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OTTERBEIN COLLEGE
TEACHER SITUATION REACTION TEST

Some Analysis and Suggestions
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In an effort to help in the evaluation of Otterbein's teacher education program and to further understanding concerning the impact of a foreign study experience on prospective teachers, the Teacher Situation Reaction Test was administered during the first week of the 1969-1970 academic year to the fifteen students enrolled in Education 39, Special Problems (Comparative Education in Sierra Leone). The TSRT was also administered to a randomly selected group of teacher education students not enrolled in the study abroad program. It was administered again to both groups in the month of May, 1979.

The comparative phase of this effort was limited to the change of attitudes toward children, toward the role of the teacher, and toward curriculum practices. Thus, the question was whether attitudinal change occurred in these areas during the foreign study experience. For the purpose of exploring this question, the TSRT - a situational type inventory - was used. The test presents common problems in these areas and possible solutions to these problems. It has proved to be a fairly reliable test and in addition it seems to be fake-resistant.

Data on the TSRT were utilized to compute for each group pre-and post-test gain scores and to compute a "t" between groups on these gain scores. The raw data on the TSRT pre-and post-tests were tabulated on Fortran Coding Forms and were key punched onto IBM cards. Questionnaire analysis, weighted scoring, and T-tests were computed at the Test Development Center of The Ohio State University. Results are given on an accompanying sheet.

In analyzing the data, it was found that there was no initial difference in attitudes between students enrolled in the foreign study course and those not enrolled in the course. The mean scores of the foreign study group and the randomly selected group were 210.8667 and 205.4667 respectively. The "t" test of the difference in the means resulted in a t value of 0.9940 at 28 Degrees of Freedom. This value is too to be significant. Therefore, the hypothesis that "There will be no initial difference in attitude between students enrolled in the foreign study course and the students not enrolled in the course" is accepted using the "t" test as a criterion.

The mean scores of the foreign study group and the randomly

selected group on the post-test were 216.2667 and 208.2000 respectively. A "t" test of the difference in the mean resulted in a t value of 1.9506 at 28 Degrees of Freedom. With a t of this significant value, the hypothesis is accepted that "Attitude change in students will not be as great in students who are not enrolled in the foreign study course."

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Upon examination of the change in the mean on the pre-and post-tests of each group (Foreign Study Group, pretest: 210.8667, post-test: 216.2667; Randomly Selected Group, pretest: 205.4667, post-test: 208.2000), the hypothesis that "Attitude change in students will occur in students during the interval of the foreign study course" is also accepted.

Evidence indicates that teachers' attitudes are a significant factor in influencing the psychological structure of their class and the progress of their students. It is the writer's belief that professional training combined with a deep intercultural experience is one means of developing social sensitivity and social awareness to the common problems in the school environment. Evidence from this study supported this belief.

In an effort to establish the reliability of these findings, the TSRT was administered again. They were administered during the 1970-1971 academic year to the fourteen students enrolled in Education 39, Special Problems (Comparative Education in Sierra Leone) and to a randomly selected group of teacher education students not enrolled in the course. The raw data of the TSRT pre-and post-tests were key punched into IBM cards. Questionnaire analysis, weighted scoring, and T-tests were computed at Otterbein College. Special appreciation is due to Mr. Roger Wiley, Assistant Professor of Mathematics, for his help in computer programming and in obtaining the TSRT results.

The results of the tests substantiated the previous findings in that there was no initial difference between the two groups on the TSRT pretest (See accompanying sheet). However, upon examination of the change in the mean on the pre-and post-tests, a positive attitude change was found in the foreign study group while the results of the randomly selected group indicate a negative change score. In making interpretation, it should be noted that high scores are "good" scores and low scores are "poor" scores. Another check is being made on the tabulation of the raw data on the post-tests. It was assumed that during the interval of the foreign study a positive change would occur in both groups; although, it would not be as great in the randomly selected group. Possibly the institutional-event schedule may have confounded

extraneous variables and jeopardized internal validity. The low scores of the randomly selected group on the post-test did not substantiate the previous findings. These scores may be attributed 'examination anxiety' as the test was administered to this group during the last week of the academic year. For the foreign study group, the test was administered in May.

In conclusion, further study into possible causes of the differences in attitude change between students enrolled in foreign study and those not enrolled is suggested. In addition, a longitudinal study is recommended to determine to what extent attitudes vary over a period of the teaching career. Such investigations may identify characteristics of successful teachers which could play an important part in the selection and preparation of teachers.

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[The final two pages are TSRT results and are not transcribed.]

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