 level of significance, suggests that some relationship exists between the cultural setting of the school and a teacher's ability to stimulate learning through effective questioning strategies.

The greatest frequency discrepancies appear in the areas of student problems where teacher responses from lower class schools are inordinately high. While these schools tend to be one race, the faculties are usually integrated by hiring philosophies of the administrations. Perhaps teachers raised in other cultural settings find it difficult to formulate intriguing questions based on information with which these students can relate. Again, this points to the need for more multicultural awareness on the part of teachers.

High frequencies in professional preparation problems for all three socio-economic classes may support the latter observation. Since skill in questioning is one of the more educable of the seven basic characteristics, this may indicate that prospective teachers need stronger training in certification courses on how to question effectively, especially along cultural lines.

Table X lists the data for the influence of socio-economic status of the school on a teacher's ability to exhibit
classroom order. The probability of .0498 for the null hypothesis, also bordering on significance at the .05 level, suggests that some relationship exists between the cultural setting of the school and a teacher's ability to be an effective disciplinarian and classroom manager.

TABLE X
THE INFLUENCE OF SOCIO-ECONOMIC STATUS OF THE SCHOOL ON TEACHER PERCEPTIONS OF INHIBITOR ORIGINS TO ORDER

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
<th>UPPER SES</th>
<th>MIDDLE SES</th>
<th>LOWER SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION PROBLEMS</td>
<td>11</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>WORK ENVIRONMENT PROBLEMS</td>
<td>7</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>TEACHING STAFF PROBLEMS</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>STUDENT PROBLEMS</td>
<td>22</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>PREPARATION PROBLEMS</td>
<td>10</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>47</td>
<td>30</td>
</tr>
</tbody>
</table>

N=141  P=.0498

Based on the volume of literature concerning discipline problems in today's schools, one might expect a higher correlation reflecting different demands on maintaining order. One might also expect frequencies in student problems to produce the greatest deviation from expected totals. However, Table X shows neither is the case. Only in administrative problems do the frequencies deviate appreciably from expected totals. As the frequencies rise from upper to lower class schools, this may indicate that burnout among administrators has become as critical a problem as
burnout among teachers. Spaniol sees this as a definite possibility for administrators as job pressures rise under difficult conditions. He feels that if administrators mentally capitulate, they will weaken their physical support for teachers in conflict situations (22). While subverting a strong school-wide disciplinary posture, this may also make teachers less apt to shoulder their part of promoting classroom control.

Still, while the frequencies for student problems are proportional to the total, they still constitute the highest number of responses. This reaffirms a major observation of this study that student problems are the greatest contributor to teacher burnout.

### TABLE XI

**THE INFLUENCE OF SUBJECT MATTER TAUGHT ON TEACHER PERCEPTIONS OF INHIBITOR ORIGINS TO VARIETY**

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
<th>LANGUAGE ARTS</th>
<th>SOCIAL SCIENCES</th>
<th>NATURAL SCIENCES</th>
<th>RECREATIVE/CREATIVE ARTS</th>
<th>VOC. STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION PROBLEMS</td>
<td>18</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>WORK ENVIRONMENT PROBLEMS</td>
<td>12</td>
<td>4</td>
<td>18</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>TEACHING STAFF PROBLEMS</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>STUDENT PROBLEMS</td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>PREPARATION PROBLEMS</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>42</td>
<td>21</td>
<td>42</td>
<td>23</td>
<td>21</td>
</tr>
</tbody>
</table>

Table XI lists the data for the influence of subject matter taught on a teacher's ability to exhibit variety. The
probability of .0003 for the null hypothesis indicates that a strong relationship exists between the academic discipline taught and a teacher's ability to add diversity and innovation to his instruction.

The greatest frequency deviation from expected totals is in the area of administration problems. The number of language arts teachers citing this area is almost equal to the combined frequencies of the other four disciplines. This may reflect the pressure on teachers and administrators to remedy the deficient reading and writing levels of many of today's students. Public pressure and the growth of competency testing may obligate administrators to endorse, and teachers to employ, more lessons of a drill and repetition nature at the expense of more stimulating teaching strategies. Though "back-to-the basics" proponents would find this appropriate, many teachers may see this pressure as a hindrance to conducting lessons which both the students and the teacher find enjoyable. The learning of grammatical skills does require intense and often unexciting effort on both sides of the lecturn. However, enrichment knowledge is mundane to all academic disciplines and should occasionally be the focus. When enrichment is the focus, both administrators and teachers should promote affective objective over cognitive objectives which lend themselves to more innovative teaching techniques.

The latter idea is further endorsed by the high frequency
of professional preparation problems cited by recreative/creative arts teachers. Realizing that their subject are almost entirely enrichment in nature, it seems that these teachers desire more instruction in methodological diversity in certification courses.

A final observation in Table XI is in the area of work environment problems. The number of natural science teachers citing this area is disproportionately high. This can be attributed to the fact that these teachers must have demonstration objects, functional equipment, A-V aids and lab space to effectively reinforce science concepts. Without those, their ability to go beyond the lecture is no doubt hampered.

TABLE XII

THE INFLUENCE OF SUBJECT MATTER TAUGHT ON TEACHER PERCEPTIONS OF INHIBITOR ORIGINS TO FAIRNESS

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
<th>LANGUAGE ARTS</th>
<th>SOCIAL SCIENCES</th>
<th>NATURAL SCIENCES</th>
<th>RECREATIVE/CREATIVE ARTS</th>
<th>VOC. STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION PROBLEMS</td>
<td>20</td>
<td>3</td>
<td>15</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>WORK ENVIRONMENT PROBLEMS</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>STUDENT PROBLEMS</td>
<td>15</td>
<td>7</td>
<td>6</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>PREPARATION PROBLEMS</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>37</td>
<td>10</td>
<td>31</td>
<td>22</td>
<td>14</td>
</tr>
</tbody>
</table>

N=114  p=.0002

Table XII lists the data for the influence of subject matter taught on fairness in the classroom. The probability
of .0002 for the null hypothesis indicates that a strong relationship exists between the academic discipline taught and a teacher's ability to insure equal student treatment.

Again, administration problems provide most the discrepancies in frequency. As previously mentioned, competency testing and public pressure over low test scores may make administrators demand that teachers produce measurable student gains, especially in language arts and natural sciences, particularly math. In order to comply, perhaps these teachers find themselves suspending democratic treatment and resorting to pressure tactics. This may bother teachers who feel that a student's lack of basic skills is more readily traced to failure in today's social fabric than his own lack of desire to learn.

This problem may be compounded by a probable cause for the high frequencies in student problems. If teachers place blame and inordinate pressure on students for their lack of basic skills, they may rebel through the common inhibitors of misbehavior and apathy. Again, if students reduce their cooperation in the educative process, the resulting frustration would tend to make teachers suspend fairness in conflict situations, and produce a cycle that feeds on itself.

Table XIII lists the data for the influence of subject matter taught on proper planning. The probability of .0034 for the null hypothesis indicates that a strong relationship exists between the academic discipline taught and a teacher's
ability to prepare for effective instruction.

TABLE XIII

THE INFLUENCE OF SUBJECT MATTER TAUGHT ON TEACHER PERCEPTIONS OF INHIBITOR ORIGINS TO PLANNING

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
<th>LANGUAGE ARTS</th>
<th>SOCIAL SCIENCES</th>
<th>NATURAL SCIENCES</th>
<th>RECREATIVE/CREATIVE ARTS</th>
<th>VOC. STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION PROBLEMS</td>
<td>11</td>
<td>3</td>
<td>11</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>WORK ENVIRONMENT PROBLEMS</td>
<td>8</td>
<td>9</td>
<td>12</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>STUDENT PROBLEMS</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>PREPARATION PROBLEMS</td>
<td>24</td>
<td>7</td>
<td>18</td>
<td>21</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
<td>19</td>
<td>47</td>
<td>29</td>
<td>18</td>
</tr>
</tbody>
</table>

N=157  p=.0034

The frequencies are the highest, and the deviation from expected totals the greatest, in the area of professional preparation problems. The high frequencies make the logical inference that teachers in all disciplines feel a need for improved proficiency in organizing information for classroom presentation. Subject matter methods classes taken for certification have a major responsibility in meeting this need. Instructors of these classes should present ideas as current, realistic and functional as possible.

More specifically, the language arts and natural science teachers, who are responsible for teaching grammar and math, cite the greatest difficulties in professional preparation. This may reflect how essential they realize their task to be, and how their teaching strategies need to be above reproach.
Recreative/creative arts teachers also cited a stronger than expected need for better professional preparation in the area of planning. Due to traditionally large class sizes and limited space, and the inability to rely on the basic lecture, these teachers have added pressure to do more with less. They need a larger repertoire of strategies to effectively instruct the variety of sporting games and art forms. Again, subject matter methods classes required for certification in these fields should be designed to provide these strategies.

**TABLE XIV**

THE INFLUENCE OF SUBJECT MATTER TAUGHT ON TEACHER PERCEPTIONS OF INHIBITOR ORIGINS TO INTEREST

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
<th>LANGUAGE ARTS</th>
<th>SOCIAL SCIENCES</th>
<th>NATURAL SCIENCES</th>
<th>RECREATIVE/CREATIVE ARTS</th>
<th>VOC. STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION PROBLEMS</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>WORK ENVIRONMENT PROBLEMS</td>
<td>9</td>
<td>4</td>
<td>15</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>TEACHING STAFF PROBLEMS</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>STUDENT PROBLEMS</td>
<td>9</td>
<td>2</td>
<td>17</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27</td>
<td>14</td>
<td>41</td>
<td>19</td>
<td>5</td>
</tr>
</tbody>
</table>

N=106  p=.0019

Table XIV lists the data for the influence of subject matter taught on interest for student. The probability of .0019 for the null hypothesis indicates that a strong relationship exists between the academic discipline taught and a teacher's ability to care about his students in a personal,
individualized manner.

The frequencies are highest, and deviate most notably from expected totals, in the area of work environment problems as reported by natural science and recreative/creative arts teachers. According to the literature search, teachers feel the lack of requisitionable materials is one of the more critical work environment problems. Since biology, chemistry, band, art, shop and physical education teachers use expendable and non-expendable materials on a regular basis, this is a logical complaint. Without microscopes, instruments, construction paper, nails or athletic balls, these teachers would have great difficulty providing "hands on" experiences which keep student motivation high. If other teaching tactics such as lecturing and seatwork serve as regular replacement, the learning process is likely to become uninteresting for both students and the teacher, putting a resulting burden on interest.

TABLE XV

THE INFLUENCE OF TEACHING REQUIRED OR ELECTIVE CLASSES ON TEACHER PERCEPTION ON INHIBITOR ORIGINS TO PLANNING

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
<th>REQUIRED CLASSES</th>
<th>ELECTIVE CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION PROBLEMS</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>WORK ENVIRONMENT PROBLEMS</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>TEACHING STAFF PROBLEMS</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>STUDENT PROBLEMS</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>PREPARATION PROBLEMS</td>
<td>41</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>102</td>
<td>55</td>
</tr>
</tbody>
</table>

N=157  
p= .0497
Table XV lists the data for the influence of teaching required or elective classes on proper planning. The probability of .0497 for the null hypothesis, also bordering on significance at the .05 level, indicates a relationship exists between the reason for student enrollment and a teacher's ability to prepare for effective instruction.

The frequencies are noticeably high in both categories of preparation problems. This suggests that teachers of required and elective classes share the feeling that their professional preparation in lesson planning needs strengthening. For teachers of classes whose credits are required for graduation, and whose knowledge is subject to competency testing, planning in the cognitive domain should be the primary focus. This would better prepare students in life-coping skills and address a major criticism of today's schools.

However, the frequency discrepancy for preparation problems is seen in the area of elective classes where the figure is inordinately high. This indicates that teachers of these classes feel their professional preparation is even more inadequate. Perhaps the latitude they have in curriculum design and alteration makes their need for a diversified and creative instructional repertoire more essential for student motivation. If teachers of these classes cannot instill appreciation for the subject into their students, the students will be less likely to pursue it on their own. Therefore, university training for teachers of elective
classes who plan for curriculum enrichment should be primarily affective-based.

**TABLE XVI**

**THE INFLUENCE OF TEACHING REQUIRED OR ELECTIVE CLASSES ON TEACHER PERCEPTIONS OF INHIBITOR ORIGINS TO ENTHUSIASM**

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
<th>REQUIRED CLASSES</th>
<th>ELECTIVE CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION PROBLEMS</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>WORK ENVIRONMENT PROBLEMS</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>TEACHING STAFF PROBLEMS</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>STUDENT PROBLEMS</td>
<td>42</td>
<td>10</td>
</tr>
<tr>
<td>PREPARATION PROBLEMS</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>82</td>
<td>50</td>
</tr>
</tbody>
</table>

N=132  

Table XVI lists the data for the influence of teaching required or elective classes on teacher enthusiasm. The probability of .0015 for the null hypothesis indicates that a strong relationship exists between the reason for student enrollment and a teacher's ability to maintain a positive, spirited attitude in the classroom.

The greatest and most logical frequency discrepancy exists in the area of student problems where teachers of required classes report a greater threat to their enthusiasm. Freedom of choice is an important aspect of American life, and it is understandable that when choice is forfeited to meet a curricular necessity, students are more likely to
balk at learning which they may see as irrelevant. This could certainly affect a teacher's willingness to exhibit his best, which would in turn further lower student motivation. Again, another cycle which feeds on itself is produced.

Even within a rather specified curriculum, teachers of required classes could find ways to enhance student motivation. For example, pretests would help teachers to know which concepts are already grasped by students and which concepts will present new challenges. Also, administering questionnaires concerning student backgrounds would help teachers to know what concepts are more relevant to their environment. Then, with a better knowledge of current student needs, teachers could prepare more utilitarian lessons which would keep student motivation at a level compatible with high teacher enthusiasm.

In addition, teachers of elective classes cite work environment problems and professional preparation problems more than their counterparts as threats to enthusiasm. Again, teachers of enrichment knowledge rely heavily on creativity and innovation in lesson presentations and are more readily threatened when their surroundings are inadequate. Since teaching elective classes is a more individualistic endeavor, poor repertoire and lack of aids would be an immediate threat to classroom performance and enthusiasm.
Table XVII lists the data for the influence of teaching required or elective classes on interest for students. The probability of .0181 for the null hypothesis indicates a relationship exists between the reason for student enrollment and a teacher's ability to care about his students in a personal, individualized manner.

The greatest deviation from expected frequencies is seen in the area of student problems. Here again, teachers of required classes experience far more difficulties with students who have no choice but to take the class. If students show more resistance to obligatory learning, it is logical for their teachers to withhold the personal touch. Any approaches to convince students of the need for the functional literacy derived from these required classes, such as career awareness programs or values clarification exercises, may motivate them to devote more of the honest
yet often inglorious effort needed to learn the basics. If more students began issuing a verbal or a silent plea to improve their skills, teachers with any grain of professionalism would respond with the necessary interest.

TABLE XVIII

THE INFLUENCE OF TEACHING REQUIRED OR ELECTIVE CLASSES ON TEACHER PERCEPTIONS OF INHIBITOR ORIGINS TO QUESTIONING

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
<th>REQUIRED CLASSES</th>
<th>ELECTIVE CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION PROBLEMS</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>WORK ENVIRONMENT PROBLEMS</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>STUDENT PROBLEMS</td>
<td>47</td>
<td>13</td>
</tr>
<tr>
<td>PREPARATION PROBLEMS</td>
<td>45</td>
<td>27</td>
</tr>
<tr>
<td>TOTAL</td>
<td>96</td>
<td>42</td>
</tr>
</tbody>
</table>

N=138 p=.0481

Table XVIII lists the data for the influence of teaching required or elective classes on exhibiting proper questioning. The probability of .0481 for the null hypothesis, also bordering on significance at the .05 level, indicates that a relationship exists between the reason for student enrollment and a teacher's ability to stimulate learning through effective questioning strategies.

As might be expected, the frequencies deviate greatest from expected totals in the area of student problems. Nearly four times as many teachers of required classes reported problems in questioning tactics with students whose choice
in class attendance was not theirs to make. Since effective questioning requires a certain level of involved student responses, teachers of required classes may not be able to elicit these responses from students who feel forced into class attendance. These teachers could combat this problem by asking more questions in a high taxonomic level. By requiring increased student cognition through analysis, synthesis or evaluation questions, more involvement, relevance and intrigue will be added to class discussions. As students begin to equate class discussions with personally applicable information, their involvement in the questioning process will facilitate the efforts of the teacher.

**TABLE XIX**

**THE INFLUENCE OF YEARS OF TEACHING EXPERIENCE ON TEACHER PERCEPTIONS OF INHIBITOR ORIGINS TO FAIRNESS**

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
<th>1 YEAR</th>
<th>2-4 YEARS</th>
<th>5-9 YEARS</th>
<th>10+ YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION PROBLEMS</td>
<td>5</td>
<td>12</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>WORK ENVIRONMENT PROBLEMS</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>STUDENT PROBLEMS</td>
<td>9</td>
<td>8</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>PREPARATION PROBLEMS</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17</td>
<td>24</td>
<td>35</td>
<td>38</td>
</tr>
</tbody>
</table>

N=114  p=.0285

Table XIX lists the data for the influence of years of teaching experience on exhibiting classroom fairness. The probability of .0285 for the null hypothesis indicates that a relationship exists between the amount of years spent in
classroom teaching and a teacher's ability to insure equal student treatment.

The frequency deviations make some interesting oscillations between student problems and administration problems. As might be expected, first year teachers see student problems as the main barrier to fairness. Maybe the student misbehavior aspect gives rise to more authoritarian, less democratic disciplinarian attempts by beginners. As experience is gained in the two to four year category, teachers shift the concentration to administration problems. Perhaps as teachers learn to handle discipline, they are freed to concentrate on lesser job irritants which they attribute to an unfair bureaucracy. Then, after this adjustment period of accommodation to the entire system, teachers in the five to nine year category reshift to concentrate on student problems. Maybe the more incurable problems of student apathy reassert themselves during this period and become the main contributor to a feeling of frustration and injustice. Finally, if teachers conquer or assimilate all these problems and are able to make teaching a long-term career of ten or more years, they revert to concentrating on administration problems. Perhaps this indicates they now feel an apex of personal proficiency and wish to operate independently of administrators.

To address these problems is to give teachers the desired support or latitude appropriate to each phase.
However, a cure may not be possible if this is a natural cycle in a teacher's career.

**TABLE XX**

THE INFLUENCE OF YEARS OF TEACHING EXPERIENCE ON TEACHER PERCEPTIONS OF INHIBITOR ORIGINS TO ORDER

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
<th>1 YEAR</th>
<th>2-4 YEARS</th>
<th>5-9 YEARS</th>
<th>10+ YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION PROBLEMS</td>
<td>2</td>
<td>13</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>WORK ENVIRONMENT PROBLEMS</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>TEACHING STAFF PROBLEMS</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>STUDENT PROBLEMS</td>
<td>10</td>
<td>16</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>PREPARATION PROBLEMS</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>19</strong></td>
<td><strong>35</strong></td>
<td><strong>42</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

N=141  p=.0020

Table XX lists the data for the influence of years of teaching experience on a teacher's ability to exhibit classroom order. The probability of .0020 for the null hypothesis indicates that a strong relationship exists between the amount of years spent in classroom teaching and a teacher's ability to be an effective disciplinarian and classroom manager.

As might be expected, the highest frequency of responses are found in the area of student problems where the high totals transcend years of experience. This supports a major observation of this study that student misbehavior and apathy are constant and demanding inhibitors throughout a teacher's career. The pressure this would exert on classroom control
is obvious. Also logical is the fact that frequencies in student problems are disproportionately higher with fewer years of experience, especially in the categories of one year and two to five years. As a general statement, one could conclude that problems in classroom management and control are inversely proportioned to years of experience.

Many teacher education programs throughout the profession place a strong emphasis on training prospective teachers to be effective disciplinarians. This is proper because classroom order is a prerequisite to successful teaching. The other six characteristics of effective teaching discussed in this study—variety, fairness, proper planning, enthusiasm, interest for students and proper questioning strategies—will be severely hindered or extinguished in a classroom atmosphere of chaos and disrespect. If the struggle for classroom order is both an initial and never-ending demand, than all educators who prepare or support teachers should make proficiency in classroom management a top priority.

Table XXI lists the data for the influence of sex of the teacher on a teacher's ability to exhibit variety. The probability of .0069 for the null hypothesis indicates that a relationship exists between a teacher's gender and the ability to add diversity and innovation to instruction.

The greatest frequency deviation from expected totals is seen in the area of student problems where twice as many
males as females perceive students as barriers to exhibiting variety. Perhaps this is an indication of a male's tendency to approach teaching in a traditional fashion. If a teacher is patriarchal and strongly authoritative in his approach, he may find his students more subdued, less involved and generally uncommunicative. Though this atmosphere is self-induced, this teacher may perceive his students to be more suited to quiet, conservative and passive teaching techniques such as lecture notes, worksheets, end of chapter questions, and films.

**TABLE XXI**

<table>
<thead>
<tr>
<th>AREA OF INHIBITOR ORIGIN</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION PROBLEMS</td>
<td>9</td>
<td>31</td>
</tr>
<tr>
<td>WORK ENVIRONMENT PROBLEMS</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>TEACHING STAFF PROBLEMS</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>STUDENT PROBLEMS</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>PREPARATION PROBLEMS</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>54</strong></td>
<td><strong>95</strong></td>
</tr>
</tbody>
</table>

This notion may be supported by the frequencies in work environment problems where male responses are again disproportionately high. If males do rely more on traditional teaching techniques, they may not be able to improvise as well as females if the classroom is lacking in standard
aids and equipment. Tradition says that males tend to be practical, concrete thinkers, while females tend to be emotional, creative thinkers. If this is true, then male teachers need more assistance from variety enhancers, and more protection from variety detractors.

Looking back on the effect of demographic factors, Table IV shows that the socio-economic status of the school has a strong influence on the inhibitors a teacher will face. Of the seventeen hypotheses on this table that were significant at the .05 level, six were related to this factor, with three of these being significant at the .005 level. Desegregation efforts in the sampled geographic area have been extensive over the past fifteen years, yet these findings may indicate that they have not produced sufficient results. Therefore, perhaps some of the extensive funds and manpower committed to forced integration would be more appropriately applied to the correction of other inhibitors. Certainly, desegregation of schools is congruent with our country's democratic principles, yet Arno and Strout observe that many natural forces now in progress are producing cultural equality in education (1).

Many of the cultural implications in the previous discussions of Tables V through X were attributed to large school districts which combine many different cultures under the same leadership. Under these circumstances, one area's problems tend to become problems for all. Also,
teachers in these districts are more apt to compare working conditions with schools of an entirely different history, seeing only how they are deprived and not how they are blessed. Considering this, decentralization of these multi-cultural districts could reduce the adverse influence of socio-economic status. If school districts were only responsible to localized communities, then the problems of one geographic area would not be added to the problems of another. The U.S. Supreme Court sees such decentralization as appropriate to school financing (San Antonio vs. Rodriguez, 1971) and perhaps it will produce positive changes with broader application.

The demographic factor of subject matter taught also has a strong influence on the inhibitors a teacher will face. This variable accounted for four of the seventeen significant findings and produced some strong correlational probabilities. If inhibitors vary with subject matter as Dillon Suggests (6), then academic departments should be allowed sufficient autonomy to handle their own affairs. The inference here is that decentralization may also be valuable within the operation of each school, and that building administrators should establish procedures and look for solutions at a department level as well as a staff level.

Another point concerning subject matter which was frequently emphasized in previous discussions was the need for strong professional preparation. If each subject is as
unique with respect to materials and methodology as the data suggests, then methods classes and inservice programs centered on individual academic disciplines are of primary importance. Often debated is whether knowing how to teach is more important than knowing what to teach. If the respondents of this study are representative of all teachers, then the "hows" supersede the "what."

While the type of subject matter has a noteworthy bearing on a teacher's problems, so does the type of student who takes these subjects. Of the seventeen significant findings, four more were attributed to whether a teacher instructs required or elective courses, and student problems usually produced the significance. As previously noted, teachers need to be aware of the potential application of the information they teach. Skills essential to function-alism in subject or society need to be instructed as such, incorporating sufficient practice, relevance and success. In this way, students in required classes will derive recognizable benefits which will increase their motivation and cooperation.

In other instances when teachers deal with enrichment knowledge, such as in elective classes, they should realize that cognitive objectives become subordinate to affective objectives. If students in these classes are taught more to appreciate rather than memorize, the enrichment they receive will again lead to increased motivation and coopera-
tion. The combination of these two approaches will help produce well-equipped and well-rounded graduates.

The years of teaching experience accounted for only two of the seventeen significant findings, which may make it a less important factor than some educators surmise (2, 5). This lesser impact may indicate the rapidity at which beginning teachers become seasoned professionals. As teachers gain experience over the years, their knowledge of subject and repertoire of methods will certainly increase. But perhaps their ability to withstand the variety of today's inhibitors to effective instruction will be evident during their first year or two or employment.

If on-the-job training brings swift maturation to the beginning teacher, it questions whether experience should be the only factor in determining positional and salary advances. In earlier eras when knowledge and repertoire were the basis for teaching proficiency, salary increases based on experience were easily justified. But now that today's competent teachers must also be counselors, records clerks, policemen, psychologists, technologists and surrogate parents all in one, their pay should also be based on the ability to perform these extra job demands.

Sex of the teacher accounted for only one of the seventeen significant findings. This indicates that gender has little influence on teaching proficiency at the secondary level, with the possible exception of diversity in repertoire.
While no conclusions can be made concerning administrative advancement, the inconsequential effect of gender on classroom teaching ability reaffirms the posture of most school districts to have no sexual discrimination in teacher pay scales.

**Suggestions for Further Study**

Since this work was intended to be an exploratory study, many of the recommendations in this chapter were written to provide the initial impetus for combating inhibitors to effective classroom teaching that eventually lead to teacher burnout. Therefore, the major recommendations of changes in compulsory attendance, establishment of alternative classrooms, extensive use of competency-based evaluations, upgraded certification procedures, decentralized administrations, and academic departments, and suitable teacher remuneration criteria need more extensive study if they are to be properly implemented.

It is also acknowledged that this study concentrated only on the perceptions of metropolitan teachers in secondary schools. Thus, further studies utilizing rural and elementary teachers should be undertaken to see if they produce parallel results. If such studies were conducted, the comparison of results would provide insights into which inhibitors plague teaching in general, and which inhibitors vary over degree of urbanization and levels in the K-12 spectrum.

Another major area open to study is an examination of
the relationships between each of the seven teaching characteristics and the inhibitor forces and demographic factors linked to them. Several trends of this nature appear throughout and their investigation may lead to a better understanding of how individual characteristics of teaching effectiveness may best be realized.

Conclusion

Prior to the completion of this study, the Dallas Federation of Teachers released the results of a similar investigation entitled "Teacher Stress and Burnout Survey" (23). While declining to investigate Preparation Problems, the directors of this study found Student Problems and Administration Problems to be the two greatest contributors to teacher burnout. Of the specific inhibitors attributed to students, Undisciplined Behaviors, Verbal Abuse and Unconcern for Academics were most often cited. Of the specific inhibitors attributed to administrators, Excessive Paperwork, Overload of Non-Teaching Duties and Weak Leadership were most often cited.

The influence of these inhibitors lead the researchers to two general findings. First, 52 percent of the teachers surveyed stated they would not enter the profession if given a second chance to choose a career. Second, the stress produced by teaching caused 60 percent of the teachers to miss at least one day of school and 29 percent to miss several days.
This federation's findings reinforce the contention of this study that teacher burnout is a critical problem. More importantly, their findings closely parallel the data produced in this study. This gives strong indication that if measures to neutralize inhibitors to effective classroom teaching are not implemented, the ability of teachers to teach, and the resulting ability of learners to learn, will remain in jeopardy.

One final note: While this study dealt solely with inhibitors produced by external factors, no attempt was made to dismiss the transgressions of teachers who let internal personality faults, unprofessional ethics or lack of motivation interfere with striving for instructional excellence. Teachers who postpone their professional dedication until these external inhibitory factors are removed do not understand the nature of the profession they have chosen. Education, like all aspects of life, is subject to human imperfection, and those who idly await the coming of classroom utopia will remain victims of teacher burnout in the coming years. However, a large part of the solution still rests with a better understanding of external inhibitors to effective classroom teaching, and designing strategies for achieving the ultimate goal—a maximally educated graduate.
CHAPTER BIBLIOGRAPHY


17. Personal Interview with a High School Principal, (March, 1982), Denton, Texas.


APPENDICES
APPENDIX A

ASSESSING INHIBITORS TO EFFECTIVE CLASSROOM TEACHING

Many teachers feel that problems inhibiting classroom effectiveness are growing rapidly. In addition, they feel that corrective measures have not kept pace. To identify significant inhibitors to effective classroom teaching, I am sending you this questionnaire.

Please read the directions carefully and record your twenty-one total responses. The time needed has proved to be about fifteen minutes. When you have finished, please return it in the postage-paid, self-addressed envelope by September Fifteenth. Be assured that once your questionnaire has been noted as returned, your responses will become part of anonymous group data.

As a concerned educator, your participation in this study is vital to its success. We feel confident you will play an active role and respond at your earliest convenience. Thank you for taking time from your busy schedule to assist our joint effort to improve education.

Sincerely,

Kenneth L. Poppe
Instructor
Department of Education
Boise State University
Boise, Idaho 83725

Please check here if you would like a copy of the final results of this study.

☐
DIRECTIONS:

Teacher characteristics I-VII (below) have been identified as necessary to effective classroom teaching. Categories A-F (at right) are areas that may produce inhibitors which restrict teachers from demonstrating these characteristics. Please read both lists before going any further.

You will be asked to do two separate tasks. You will be given instructions for task one first, and following its completion, instructions for task two.

TASK ONE - According to your perceptions, which one of the lettered categories (at right) most often restricts classroom teachers from exhibiting each numbered characteristic (below)? For each characteristic, select the appropriate lettered category and place it in the box next to the teacher characteristic Roman numerals. You may use any category letter more than once, or not at all.

CHARACTERISTICS OF EFFECTIVE CLASSROOM TEACHING

[ ] I. TEACHER SHOWS VARIETY AND Creativity in Teaching Methods
  [ ] first choice
  [ ] second choice

[ ] II. TEACHER SHOWS FAIR AND DEMOCRATIC DEALINGS WITH STUDENTS
  [ ] first choice
  [ ] second choice

[ ] III. TEACHER PRESENTS WELL-PLANNED AND COORDINATED SUBJECT MATTER
  [ ] first choice
  [ ] second choice

[ ] IV. TEACHER SHOWS ENTHUSIASM AND ANIMATION IN CLASS PRESENTATIONS
  [ ] first choice
  [ ] second choice

[ ] V. TEACHER EXHIBITS INTEREST AND AID FOR STUDENTS AS INDIVIDUALS
  [ ] first choice
  [ ] second choice

[ ] VI. TEACHER USES PROPER QUESTIONING TACTICS WHICH GENERATE STUDENT DISCUSSIONS
  [ ] first choice
  [ ] second choice

[ ] VII. TEACHER CONDUCTS ORDERLY AND WELL-CONTROLLED CLASS ACTIVITIES
  [ ] first choice
  [ ] second choice
CATEGORY AREAS THAT MAY PRODUCE INHIBITORS TO EFFECTIVE TEACHING

A. POTENTIAL PROBLEMS WITH THE ADMINISTRATION

1. Improper goals which misdirect time, money, personnel
2. Failure to back teachers in conflict situations
3. Frequent class interruptions, i.e., schedule changes, announcements
4. Excessive non-teaching duties, i.e., hall duty, paperwork

B. POTENTIAL PROBLEMS SURROUNDING THE WORK ENVIRONMENT

1. Overcrowded conditions
2. Inadequate building maintenance
3. Poor selection of teaching aids, i.e., textbooks, A-V materials
4. Lack of classroom equipment, i.e., movie screens, tools, sinks

C. POTENTIAL PROBLEMS WITHIN THE TEACHING STAFF

1. Lack of cohesiveness
2. Poor morale
3. Insufficient emphasis on students' welfare
4. Excessive behaviors reflecting unprofessional attitudes

D. POTENTIAL PROBLEMS ORIGINATING WITH PARENTS

1. Overprotective reactions when confronted with child's misbehavior
2. Uninformed of school functions due to preoccupation with life's demands
3. Apathy about the need for formal education
4. Lack of proper home discipline which teachers must compensate for

E. POTENTIAL PROBLEMS WITH STUDENTS

1. Continual disruptive behaviors
2. Deficiencies in basic skill levels
3. Apathy about the need for academic and social growth
4. Excessive absences

F. POTENTIAL PROBLEMS IN PERSONAL PREPARATION PRIOR TO EMPLOYMENT

1. Inadequate knowledge in content area
2. Lack of useful instruction in university education classes
3. Excessive leniency in state requirements for teacher certification
4. Unrealistic view of job demands when the choice to teach was made

TASK TWO: Please go back to each characteristic and category letter you selected. Below each category heading you will find, numbered, four specific inhibitors. Please select the two most critical inhibitor numbers within your chosen category and place them under the characteristic in the line next to "first choice" and "second choice." Again, you may use any inhibitor number more than once, or not at all.

PLEASE TURN PAGE
Demographic Data: Please fill in the appropriate blank.

1. Your sex is: (1) male (2) female

2. The majority of classes you teach are: (1) required (2) elective

3. The subject you primarily teach is:
   (1) English
   (2) Social Science
   (3) Math
   (4) Science
   (5) Business
   other

4. Years of teaching experience (count complete years only) __________

5. The name of your school is ________________________________

Please return the questionnaire in the envelope provided by September Fifteenth to:

Kenneth L. Poppe
Instructor
Department of Education
Boise State University
Boise, Idaho 83725

THANK YOU!
### TABLE XXII

Relative Frequencies (%) of the Two Most Frequent Areas of Origin and Specific Inhibitors for the Seven Basic Characteristics of Effective Classroom Teaching

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Two Most Frequent Areas</th>
<th>Specific Inhibitors</th>
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<tr>
<td></td>
<td></td>
<td>Poor Selection of Teaching Aids (32.7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lack of Classroom Equipment (32.7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overcrowded Conditions (28.5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inadequate Building Maintenance (6.1)</td>
</tr>
<tr>
<td>I. Variety</td>
<td>B. Work Environment Problems (26.6)</td>
<td>Lack of Useful Education Classes (42.6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inadequate Content Knowledge (29.8)</td>
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<tr>
<td></td>
<td></td>
<td>Unrealistic View of Job Demands (17.0)</td>
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<tr>
<td></td>
<td></td>
<td>Lenient Certification Requirements (10.7)</td>
</tr>
<tr>
<td></td>
<td>F. Preparation Problems (25.5)</td>
<td>Disruptive Behaviors (35.7)</td>
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<td></td>
<td></td>
<td>Apathy for Learning (26.5)</td>
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<td></td>
<td></td>
<td>Deficiencies in Basic Skills (25.0)</td>
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<td></td>
<td></td>
<td>Excessive Absences (12.9)</td>
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<td>II. Fairness</td>
<td>E. Student Problems (38.0)</td>
<td>Failure to Back Teachers (36.4)</td>
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<td></td>
<td></td>
<td>Improper Goals (28.4)</td>
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<td></td>
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<td>Excessive Non-Teaching Duties (25.0)</td>
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<td>Frequent Class Interruptions (10.2)</td>
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<td>A. Administration Problems (23.9)</td>
<td>Inadequate Content Knowledge (43.2)</td>
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<td>Lack of Useful Education Classes (37.0)</td>
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<td>Unrealistic View of Job Demands (14.8)</td>
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<td>Lenient Certification Requirements (5.1)</td>
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<td>III. Planning</td>
<td>F. Preparation Problems (47.8)</td>
<td>Excessive Non-Teaching Duties (40.0)</td>
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<td></td>
<td>Improper Goals (31.5)</td>
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<td>Frequent Class Interruptions (24.3)</td>
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<td>Failure to Back Teachers (4.3)</td>
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<td>IV. Enthusiasm</td>
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<td>E. Student Problems (33.7)</td>
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<td>V. Interest</td>
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<td>Poor Selection of Teaching Aids (23.5)</td>
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<td>Apathy for Learning (41.5)</td>
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