

COLLEGE OF THE VIRGIN ISLANDS

A PROFILE OF THE ST. CROIX PUBLIC  
SCHOOL PRIMARY TEACHER

A THESIS SUBMITTED TO  
THE GRADUATE STUDIES COUNCIL  
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MASTER OF ARTS IN EDUCATION

BY  
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## CHAPTER I

### THE PROBLEM

#### Background and Significance of the Study

Prior to the 1960's approximately 80 percent of the teachers employed at the primary level in the St. Croix public elementary schools were recruited in the Virgin Islands. During the early 1960's the enrollment of the St. Croix public schools began experiencing a period of rapid growth. This growth in the enrollment of the St. Croix public schools continued from the early 1960's to the late 1970's and necessitated the building of new schools and recruitment of teachers to staff these schools. There was a critical shortage of public school teachers on St. Croix during this time and the Department of Education was forced to increase its recruitment of teachers from the United States mainland.

Problems affecting the recruited teachers from the United States mainland ranged from cultural to environmental differences, inadequate housing, and dissatisfaction with the high cost of living in the Virgin Islands. As a result, while some of the recruited teachers remained, others left St. Croix, causing a constant turnover of teachers within the school system.

It was alleged that because of the demand for teachers, the Department of Education was not being very selective

in the recruitment of teachers. It was also alleged that the teachers with the least amount of preparation were being assigned to the primary grades.

The primary grade teacher plays a vital role in the stability of any school system. Yet no study had been made of the St. Croix public school primary teachers. As a member of this teaching level, employed at a St. Croix public elementary school, the researcher had developed an interest in knowing who were the St. Croix public school primary teachers. In particular, the researcher was interested in knowing the educational and ethnic backgrounds of these teachers, as well as their opinions concerning educational issues and practices relative to primary education in the St. Croix public elementary schools.

This study should provide information that will be useful to the Virgin Islands Department of Education, Personnel Division, in the recruitment and selection of primary teachers on St. Croix. This study should be helpful in providing information concerning needs for in-service training and educational workshops. It should also provide the College of the Virgin Islands with information useful in developing and extending teacher education programs.

#### Purpose of the Study

This study was undertaken to determine certain aspects of the characteristics, philosophy, and practices of the St. Croix public school primary teachers. More specifically, the study was designed:

1. To obtain and analyze personal and professional data concerning St. Croix public school primary

teachers in such areas as age, educational level, experience, and training.

2. To obtain and analyze data concerning the professional opinions of the St. Croix public school primary teachers regarding such issues as grouping, promotion, and mainstreaming.
3. To evaluate certain aspects of the characteristics, philosophy, and practices of St. Croix public school primary teachers in light of what is considered most desirable characteristics of primary or elementary teachers as found in contemporary professional literature.
4. To compare certain aspects of the characteristics, philosophy, and practices of St. Croix public school primary teachers with the characteristics, philosophy, and practices of primary or elementary teachers on the United States mainland.

#### Hypotheses

It was hypothesized that St. Croix public school primary teachers possess the characteristics and qualifications for effective teaching as recommended by contemporary professional literature.

It was further hypothesized that there would be no significant differences in the professional characteristics and philosophy of St. Croix public school primary teachers by age (under thirty vs. forty and

over) and educational level (no bachelor's degree vs. master's degree).

#### Delimitations

The study was delimited to St. Croix public school elementary teachers who were classroom teachers of primary grades one through three in February 1982. Excluded from this study were teacher specialists such as art, music, physical education, reading, and mathematics specialists.

#### Design of the Questionnaire

The data used in this study were obtained from a thirty-four item questionnaire. The questionnaire was constructed to obtain personal and professional data of St. Croix public school primary teachers as well as their professional opinions regarding certain educational issues such as grouping, promotion, and mainstreaming.

The sections of the questionnaire used to obtain personal and professional data were adapted from the questionnaire used in the College of the Virgin Islands 1981 thesis study by Emery, "A Profile of the St. Croix Kindergarten Teacher."<sup>1</sup> The section of the questionnaire used to obtain information concerning the professional opinions of St. Croix public school primary teachers was constructed from areas of interest raised through discussions between the researcher and other primary teachers. The cover letter and a copy of the questionnaire used in this study may be found in the Appendix.

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<sup>1</sup>Ruth Sewell Emery, "A Profile of the St. Croix Kindergarten Teacher" (Master's Thesis, College of the Virgin Islands, 1981), pp. 53-57.



### Collection of Data

The subjects of this study were the primary school teachers employed at the ten St. Croix public elementary schools in February of 1982. With the assistance of the St. Croix Primary Supervisor, 128 primary teachers were identified as the total non-special primary faculty.

Permission to conduct this study was granted by Mrs. Gloria Canegata, District Superintendent, Department of Education, St. Croix.

Questionnaires were distributed to 120 primary teachers at the ten St. Croix public elementary schools. Eight teachers were unavailable during the period of distribution.

Ninety of the questionnaires were returned and identified as useable for the study. This was a returned response of 75.0 percent and a total population response of 70.0 percent. The data used in this investigation were obtained from these ninety questionnaires.

### Analysis of Data

Data were analyzed to determine if St. Croix public school primary teachers possess the characteristics and qualifications for effective teaching as recommended by contemporary professional literature.

Data were analyzed to determine if there were significant differences in the professional characteristics and philosophy of St. Croix public school primary teachers by age (under thirty vs. forty and over) and educational level (no bachelor's degree vs. master's degree).

Responses to certain questions were also compared with the status of elementary teachers as found in the National Education Association survey of the Status of the American Public School Teacher, 1975-1976.<sup>2</sup>

### Summary

This study was undertaken to determine certain aspects of the characteristics, philosophy, and practices of the St. Croix public school primary teachers. Permission was granted by the St. Croix District Superintendent to conduct the study. With the assistance of the St. Croix Primary Supervisor, the subjects at the ten St. Croix public elementary schools were identified.

Data were obtained from the responses to a thirty-four item questionnaire constructed to obtain information concerning personal data, professional data, and professional opinions of St. Croix public school primary teachers in such areas as grouping, promotion, and mainstreaming.

A review of the literature related to this study is presented in Chapter II. The findings are presented in Chapter III. A summary of the study, its findings, hypotheses, and recommendations are presented in Chapter IV.

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<sup>2</sup>Marsha A. Ream. Status of the American Public School Teacher, 1975-1976 (ERIC Document Reproduction Service, ED 159 163), 1977.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Research Findings on Teacher Effectiveness

Teaching ability is represented by a wide range of talents that are not easily sorted out, defined, and measured. The evaluation of teachers and teaching has been one of the most perplexing, continuing problems in education. The premises and assumptions which governed the evaluation of teachers and teaching have changed over the years. The first set of assumptions had an ethical and moralistic orientation.<sup>3</sup>

The next set of premises used to govern the evaluation of teachers and teaching was oriented toward personality traits. The "good teacher" was extroverted, heterosexual, of high mental capacity, possessed traits of leadership, and possessed a positive self-concept. The efforts to establish a research-based relationship between these traits and the "good teacher" generally resulted in studies which reported no significant differences.<sup>4</sup>

One of the most extensive studies of teacher characteristics was conducted by D.G. Ryans. The ultimate purpose of the study was given as follows:

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<sup>3</sup>William B. Ragan and Gene D. Shepherd, Modern Elementary Curriculum, (New York: Holt, Rinehart, and Winston, 1977), p. 464.

<sup>4</sup>ibid.

The Teacher Characteristics Study was conducted with two possible uses of results in mind: first, by school systems as an aid in identifying teachers who, at the time of selection for employment or perhaps in connection with promotion, have characteristics similar to those deemed important and desirable by the particular school system and the culture it represents; and second, by teacher education institutions as an aid to a better understanding of teacher characteristics and associated conditions, which would contribute to improve procedures for selecting teacher candidates and to the improvement of professional courses and curricula.<sup>5</sup>

A significant result of one of the many investigations conducted by this study was in distinguishing characteristics between teachers rated as high teachers and teachers rated as low teachers. The notable differences between the high and low teachers were given as follows:

There was a general tendency for high teachers to be: extremely generous in appraisals of the behavior and motives of other persons; possess strong interest in reading and literary affairs; be interested in music, painting, and the arts in general; participate in social groups; enjoy pupil relationships; prefer non-directive (permissive) classroom procedures; manifest superior verbal intelligence and be superior with respect to emotional adjustment.

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<sup>5</sup>J.W. Getzels and P.W. Jackson, The Teacher's Personality and Characteristics, N.L. Gage, ed., Handbook of Research on Teaching (Chicago: Rand McNally, 1963), p. 570.

On the other hand, low teachers tended generally to be restrictive and critical in their appraisals of other persons; prefer activities which did not involve close personal contact; express less favorable opinions of pupils; manifest less high verbal intelligence; show less satisfactory emotional adjustment and represent older age groups.<sup>6</sup>

The characteristics of the rated high and low teachers were determined by responses from a 300 multiple-choice check list instrument known as the Teacher Characteristics Schedule.

Don Hamachek, in an article entitled, "Characteristics of Good Teachers and Implications for Teacher Education" expressed his opinion that when it comes to sorting out good or effective from bad or ineffective teachers on the basis of personal characteristics it becomes evident that:

Effective teachers appear to be those who are, shall we say, "human" in the fullest sense of the word. They have a sense of humor, are fair, empathetic, more democratic than autocratic, and apparently are more able to relate easily to students on either a one-to-one or group basis. Ineffective teachers apparently lack a sense of humor, grow impatient easily, use ego-reducing comments in class, are less well integrated, are inclined to be somewhat authoritarian, and generally less sensitive to the needs of their students.<sup>7</sup>

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<sup>6</sup> Ibid., p. 570.

<sup>7</sup> Madan Mohan and Ronald E. Hull, Teaching Effectiveness: Its Meanings, Assessment and Improvement (Englewood Cliffs, New Jersey: Educational Technology Publications, 1975), p. 241.

Hamachek concluded that even though there is no single best or worst kind of teacher, there are clearly distinguishable characteristics associated with "good" and "bad" teachers.<sup>8</sup>

Another set of premises to evolve was centered on the competencies of the teacher with regard to the subject matter being taught. This approach assumed that the more a teacher knew about mathematics, for example, the more the pupils would gain in their achievement in mathematics. A number of studies have been done in which teachers with varying knowledge of subject matter were matched, few have shown any significant differences in pupil's scores. The degree of teacher competency continues to be a matter of debate.<sup>9</sup>

N.L. Gage, after considering why researchers continue to search for relationships between pupil growth and teacher characteristics when their rewards have been so meager, has suggested the selection of five global characteristics. The five he selects are (1) warmth, (2) cognitive organization, (3) orderliness, (4) indirectness, and (5) problem-solving ability. These five global characteristics, according to Gage, seem to be components of effective teaching.<sup>10</sup>

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<sup>8</sup> Ibid., p. 249.

<sup>9</sup> William B. Ragan and Gene D. Shepherd, Modern Elementary Curriculum, (New York: Holt, Rinehart and Winston, 1977), p. 464.

<sup>10</sup> R.L. Ebel, ed., Encyclopedia of Educational Research, (London: Macmillan, 1969), p. 1424.

Research studies based on relating success in teaching and completion or noncompletion of requirements for certification have not established any significant results.

O.J. Lupone concluded, after studying 240 elementary teachers that were permanently or provisionally certified, that the permanently certified received higher ratings in the following characteristics:

(1) the ability to translate subject matter into living experience, (2) proficiency in effectively using related materials in classroom instructions, (3) and an understanding and sympathetic attitude toward the child.<sup>11</sup>

On the other hand, E.E. Hawkins and E. Stoops concluded that "training and years of experience appear to have no significant advantage over either formal or informal evaluation for measuring teacher competence . . . except that of greater objectivity."<sup>12</sup>

After a comprehensive review of research findings to determine indicators of successful teaching conducted by the American Association of School Administrators, Department of Classroom Teachers of the National Education Association, and the National School Boards Association, several conclusions relating successful teaching to training and experience were made. The conclusions were as follows:

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<sup>11</sup> Ibid., p. 1433.

<sup>12</sup> Ibid.

1. Mastery of subject matter, although important is not a major factor in teaching performance.
2. Good grades in college are consistently related to effective teaching.
3. Teachers with the most professional knowledge tend to be the most effective teachers.
4. Teachers who had had professional training are, generally, more effective than those who have not.
5. Teachers' rated effectiveness at first increases rather rapidly with experience, levels off at five years and beyond, and shows little change for the next fifteen or twenty years, after which it tends to decline.<sup>13</sup>

Other conclusions made from this comprehensive review of research findings relating to teacher effectiveness were:

1. Teacher effectiveness is not significantly related to the socio-economic status of the teacher.
2. Differences in marital status account for very little difference in teaching effectiveness.
3. Difference in sex account for little of the difference in success among teachers.
4. Differences in aptitude are of little value in predicting success in teaching.
5. Differences in attitudes account for little variation in effectiveness among teachers.<sup>14</sup>

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<sup>13</sup>Chris A. DeYoung and Richard Wynn, American Education (New York: McGraw Hill, Inc., 1968), p. 296.

<sup>14</sup>ibid.



Despite numerous research studies dating back to the 1900's the characteristics and qualifications of an "effective" teacher remain to be clearly defined. Efforts to establish criteria to adequately assess teacher effectiveness are no doubt hampered by the complexity of the teaching-learning process.

Recommended Characteristics, Philosophy, and Practices  
of Primary Teachers

In the contemporary professional literature of early childhood and primary education there appears to be considerable consensus concerning recommended characteristics, philosophy, and practices of primary teachers in a number of areas. Each area of consensus is based upon varying proportions of research documentation and values systems. Twelve of these areas of consensus may be stated as follows:

1. A considerable proportion of primary teachers should be male.
2. Primary teachers should be drawn from a broad spectrum of age and experience.
3. Primary teachers should come from a broad spectrum of ethnic heritages.
4. Primary teachers should have at least a bachelor's degree, preferably a master's degree or a five year preparation level.
5. Primary teachers should have an undergraduate major in early childhood education or elementary education.
6. Primary teachers should have explicit preparation in the teaching of reading, the teaching of mathematics, child psychology or development, the teaching of language arts, human relations, the teaching of science, the teaching of social studies, and multicultural education.

7. Primary teachers should show evidence of continuing to update their preparation level.

8. Primary teachers should fully understand the home dialects and/or languages of their pupils.

9. The majority of primary teachers should consider primary teaching their ultimate professional goal.

10. Primary teachers should be trained in team teaching and be involved in team teaching.

11. Primary teachers should be open to a cross grade grouping instructional approach.

12. Primary teachers should believe that special services should be provided for gifted and talented children in the primary grades and that these services should be provided by a variety of ways.

## CHAPTER III

### FINDINGS

This chapter presents the findings of the study. The raw data for the analyses reported here were the ninety useable questionnaire responses from primary school teachers in the ten public elementary schools of St. Croix.

The questionnaire sought information concerning the personal and professional characteristics, and professional opinions of St. Croix public school primary teachers. The questionnaire contained thirty-four items and was divided into three sections: (1) Personal Data, (2) Professional Data, and (3) Professional Opinions. With the exception of four items, the responses are presented in tabular form.

#### Personal Data

##### Age and Sex

Table 1 presents the age and sex of the responding teachers.

TABLE 1  
AGE AND SEX OF TEACHERS

<u>Age</u>	<u>Female</u>		<u>Male</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
70 or older	0	0.0	0	0.0	0	0.0
60 - 69	0	0.0	0	0.0	0	0.0
50 - 59	8	9.6	0	0.0	8	8.9
40 - 49	14	16.9	1	14.2	15	16.7
30 - 39	40	48.1	6	85.7	46	51.1
20 - 29	21	25.3	0	0.0	21	23.3
Under 20	0	0.0	0	0.0	0	0.0
Total	83		7		90	

As shown in Table 1, almost three-fourths (74.4%) of the responding teachers were between the ages of twenty through thirty-nine. Slightly over one-half (51.1%) of the teachers were between the ages of thirty through thirty-nine. There were no teachers sixty or older or under twenty. The median age for the total group of responding teachers was 34.2 years.

The National Education Association Study, Status of the American Public School Teacher, 1975-1976, referred to hereafter as the National Education Association study, reported the average age of the elementary school teacher as thirty-seven years.<sup>15</sup> Compared with this group the St. Croix public school primary teachers were a younger group of teachers.

Eighty-three (92.2%) of the teachers were female; seven (7.8%) were male. The National Education Association study reported 12.8 percent of the elementary teachers were male and 87.2 percent were female.<sup>16</sup>

#### Birthplace and Ethnic Heritage

Findings relative to the place of birth and ethnic heritage of the responding teachers are presented in descending order of frequency in Table 2.

As presented in Table 2, thirty-six (40.0%) of the responding teachers were born in the U.S. Virgin Islands, thirty-four (37.8%) were born on the mainland U.S.A., eleven (12.2%) were born in Puerto Rico, and nine (10.0%)

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<sup>15</sup>Marsha A. Ream, Status of the American Public School Teacher, 1975-1976 (ERIC Document Reproduction Service, ED 159 163), 1977.

<sup>16</sup>Ibid., p. 8.

were born on other Caribbean islands. Four of these nine were born on the islands of Antigua and one each on the islands of Trinidad, St. Martin, Dominica, St. Kitts, and St. Lucia. There were no "other" responses.

Slightly more than one-half (51.1%) of the teachers were of native West Indian heritage. Nineteen teachers (21.1%) were Continental Caucasians. The eleven teachers of Puerto Rican heritage accounted for 12.2%. This was the same number and percent for Continental Blacks. Three teachers marked "other" for the question of ethnic heritage. One wrote "Puerto Rican and Danish", one wrote "Puerto Rican and West Indian", and one wrote "Neorican."

TABLE 2  
BIRTHPLACE AND ETHNIC HERITAGE

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<u>Place of Birth</u>	<u>N</u>	<u>%</u>
U.S. Virgin Islands	36	40.0
Mainland U.S.A.	34	37.8
Puerto Rico	11	12.2
Other Caribbean Islands	9	10.0
Other	0	0.0
Total	90	
<u>Ethnic Heritage</u>		
Native West Indian	46	51.1
Continental Caucasian	19	21.1
Continental Black	11	12.2
Puerto Rican	11	12.2
Other	3	3.4
Total	90	

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Professional Data

Teaching Assignment and Official Status

Table 3 presents the grade level teaching assignment and official status of the responding teachers.

As set forth in Table 3, thirty-three (36.6%) of the responding teachers were teaching grade one; twenty-seven (30.0%) were teaching grade two and thirty (33.3%) were teaching grade three.

Eighty-eight (97.7%) indicated their official status was "teacher," and two (2.2%) were "substitute teachers." There were no respondents who had "aide" status.

TABLE 3  
GRADE LEVEL ASSIGNMENT AND OFFICIAL STATUS

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<u>Grade Level Assignment</u>	<u>N</u>	<u>%</u>
Grade One	33	36.6
Grade Two	27	30.0
Grade Three	30	33.3
Total	90	
 <u>Official Status</u>		
Teacher	88	97.7
Substitute Teacher	2	2.2
Aide	0	0.0
Total	90	

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Years of Public School Teaching on St. Croix

Table 4 presents the responding teachers years of teaching experience in the St. Croix public school system.

As shown in Table 4, more than half (55.6%) of the responding teachers had between five and fourteen years of public school teaching experience on St. Croix. Twenty-nine (32.3%) teachers had less than five years of public school teaching experience on St. Croix, and nine (10.0%) had less than one year experience. No teacher had twenty-five years or more of St. Croix public school teaching, and only two (2.2%) had twenty to twenty-four years teaching experience in the St. Croix public school system.

The National Education Association study reported that 54.4 percent of the elementary teachers in that study had been teaching in their present school system from five to nineteen years.<sup>17</sup> Compared to this group 65.6 percent of the St. Croix primary teachers had been teaching in their present system from five to nineteen years.

TABLE 4

YEARS OF PUBLIC SCHOOL TEACHING ON ST. CROIX

<u>Years of Teaching</u>	<u>N</u>	<u>%</u>
25 years or more	0	0.0
20 - 24 years	2	2.2
15 - 19 years	9	10.0
10 - 14 years	17	18.9
5 - 9 years	33	36.7
3 - 4 years	11	12.2
1 - 2 years	9	10.0
Less than one year	9	10.0
Total	90	

<sup>17</sup>Ibid., p. 17.

First Public School  
Teaching Assignment

The responding teachers first teaching assignment in the St. Croix public school system is given in Table 5.

As set forth in Table 5, almost three-fourths (73.3%) of the responding teachers had first teaching assignments as primary teachers. Seven (7.8%) were kindergarten teachers and twelve (13.3%) were intermediate grade teachers. Five (5.6%) held other teaching assignments; one was a Title I reading teacher and four were substitute teachers.

TABLE 5  
FIRST ST. CROIX PUBLIC SCHOOL TEACHING ASSIGNMENT

<u>Teaching Assignment</u>	<u>N</u>	<u>%</u>
Kindergarten	7	7.8
Primary Grades (1-3)	66	73.3
Intermediate Grades (4-6)	12	13.3
Other	5	5.6
Total	90	

Previous Position and  
Geographic Location

Findings relative to previous position held and previous geographic location of St. Croix public school primary teachers immediately prior to becoming a public school teacher on St. Croix are shown in Table 6.

As presented in Table 6, twenty-nine (33.7%) of the responding teachers were full-time college students



immediately prior to becoming public school teachers on St. Croix. Thirteen (15.1%) had been teachers in a non-public school; twelve (14.0%) had been homemakers and four (4.7%) had been unemployed. Twenty-eight teachers (32.5%) marked "other." Of this twenty-eight there were twelve teachers who specified that they had been teachers in other public school systems immediately prior to becoming a public school teacher on St. Croix. Positions other than teacher were as follows: "secretary" (3), "bank clerk" (2), "guidance speech aide" (1), "social worker" (2), "beautician" (2), "sales clerk" (2), "school lunch dietician" (1), "assistant librarian" (1), "teacher's aide" (1), and "Vista volunteer" (1).

Forty-two (46.6%) of the responding teachers were living in the Virgin Islands immediately prior to becoming a public school teacher on St. Croix. Forty-one (45.6%) were living in the mainland U.S.A. and six (6.7%) were living in Puerto Rico. Only one teacher (1.1%) reported living on another Caribbean island prior to becoming a public school teacher on St. Croix.

#### Highest Earned College Degree of Teachers

Table 7 presents the professional preparation of the responding teachers by highest earned college degree.

As shown in Table 7, there were no doctorate degrees. More than three-fourths (78.8%) of the responding teachers held a bachelor's degree or higher. Fourteen (15.5%) held a master's degree. Nineteen (21.1%) had not completed the bachelor's degree; of this nineteen four marked "other" and indicated three associate degrees and one degree from a Teachers College in Trinidad. Ninety-nine percent of the elementary teachers in the National

Education Association study held a bachelor's degree or higher.<sup>18</sup>

TABLE 6  
PREVIOUS POSITION AND GEOGRAPHIC LOCATION

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<u>Position Held</u>	<u>N</u>	<u>%</u>
Full-time college student	29	33.7
Teacher in non-public school	13	15.1
Homemaker	12	14.0
Unemployed	4	4.7
Other	28	32.5
Total	86	
 <u>Geographic Location</u>		
U.S. Virgin Islands	42	46.6
Mainland U.S.A.	41	45.6
Puerto Rico	6	6.7
Other Caribbean Islands	1	1.1
Other	0	0.0
Total	90	

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TABLE 7  
HIGHEST EARNED COLLEGE DEGREE OF TEACHERS

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<u>Highest Earned College Degree</u>	<u>N</u>	<u>%</u>
Doctorate	0	0.0
Master's degree plus	2	2.2
Master's degree	12	13.3
Bachelor's degree plus	38	42.2
Bachelor's degree	19	21.1
College Work	15	16.6
Other	4	4.5
Total	90	

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<sup>18</sup> Ibid., p. 12.

Undergraduate Majors of Teachers

Table 8 presents the undergraduate majors of the primary teachers who were bachelor degree holders or higher.

TABLE 8  
UNDERGRADUATE MAJORS

<u>Undergraduate Majors</u>	<u>N</u>	<u>%</u>
Early childhood education	7	9.8
Elementary education	58	81.7
Special education	0	0.0
Secondary education	2	2.9
Other	4	5.6
Total	71	

As given in Table 8, the most common undergraduate major was elementary education, the major of fifty-eight (81.7%) teachers. There were seven (9.8%) in early childhood education and two (2.9%) in secondary education. The four "other" undergraduate majors were in psychology, sociology, health and physical education, and English language arts. There were no majors in special education.

Colleges of Undergraduate Degree Holders

Table 9 presents in descending order of frequency the names of the colleges of the undergraduate degree holders. Only sixty-six of the seventy-one teachers who held undergraduate degrees stated the name of their undergraduate institution.

TABLE 9

COLLEGES OF UNDERGRADUATE DEGREE HOLDERS

<u>Undergraduate Institution</u>	<u>N</u>	<u>%</u>
College of the Virgin Islands (Virgin Islands)	28	42.4
Catholic University of Ponce (Puerto Rico)	2	3.0
Hampton Institute (Virginia)	2	3.0
Hunter College (New York)	2	3.0
Inter-American University (Puerto Rico)	2	3.0
Kean College (New Jersey)	2	3.0
New York University (New York)	2	3.0
University of Puerto Rico (Puerto Rico)	2	3.0
Adelphi University (New York)	1	1.5
Ball State University (Indiana)	1	1.5
Bethany College (Virginia)	1	1.5
Boston College (Massachusetts)	1	1.5
Bridgewater College (Massachusetts)	1	1.5
City College of New York (New York)	1	1.5
Coppin State Teachers College (Maryland)	1	1.5
Connecticut State College (Connecticut)	1	1.5
University of Connecticut (Connecticut)	1	1.5
Georgian Court College (New Jersey)	1	1.5
Grambling College (Louisiana)	1	1.5
University of Massachusetts (Massachusetts)	1	1.5
Mercy College (Michigan)	1	1.5
University of New Hampshire (New Hampshire)	1	1.5
Occidental College (California)	1	1.5
Ohio University (Ohio)	1	1.5
Queens College (New York)	1	1.5
Rockford College (Illinois)	1	1.5
Salem State College (Massachusetts)	1	1.5
Shaw University (North Carolina)	1	1.5
Tennessee State College (Tennessee)	1	1.5
Trenton State College (New Jersey)	1	1.5
Villa Maria College (Pennsylvania)	1	1.5
Virginia Union University (Virginia)	1	1.5
Total	66	

As shown in Table 9, twenty-eight (42.4%) of the sixty-six teachers had received their undergraduate degree from the College of the Virgin Islands. There were two teachers with undergraduate degrees from each of the following institutions:

- Catholic University of Ponce
- Hampton Institute
- Kean College
- University of Puerto Rico
- Hunter College
- Inter-American University
- New York University

There was one teacher with an undergraduate degree from each of the following institutions:

- Adelphi University
- Ball State University
- Bethany College
- City College of New York
- Boston College
- Bridgewater College
- Coppin State Teachers College
- Connecticut State College
- University of Connecticut
- Georgian Court College
- Grambling College
- University of New Hampshire
- University of Massachusetts
- Mercy College
- Occidental College
- Ohio University
- Queens College
- Rockford College
- Salem State College
- Shaw University
- Tennessee State College
- Trenton State College
- Villa Maria College
- Virginia Union University

Three Puerto-Rican institutions (Catholic University of Ponce, Inter-American University, and the University of Puerto Rico) were among the thirty-two institutions,

as well as five predominately Black mainland institutions . (Coppin State Teachers College, Grambling College, Hampton Institute, Shaw University, and Virginia Union University).

Colleges of Graduate Degree Holders

Eleven of the fourteen teachers who held a master's degree specified the name of the institution where they had received a graduate degree. Seven teachers held a master's degree from New York University (New York), two teachers held a master's degree from the College of the Virgin Islands (Virgin Islands), one teacher held a master's degree from the University of Hartford (Connecticut), and one teacher held a degree from Hampton Institute (Virginia).

College Courses Taken

Table 10 presents in descending order of frequency the college courses which the responding teachers indicated they had taken.

TABLE 10  
COLLEGE COURSES TAKEN

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<u>College Courses</u>	<u>N</u>	<u>%</u>
Teaching of Reading	85	94.4
Teaching of Mathematics	83	92.2
Child Psychology or Development	83	92.2
Teaching of Language Arts	78	86.6
Human Relations	39	43.3
Teaching of Science	38	42.2
Teaching of Social Studies	32	35.5
Multicultural Education	12	13.3

---

As set forth in Table 10, a little less than ninety-five percent (94.4%) of the teachers had taken a course in the teaching of reading, followed by eighty-three teachers (92.2%) who had taken a course in the teaching of mathematics, and the same percent (92.2%) who had taken a course in child psychology or development. Seventy-eight (86.6%) had taken a course in the teaching of language arts. Less than half (43.3%) had taken a course in human relations. Thirty-eight (42.2%) had taken a course in the teaching of science and thirty-two (35.5%) in the teaching of social studies. Only twelve (13.3%) had taken a course in multicultural education.

Types of In-Service Activities

The types of in-service activities in which the ninety responding teachers had participated within the past twenty-four months are presented in Table 11 in descending order of frequency.

TABLE 11  
TYPES OF IN-SERVICE ACTIVITIES

<u>In-Service Activities Past 24 Months</u>	<u>N</u>
USVI Department of Education Workshop(s)	62
Workshop(s) sponsored by Textbook publishers	39
College course(s)	37
Teacher corps(s)	12
Other	2
Total	152

As shown in Table 11, the in-service activity in which the highest number (62) of the teachers had participated were USVI Department of Education workshops. This was followed by workshops sponsored by textbook publishers (39), college courses (37), and Teacher Corps activities (12). Two teachers specified "other"; they had attended Reading Council Workshops.

Year of Latest College Course

In Table 12 the year in which the responding teachers had most recently taken a college course are presented.

TABLE 12  
YEAR OF LATEST COLLEGE COURSE

<u>Year of Latest College Course</u>	<u>N</u>	<u>%</u>
1980-1981	48	53.3
1975-1979	26	28.9
1970-1974	7	7.8
1965-1969	5	5.5
Before 1964	4	4.5
Total	90	

As shown in Table 12, more than half (53.3%) of the responding teachers had taken a college course as recently as 1980 or 1981. Twenty-six teachers (28.9%) had taken a college course in 1975-1979; five (5.5%) of the teachers had taken a college course in 1965-1969. Four teachers (4.5%) had not taken a college course since 1964.



Year of Latest College  
Course by Age

The findings relating to the year in which primary teachers had taken their most recent college course were analyzed by age groups of under thirty and forty and over and are presented in Table 13.

As shown in Table 13, there were twenty-one primary teachers under thirty years of age. Fifteen (71.4%) of this age group had taken a college course as recently as 1980 or 1981. In the forty or over age group more than half (56.5%) of the twenty-three teachers in this group had taken a college course as recently as 1980 or 1981. Two (8.7%) of the teachers in the forty and over age group had not taken a course since 1964.

TABLE 13  
YEAR OF LATEST COLLEGE COURSE BY AGE

<u>Year of Latest College Course by Age</u>	Age			
	<u>Under 30</u>		<u>40 and over</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
1980 or 1981	15	71.4	13	56.5
1975 - 1979	6	28.5	7	30.4
1970 - 1974	0	0.0	1	4.3
1965 - 1969	0	0.0	0	0.0
Before 1965	0	0.0	2	8.7
Total	21		23	

Dialects and/or Languages  
Fully Understood

Table 14 presents the dialects and/or languages which ninety responding primary teachers indicated they fully understood.

TABLE 14  
DIALECTS AND/OR LANGUAGES FULLY UNDERSTOOD

<u>Dialects and/or Languages</u> <u>Fully Understood</u>	<u>N</u>	<u>%</u>
Crucian Dialect	65	72.2
Other Caribbean or West Indian Dialect	7	7.8
Spanish	27	30.0
Other	5	5.5

As given in Table 14, almost three-fourths (72.2%) of the respondents reported that they fully understood the Crucian dialect. Twenty-seven (30.0%) reported they fully understood Spanish and seven (7.8%) reported that they fully understood other West Indian dialects. Four of these teachers indicated that they fully understood the Antiguan dialect, one fully understood "Jamaican", one fully understood "Patois", and one fully understood dialects of Trinidad and Tobago. Five (5.5%) of the teachers marked other and specified that they fully understood the following languages: French (three), Dutch (one), and Norwegian (one).

Primary Teaching as Ultimate  
Professional Goal

Table 15 presents the responses to the question, "Do you consider your present position as a primary teacher to be your ultimate professional goal?"

TABLE 15  
PRIMARY TEACHING AS PROFESSIONAL GOAL

<u>Primary Teaching as Ultimate Goal</u>	<u>N</u>	<u>%</u>
Yes	21	23.3
No	34	37.8
Undecided	35	38.8
Total	90	

As set forth in Table 15, more than one-third (37.8%) of the primary teachers reported that they did not consider primary teaching as their ultimate professional goal. Thirty-five (38.8%) were undecided. Less than one-fourth (23.3%) reported that they did consider primary teaching their ultimate professional goal.

Teachers who did not consider primary teaching as their ultimate profession were asked to specify their goals. Four teachers reported that they were taking courses towards a master's degree in the following majors: Special Education (2), Business Administration (1), and Reading (1). Two teachers indicated that they intended to take courses towards advanced degrees in order to become college professors. Another two teachers indicated they would work towards advanced degrees in order to

qualify for supervisory positions with the Department of Education; of these two supervisory positions, one specified the position of primary supervisor. Twelve other goals were stated as follows: guidance counselor (2), media and communication specialist (1), secondary level teacher (1), recreational therapist (1), psychologist (1), writer of texts for West Indian children (1), and a master's degree specialization undecided (5).

Primary Teaching as Ultimate Professional Goal by Educational Level and Age

The item concerning the primary teachers' consideration of primary teaching as their ultimate professional goal was analyzed by the educational levels of no bachelor's degree and master's degree and by age groups of under thirty and forty and over are presented in Table 16.

As presented in Table 16, more than one-half (52.6%) of the teachers with no bachelor's degrees were undecided about primary teaching being their ultimate professional goal. More than forty percent (42.8%) of the teachers with a master's degree reported that they did not consider primary teaching their ultimate professional goal. Only 26.3 percent of the teachers with no bachelor's degree and only 21.4 percent of the teachers with a master's degree indicated that primary teaching was their ultimate professional goal.

More than forty percent (42.9%) of the respondents under thirty reported that they did not consider primary teaching their ultimate professional goal. More than one-fifth (26.0%) of those forty and over indicated no to primary teaching as their ultimate professional goal. Almost forty percent (39.1%) of the teachers forty and over were undecided as compared to 38 percent of the teachers under thirty.

TABLE 16

PRIMARY TEACHING AS PROFESSIONAL GOAL BY EDUCATIONAL LEVEL AND AGE

Primary Teaching as	Educational Level		Age					
	No Degree	Master's Degree	Under 30	40 And Over				
Ultimate Goal	N	%	N	%	N	%		
Yes	5	26.3	3	21.4	4	19.0	8	34.8
No	4	21.0	6	42.8	9	42.9	6	26.0
Undecided	10	52.6	5	35.7	8	38.0	9	39.1
Total	19		14		21		23	

PROFESSIONAL OPINIONS

Assignment of Pupils

Table 17 presents the opinions of the ninety responding teachers as to how pupils should be assigned to a particular room. Teachers were given five options including "other" and were asked to check as many factors that applied.

As given in Table 17, sixty-eight (75.5%) of the teachers believed that pupils should be assigned to a particular room on the basis of academic maturity; only sixteen (17.7%) indicated that pupils should be assigned on a purely random basis. Thirty-six (40.0%) believed that social and emotional maturity should be considered, and twenty-three (25.5%) believed that previous teacher rating should be considered. There were no responses to the "other" option.

TABLE 17

ASSIGNMENT OF PUPILS

<u>Assignment of Pupils</u>	<u>N</u>	<u>%</u>
By academic maturity	68	75.5
By social and emotional maturity	36	40.0
By previous teacher rating	23	25.5
On a purely random basis	16	17.7
Other	0	0.0
Total	143	

Intensive Remedial Classes

Teachers were asked if they believed that intensive remedial classes should be provided for failing third grade pupils before they were promoted to fourth grade. Table 18 presents the responses to this question.

TABLE 18  
OPINIONS REGARDING INTENSIVE REMEDIAL CLASSES

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<u>Intensive Remedial Classes</u>	<u>N</u>	<u>%</u>
Yes	80	88.9
No	3	3.3
Undecided	7	7.8
Other	0	0.0
Total	90	

---

As given in Table 18, eight (88.9%) of the responding teachers indicated that intensive remedial classes should be provided for failing third grade pupils before they are promoted to fourth grade. Three (3.3%) said no and seven (7.8%) were undecided.

Diagnostic Services

Table 19 presents the responses of the teachers to the question, "Do you believe that diagnostic services should be provided directly in the schools?"

As shown in Table 19, more than four-fifths (87.8%) of the teachers reported that they believed diagnostic services should be provided directly in the schools. Six (6.6%) said no, and five (5.6%) were undecided. There were no responses to "other".

TABLE 19  
DIAGNOSTIC SERVICES IN SCHOOLS

<u>Diagnostic Services in Schools</u>	<u>N</u>	<u>%</u>
Yes	79	87.8
No	6	6.6
Undecided	5	5.6
Other	0	0.0
Total	90	

Movement Education Need

Teachers were asked to indicate whether there was a need for movement education in the primary level physical education curriculum. Table 20 presents the responses to this question.

As set forth in Table 20, more than three-fourths (76.4%) of the teachers believed that there was a need for movement education in the primary level physical education curriculum. Eighteen (21.2%) were undecided and two (2.3%) believed that there was no need. There were no responses to "other".



TABLE 20  
MOVEMENT EDUCATION NEED

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<u>Need for Movement Education</u>	<u>N</u>	<u>%</u>
Yes	65	76.4
No	2	2.3
Undecided	18	21.2
Other	0	0.0
Total	85	

---

Gifted and Talented Services

Teachers were asked if they believed that special services should be provided for gifted and talented pupils in the primary grades and, if yes, how would they like to see these services arranged. They were given three choices and "other" and were asked to check as many as applied. Table 21 presents the responses to this question.

As given in Table 21, eighty-four (93.4%) of the teachers believed that special services should be provided for gifted and talented pupils in the primary grades. Three (3.3%) indicated no. The number of undecided was also three (3.3%). For arrangement of service to the gifted and talented primary pupils forty-nine (58.3%) teachers favored a mentor program, thirty-six (42.8%) favored a resource room, and thirty-two (38.0%) favored a separate classroom. There were no responses to "other".

TABLE 21

GIFTED AND TALENTED SERVICES  
FOR PRIMARY PUPILS

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<u>Special Services for Gifted and Talented Pupils</u>	<u>N</u>	<u>%</u>
Yes	84	93.4
No	3	3.3
Undecided	3	3.3
Other	0	0.0
Total	90	

---

<u>Arrangement of Services</u>	<u>N</u>	<u>%</u>
A Separate Classroom	32	38.0
A Resource Room	36	42.8
A Mentor Program	49	58.3
Other	0	0.0
(Responses of 84 Teachers)		
Total	117	

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Team Teaching

Table 22 presents the responses concerning team teaching. Teachers were asked if they were trained in team teaching, if they were involved in team teaching, and if not, would they like to become involved in team teaching at their level.

TABLE 22  
TEAM TEACHING

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<u>Trained in Team Teaching</u>	<u>N</u>	<u>%</u>
Yes	21	23.3
No	69	76.7
Total	90	

  

<u>Involved in Team Teaching</u>		
Yes	9	10.0
No	81	90.0
Total	90	

  

<u>If No, Would You Like To Become Involved in Team Teaching</u>		
Yes	26	32.0
No	25	30.8
Undecided	30	37.0
Total	81	

---

As set forth in Table 22, only twenty-one (23.3%) of the responding teachers were trained in team teaching, sixty-nine (76.7%) were not. Only nine (10.0%) of the teachers indicated that they were involved in team teaching. Only twenty-six (32.0%) of the teachers not involved in team teaching indicated that they would like to become involved in team teaching.

Cross Grade and Departmentalized  
Instructional Grouping

Teachers were asked to indicate if they would favor a cross grade grouping and a departmentalized instructional approach. Table 23 presents the responses of the teachers on both approaches.

TABLE 23  
CROSS GRADE AND DEPARTMENTALIZED GROUPING

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<u>Cross Grade Grouping</u>	<u>N</u>	<u>%</u>
Yes	60	66.7
No	18	20.0
Undecided	12	13.3
Other	0	0.0
Total	90	
<u>Departmentalized Grouping</u>		
Yes	36	41.4
No	37	42.6
Undecided	14	16.0
Other	0	0.0
Total	87	

---

As shown in Table 23, sixty (66.7%) of the responding teachers indicated that they would favor a cross grade grouping instructional approach, one-fifth indicated they would not and twelve (13.3%) were undecided. There were no "other" responses.

Thirty-six (41.4%) of the responding teachers were in favor of departmentalized grouping, thirty-seven (42.6%) were not in favor, and fourteen were undecided.

Cross Grade Grouping by  
Educational Level and Age

Responses relating to cross grade grouping instructional approach were analyzed by the education levels of no bachelor's degree and master's degree and by age groups of under thirty and forty or over and are presented in Table 24.

As shown in Table 24, two thirds of the no degree teachers indicated that they would favor a cross grade grouping instructional approach as compared to eight (57.1%) of the teachers with a master's degree. Slightly more than three-fourths (76.1%) of the under thirty group marked yes while slightly less than three-fourths, seventeen, (73.9%) of the forty and over group indicated they would favor a cross grade group instructional approach.

Departmentalized Instructional Approach  
by Educational Level and Age

Responses to a departmentalized instructional approach were analyzed by the educational levels of no degree and master's degree and age groups of under thirty and forty and over. These responses are presented in Table 25.

One-third of the teachers with no degree marked yes to favoring a departmentalized grouping approach, while one-half marked no. Four (28.5%) of the teachers with a master's degree marked yes for departmentalized grouping, while six (42.9%) marked no. In the under thirty age

TABLE 24  
CROSS GRADE GROUPING BY EDUCATIONAL LEVEL AND AGE

<u>Response</u>	<u>Educational Level</u>		<u>Age</u>					
	<u>No Degree</u>	<u>Master's Degree</u>	<u>Under 30</u>	<u>40</u>	<u>And Over</u>			
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
Yes	12	66.7	8	57.1	16	76.1	17	73.9
No	4	22.2	4	28.5	1	4.8	4	17.3
Undecided	2	1.1	2	14.3	4	19.0	2	8.7
Other	0	0.0	0	0.0	0	0.0	0	0.0
Total	18		14		21		23	

TABLE 25  
DEPARTMENTALIZED GROUPING BY EDUCATIONAL LEVEL AND AGE

<u>Response</u>	<u>Educational Level</u>				<u>Age</u>			
	<u>No Degree</u>	<u>Master's Degree</u>	<u>Under 30</u>	<u>40 And Over</u>	<u>No Degree</u>	<u>Master's Degree</u>	<u>Under 30</u>	<u>40 And Over</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	6	33.3	4	28.5	4	19.0	11	47.8
No	9	50.0	6	42.9	14	66.7	7	30.4
Undecided	3	16.7	4	28.5	3	14.3	5	21.7
Other	0	0.0	0	0.0	0	0.0	0	0.0
<b>Total</b>	<b>18</b>		<b>14</b>		<b>21</b>		<b>23</b>	

group two-thirds marked no and a little less than one-fifth (19.0%) marked yes. Eleven (47.8%) of the teachers in the forty and over age group marked yes, while less than one-third (30.4%) marked no and more than one-fifth (21.7%) were undecided.

Competency Test for  
Primary Pupils

Teachers were asked if they believed that pupils in the primary grades should pass a competency test in mathematics, reading, and language before they are promoted to the next grade. Table 26 presents the responses to this question.

TABLE 26

OPINIONS REGARDING COMPETENCY TEST

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<u>Competency Test for Promotion</u>	<u>N</u>	<u>%</u>
Yes	71	78.9
No	9	10.0
Undecided	9	10.0
Other	1	1.1
Total	90	

---

As given in Table 26, more than three-fourths (78.9%) of the responding teachers believed that pupils in the primary grades should pass a competency test in mathematics, reading, and language before they are promoted to



the next grade. Nine (10.0%) teachers were undecided. One (1.1%) teacher marked "other" and specified that the pupils in the primary grades should be required to pass a competency test in mathematics, reading, and language only at the completion of grade three.

Competency Test Opinion  
by Educational Level and Age

Responses to the item on competency test for primary grade pupils were analyzed by the educational levels of no bachelor's degree and master's degree and by the age groups of under thirty and forty and over. These analyses are presented in Table 27.

As shown in Table 27, almost three-fourths (73.7%) of the primary teachers who held no degree reported that yes primary grade pupils should pass a competency test, as compared to more than ninety percent (92.9%) of the teachers who held a master's degree. In the age group of under thirty, more than eighty percent (81.0%) reported yes, and in the age group of forty and over more than two-thirds (69.6%) reported yes.

Need for Supervisory Help

Table 28 presents the findings relative to the need for supervisory help for primary teachers.

As given in Table 28, sixty-nine (76.6%) of the responding teachers indicated a need for more supervisory help. Ten (11.1%) said no and nine (10.0%) were undecided. Two (2.3%) of the teachers marked "other." One stated that "help is needed only if it is going to be constructive." The other teacher specified that "occasional consultation with supervision is needed."

TABLE 27

OPINIONS REGARDING COMPETENCY TEST BY EDUCATIONAL LEVEL AND AGE

<u>Response</u>	<u>Educational Level</u>				<u>Age</u>			
	<u>No Degree</u>		<u>Master's Degree</u>		<u>Under 30</u>		<u>40 And Over</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes	14	73.7	13	92.9	17	81.0	16	69.6
No	3	15.8	0	0.0	2	9.5	4	17.3
Undecided	2	10.5	1	7.1	2	9.5	3	13.0
Other	0	0.0	0	0.0	0	0.0	0	0.0
Total	19		14		21		23	

TABLE 28  
NEED FOR SUPERVISORY HELP

<u>Need for Supervisory Help</u>	<u>N</u>	<u>%</u>
Yes	69	76.6
No	10	11.1
Undecided	9	10.0
Other	2	2.3
Total	90	

Areas of Supervision Needed

The sixty-nine teachers who indicated that supervisory help was needed were given six options including "other" and were asked to specify three areas of supervision where help was most needed. The responses to this question are presented in Table 29.

TABLE 29  
AREAS OF SUPERVISION NEEDED

<u>Areas of Supervision Needed</u> <u>(Responses of 69 Teachers)</u>	<u>N</u>	<u>%</u>
Dealing with special needs pupils	56	81.1
Facilitating materials and supplies	48	69.5
Orientation of new teachers	34	49.2
Dealing with unruly pupils	31	44.9
Lesson planning and implementation of curricula	19	27.5
Other	2	2.8

As shown in Table 29, fifty-six (81.1%) of the teachers specified the first ranking of three areas of supervision where help was most needed was in dealing with special needs pupils. Forty-eight (69.5%) of the teachers specified the next ranking of three areas of supervision where help was most needed was facilitating materials and supplies and thirty-four (49.2%) of the teachers specified the third ranking area of supervision where help was most needed was the orientation of new teachers. Two teachers marked "other". One said, "I need help to group children according to abilities." The other teacher stated "supervisory help needed to lend a helping hand occasionally."

#### Greatest Needs in Teaching

Teachers were given six options including "other" and were asked to specify their three greatest needs in teaching. Table 30 presents in descending order the responses of the teachers.

As presented in Table 30, seventy-three (81.1%) of the responding teachers specified their first ranking of three greatest needs in teaching as a need for parental involvement. The second ranking of three greatest needs in teaching specified by sixty-six (73.3%) of the teachers was a need for adequate materials and supplies and the third ranking of three greatest needs in teaching specified by forty-six (51.1%) of the teachers was a need for paraprofessional assistance. Five (5.5%) of the teachers responding marked "other". Their comments were as follows: "Smaller class size," "adequate time for discussion with other teachers," "unified

program of teaching phonics," "communication between administration and teachers," and "a less rigid schedule."

TABLE 30  
GREATEST NEEDS IN TEACHING

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<u>Needs of Teachers</u>	<u>N</u>	<u>%</u>
<u>(Responses of 90 Teachers)</u>		
Adequate parental involvement	73	81.1
Adequate materials and supplies	66	73.3
Adequate paraprofessional assistance	46	51.1
Adequate administrative assistance in dealing with unruly pupils	34	37.7
Adequate preparation for primary teaching on St. Croix	30	33.3
Other	5	5.5

---

Class Size

Teachers were asked what they believed should be the maximum class size for pupils in the primary grades. There were eighty-eight respondents. Forty-two (47.7%) of the teachers specified that the maximum class size for pupils in the primary grades should be twenty-five pupils, thirty-six (40.9%) indicated twenty pupils, seven (8.0%) indicated fifteen to twenty pupils, and two (2.3%) indicated that the maximum class size for pupils should be thirty pupils. One (1.1%) teacher

commented that the maximum class size should be fifteen to twenty pupils in grade one and thirty pupils in grades two and three.

Teachers were also asked to answer this question relating to class size: "If pupils are grouped homogeneously by achievement, do you believe that the class size of groups of underachievers should be less than the maximum class size?" There were ninety respondents. Seventy-two (80.0%) of the teachers reported yes, eight (8.8%) reported no, and ten (11.1%) were undecided.

Primary Level Bilingual -  
Bicultural Education Program

This item contained three questions relating to primary level bilingual - bicultural education.

The first question asked teachers to indicate if there was a primary level bilingual - bicultural education program at their school. There were eighty-five responses to this item. Forty-three (50.5%) of the teachers reported yes and forty-two (49.4%) reported no.

The second question was directed to the forty-three teachers who reported that there was a bilingual-bicultural program at their school. This question asked if they believed that this program was adequately meeting the needs of the pupils enrolled in the program. Teachers were asked to respond to this question by indicating (1) yes, (2) no, (3) undecided, and (4) other.

More than two-thirds reported that they believed the bilingual - bicultural education program at their school was not adequately meeting the needs of the pupils enrolled in the program. Approximately one-fifth (20.9%) of the teachers reported yes and four (9.3%) were undecided. There were no "other" responses.

The third question was directed to the forty-two teachers who had indicated that there was no primary level bilingual - bicultural education program in their school. This question asked these teachers if they believed there should be a primary level bilingual - bicultural education program at their school. Teachers were asked to respond to this question by indicating (1) yes, (2) no, (3) undecided, and (4) other. Seventeen (40.4%) indicated that they believed there should be such a program; twelve (28.6%) indicated no and thirteen (30.9%) were undecided. There were no "other" responses.

#### Mainstreaming of Handicapped Pupils

This area contained six questions concerning the mainstreaming of handicapped pupils.

Eighty-eight teachers responded to the question, "Do you believe that handicapped pupils should be mainstreamed in your class?" Thirty-three (37.5%) of the responding teachers indicated yes, thirty-four (38.6%) indicated no, and twenty-one (23.9%) reported they were undecided. There were no "other" responses.

Teachers were asked to indicate if they had pupils with handicaps mainstreamed in their class. Of the eighty-eight teachers who answered this question, twenty-one (23.9%) reported that they had a mainstreamed handicapped pupil; sixty-seven (76.1%) reported that they did not have a mainstreamed handicapped pupil in their class.

Four questions were directed to the twenty-one teachers who indicated that they had a mainstreamed handicapped pupil in their class.

Teachers were asked to indicate how many handicapped pupils were mainstreamed in their class. Eleven of the twenty-one teachers responded to this question. One teacher reported two handicapped pupils and ten teachers reported they each had one handicapped pupil.

Teachers were also asked if they were previously advised concerning the needs and abilities of the handicapped pupil prior to enrollment in their class. Only eighteen of the twenty-one responded to this question. Six (33.3%) reported that they were previously advised and twelve (66.7%) reported that they were not previously advised.

Another question concerning mainstreaming asked teachers to indicate if they had participated or expected to participate with the special education specialists regarding the following: (1) initial parent's conference (2) mainstreamed pupil's individual program (3) periodic meetings with parents and special education specialists, and (4) year-end conference with parents and special education specialists. Of the eighteen teachers who answered in reference to the initial parent's conference, eight (44.4%) stated yes and ten (55.5%) stated no. Fifteen teachers responded in reference to the mainstreamed pupil's individual program; five (33.3%) of the teachers indicated yes and ten (66.6%) indicated no. In reference to periodic meetings with parents and special education specialists, there were seventeen respondents. Eight (47.0%) stated yes and nine (52.9%) stated no. Seventeen teachers also responded with reference to year-end conference with parents and special education specialists. Seven (41.1%) reported yes and ten (58.8%) reported no.



## CHAPTER IV

### SUMMARY, FINDINGS, HYPOTHESES , AND RECOMMENDATIONS

#### Purpose of the Study

This study was undertaken to determine certain aspects of the characteristics, philosophy, and practices of St. Croix public school primary teachers. More specifically, the study was designed:

1. To obtain and analyze personal and professional data concerning the St. Croix public school primary teachers in such areas as age, place of birth, ethnic heritage, place of recruitment, educational level, experience, and training.
2. To obtain and analyze data concerning the professional opinions of the St. Croix public school primary teachers regarding such issues as grouping, promotion, and mainstreaming.
3. To evaluate certain aspects of the characteristics, philosophy, and practices of St. Croix public school primary teachers in light of what is considered most desirable characteristics of primary or elementary teachers as found in contemporary literature.
4. To compare certain aspects of the characteristics, philosophy, and practices of St. Croix public school teachers with the characteristics, philosophy, and practices of primary and elementary teachers on the United States mainland.

### Delimitations

This study was delimited to elementary school teachers who were classroom teachers of primary grades one through three. Excluded from this study were teachers of primary ungraded or special education classes. Also excluded were teacher specialists such as art, music, physical education, reading, and mathematics specialists.

### The Study Population and Instrument

The subjects of this study were the ninety St. Croix public school primary teachers who responded to a thirty-four item questionnaire. This questionnaire was constructed to obtain information concerning personal data, professional data, and professional opinions of St. Croix public school primary teachers.

### Summary of Findings

#### Personal Data

Almost three-fourths of the St. Croix public school primary teachers in this study were between the ages of twenty through thirty-nine. The median age of the responding primary teachers was 34.2 years.

Eighty-three (92.2%) of the teachers were female; only seven (7.8%) were male.

Forty percent of the primary teachers were born in the U.S. Virgin Islands, thirty-four (37.8%) were born in the mainland U.S.A., eleven (12.2%) were born in Puerto Rico, and nine (10.0%) were born on other Caribbean islands.

Slightly more than one-half (51.1%) of the teachers were of native West Indian heritage. Nineteen teachers (21.1%) were Continental Caucasians. Eleven (12.2%) were Continental Blacks; the same number, eleven, (12.2%) were of Puerto Rican heritage.

#### Professional Data

More than one-half (55.6%) of the primary teachers had been teaching in the St. Croix public schools between five and fourteen years.

More than three-fourths (78.8%) of the responding teachers held a bachelor's degree or higher. Fourteen (15.5%) held a master's degree. Nineteen teachers (21.1%) had not completed the bachelor's degree. Of the degree holders, fifty-eight (81.7%) of the teachers held an undergraduate degree in elementary education, while only seven (9.8%) held an undergraduate degree in early childhood education. Two (2.9%) held a degree in secondary education while four (5.6%) held degrees in psychology, sociology, health and physical education, and English language arts.

The largest number, twenty-eight, (42.4%) of the primary teachers had earned an undergraduate degree from the College of the Virgin Islands.

More than one-half (53.3%) of the responding teachers had taken a college course as recently as 1980 or 1981.

Forty-two (46.6%) of the responding teachers were living in the U.S. Virgin Islands immediately prior to becoming a public school teacher on St. Croix; forty-one (45.6%) were living in the mainland U.S.A., and six were living in Puerto Rico. Only one teacher (1.1%) was living on another Caribbean island.

Almost three-fourths (73.3%) of the responding teachers began their first St. Croix public school teaching assignment as a primary grade teacher.

More than one-third (37.8%) of the primary teachers reported that they did not consider primary teaching as their ultimate professional goal, thirty-five (38.8%) were undecided. Only twenty-one (23.3%) of the teachers reported that they did consider primary teaching as their ultimate professional goal.

More than one-half (52.6%) of the teachers with no bachelor's degree were undecided concerning primary teaching as their ultimate professional goal, five (26.3%) reported yes, and four (21.0%) reported no. More than forty percent (42.8%) of the teachers with a master's degree indicated that they did not consider primary teaching as their ultimate professional goal. Five (35.7%) indicated they were undecided; only three (21.4%) reported yes. In the under thirty age group nine of the teachers (42.9%) stated that they did not consider primary teaching as their ultimate professional goal. Eight (38.0%) reported they were undecided; only four (19.0%) reported yes.

#### Professional Opinions

Slightly more than three-fourths (75.5%) of the teachers believed that pupils should be assigned to a room on the basis of academic maturity.

Eighty (88.9%) of the teachers reported that intensive remedial classes should be provided for failing third grade pupils before they are promoted to fourth grade.

Seventy-nine (87.8%) of the teachers believed that diagnostic services should be provided directly in the schools.

More than three-fourths (76.4%) of the responding teachers indicated that there was a need for movement education in the primary physical education curriculum.

Eighty-four (93.4%) of the teachers believed that special services should be provided for gifted and talented pupils in the primary grades. Forty-nine (58.3%) of the responding teachers favored a mentor program for gifted and talented primary pupils.

Only slightly more than one-fifth (23.3%) of the responding teachers reported that they were trained in team teaching; only nine (10.0%) reported that they were involved in team teaching.

Two-thirds (66.7%) of the teachers stated that they would favor a cross grade grouping instructional approach; thirty-six (41.4%) stated that they would favor a departmentalized grouping instructional approach.

There were twelve (66.7%) of the teachers with no bachelor's degree and eight (57.1%) with a master's degree who stated they would favor a cross grade grouping instructional approach. In the under thirty age group a little more than three-fourths (76.1%) favored a cross grade grouping instructional approach, while seventeen (73.9%) in the forty and over favored a cross grade grouping instructional approach.

Nine (50.0%) of the teachers with no bachelor's degree and six (42.9%) of the teachers with a master's degree reported that they would not favor a departmentalized grouping instructional approach. In the forty and over age group, eleven (47.8%) of the teachers favored

a departmentalized grouping instructional approach, while only four (19.0%) of the teachers in the under thirty age group reported they would favor a departmentalized grouping instructional approach.

Seventy-one (78.9%) of the responding teachers believed that pupils in the primary grades should pass a competency test in mathematics, reading, and language before they are promoted to the next grade.

Fourteen (73.7%) of the teachers with no bachelor's degree and thirteen (92.9%) of the teachers with a master's degree believed that pupils in the primary grades should pass a competency test in mathematics, reading, and language before they are promoted to the next grade.

Seventeen (81.0%) of the teachers under thirty and sixteen (69.6%) of the teachers forty and over believed that pupils in the primary grades should pass a competency test in mathematics, reading, and language arts.

More than three-fourths (76.6%) of the respondents indicated a need for more supervisory help. The three areas in which supervisory help was most needed were (1) dealing with special needs pupils, (2) facilitating materials and supplies, and (3) orientation of new teachers.

The three greatest needs in teaching as specified by the responding primary teachers were need for (1) adequate parental involvement, (2) adequate materials and supplies, and (3) adequate paraprofessional assistance.

Forty-three (50.5%) of the teachers reported that there was a primary bilingual - bicultural program at their school. Thirty (69.7%) of the forty-three teachers reported that the program was not adequately meeting the needs of the pupils enrolled in the program. Forty-two (49.4%) reported that there was no primary level bilingual - bicultural program at their school. Of the forty-two,

only seventeen (40.4%) indicated that there should be such a program at their school.

Forty-two (47.7%) of the teachers specified that the maximum class size for pupils in the primary grades should be twenty-five, thirty-six (40.9%) specified twenty pupils, and seven (8.0%) indicated fifteen to twenty pupils. One teacher (1.1%) specified that the maximum class size should be fifteen to twenty pupils in grade one and thirty pupils in grades two and three. Only two (2.3%) teachers specified thirty pupils which is presently the class size for primary grade pupils in the St. Croix public school system. Seventy-two (80.0%) of the teachers believed that the class size of groups of underachievers should be less than the maximum class size.

Thirty-three (37.5%) of eighty-eight responding primary teachers believed that handicapped pupils should be mainstreamed in their class. Thirty-four (38.6%) believed that handicapped pupils should not be mainstreamed into their class and twenty-one (23.9%) were undecided.

Twenty-one (23.9%) reported that they had a mainstreamed handicapped pupil in their class. Two-thirds of eighteen teachers who had reported that they had pupils with handicaps mainstreamed in their class stated that they were not previously advised concerning the needs and abilities of the mainstreamed handicapped pupil prior to enrollment in their class.

More than eighty percent (84.2%) of nineteen teachers reported that they were not provided with curriculum materials especially suited for the mainstreamed child.

More than one-half (55.5%) of eighteen teachers who had mainstreamed handicapped pupils reported that

they had not participated or expected to participate with special education specialists concerning initial parent's conference.

Two-thirds of fifteen teachers reported that they had not participated or expected to participate concerning periodic meetings with parents and special education specialists.

More than half (52.9%) of seventeen teachers reported that they had not participated or expected to participate concerning periodic meetings with parents and special education specialists.

Ten (58.8%) of seventeen teachers reported that they did not expect to participate in year-end conference with parents and special education specialists.

#### Comparisons with U.S. Mainland Teachers

Certain aspects of the characteristics, philosophy, and practices of St. Croix public school primary teachers were compared with the characteristics, philosophy, and practices of U.S. Mainland public school elementary teachers as reported in the National Education Association Survey, Status of the American Public School Teacher, 1975-1976. The findings relating to these comparisons were as follows:

1. The median age of the responding St. Croix public school primary teacher was 34.2 years, as compared to the median age of 37.0 years of the U.S. Mainland elementary public school teacher.
2. Only 7.8 percent of the responding St. Croix primary teachers were males, as compared to 12.8 percent of males for the U.S. mainland elementary public school teachers.



3. Sixty-five percent of the St. Croix primary teachers had been teaching in their present school system from five to nineteen years, as compared with fifty-four percent of the U.S. mainland public school elementary teachers.
4. Seventy-nine percent of the responding St. Croix primary teachers held a bachelor's degree or higher, as compared with ninety-nine percent of the U.S. mainland public school elementary teachers.
5. Twenty-one percent of the St. Croix primary teachers had not completed a bachelor's degree, as compared with one percent of the U.S. mainland elementary public school teacher.

#### Hypotheses Concerning Recommended

#### Characteristics, Philosophy, and Practices

It was hypothesized that St. Croix public school primary teachers possess the characteristics and qualifications for effective teaching as recommended in contemporary professional literature.

1. A considerable proportion of primary teachers should be male. Since only seven (7.8%) of the ninety respondents were male, this hypothesis was not found to be true for St. Croix.

2. Primary teachers should be drawn from a broad spectrum of age and experience. Slightly over one-half (51.1%) of the St. Croix primary teachers were between the ages of thirty through thirty-nine. Only twenty-three (25.6%) were forty or over. Twenty-nine (32.3%) of the primary teachers had less than five years public

school teaching on St. Croix. The St. Croix public school primary teachers represent a relatively young group of teachers with not a broad spectrum of teaching experience.

3. Primary teachers should come from a broad spectrum of ethnic heritages. The St. Croix public school primary teachers in this study were of varied ethnic heritages. Slightly over one-half (51.1%) of the teachers were of native West Indian heritage, nineteen (21.1%) were Continental Caucasians, eleven (12.2%) were of Puerto Rican heritage, and eleven (12.2%) were Continental Blacks.

4. Primary teachers should have at least a bachelor's degree, preferably a master's degree or a five year preparation level. More than one-fifth (21.1%) of the St. Croix teachers had not earned a bachelor's degree. Only fourteen (15.5%) of the primary teachers had a master's degree.

5. Primary teachers should have an undergraduate major in early childhood education or elementary education. Six (8.0%) of the undergraduate majors of the responding St. Croix primary teachers were in areas other than early childhood and elementary education.

6. Primary teachers should have explicit preparation in the teaching of reading, teaching of mathematics, child psychology or development, the teaching of language arts, human relations, the teaching of science, the teaching of social studies, and multicultural education. Seventy-eight (86.7%) of the responding St. Croix primary teachers did not have preparation in multicultural education. Fifty-eight (64.5%) did not have preparation in the teaching of social studies, fifty-two (57.8%) in the teaching of science, fifty-one (56.7%) in human relations and twelve (13.4%) did not have preparation in

the teaching of language arts. Seven (7.8%) did not have preparation in child psychology or development, seven (7.8%) did not have preparation in the teaching of mathematics, and five (5.6%) did not have preparation in the teaching of reading.

7. Primary teachers should show evidence of continuing to update their preparation level. Slightly more than one-half (53.3%) of the respondents had taken a college course as recently as 1980 or 1981, twenty-six (28.9%) as recently as 1975-1979, seven (7.8%) in 1970-1974, five (5.5%) in 1965-1969 and four (4.5%) before 1964. The ninety responding St. Croix primary teachers had participated in a total of 152 in-service activities during the past twenty-four months.

8. Primary teachers should fully understand the home dialects and/or languages of their pupils. More than one-fourth of the teachers did not understand Crucian dialect. Only twenty-seven (30.0%) of the teachers reported that they fully understand Spanish, which is the home language of many St. Croix children.

9. The majority of primary teachers should consider primary teaching their ultimate professional goal. Only 23.3 percent of the responding St. Croix primary teachers considered primary teaching as their ultimate professional goal.

10. Primary teachers should be trained in team teaching and be involved in team teaching. Only 23.3 percent of the responding St. Croix primary teachers were trained in team teaching, and only 10.0 percent were involved in team teaching. Of the 90.0 percent not involved in team teaching, only 32.0 percent indicated they would like to become involved in team teaching.

11. Primary teachers should be open to a cross grade grouping instructional approach. One-fifth of the teachers indicated that they did not favor a cross grade grouping instructional approach.

12. Primary teachers should believe that special services should be provided for gifted and talented children in the primary grades and that these services should be provided by a variety of ways. Three (3.3%) of the St. Croix primary teachers believed that special services should not be provided for the gifted and talented in the primary grades. Forty-nine (58.3%) of the teachers indicated that special services should be provided by a mentor program, 42.8 percent indicated that special services should be provided by a resource room and 38.0 percent indicated that special services should be provided by a separate classroom.

#### Hypotheses Concerning Age and Educational Level

It was hypothesized that there would be no significant differences in the professional characteristics and philosophy of St. Croix public school primary teachers by age (under thirty vs. forty and over) and educational level (no bachelor's degree vs. master's degree). The findings related to these hypotheses were as follows:

#### Primary Teaching as Professional Goal by Educational Level and Age

1. Slightly more than one-fourth (26.3%) of the teachers without a bachelor's degree considered primary teaching their ultimate professional goal, as compared to slightly more than one-fifth (21.4%) of the teachers with a master's degree.
2. Slightly more than one-half (52.6%) of the teachers without a bachelor's degree were undecided about primary teaching as their ultimate professional goal, as compared to only 35.7 percent of the teachers with a master's degree.

3. More than four-tenths (42.8%) of the teachers with a master's degree did not consider primary teaching their ultimate professional goal, as compared to only 21.0 percent of the teachers without a bachelor's degree.
4. Slightly less than one-fifth (19.0%) of the teachers under thirty considered primary teaching their ultimate professional goal, as compared to 34.8 percent of the teachers who were forty and over.
5. More than forty percent (42.9%) of the teachers under thirty did not consider primary teaching their ultimate professional goal, as compared to 26.0 percent of the teachers who were forty and over.
6. Eight (38.0%) of the teachers who were under thirty were undecided about primary teaching as their ultimate professional goal, as compared to nine (39.1%) of the teachers who were forty and over.

Cross Grade Grouping Instructional Approach by Educational Level and Age

1. Two-thirds (66.7%) of the teachers without a bachelor's degree favored a cross grade grouping instructional approach, as compared to 57.1 percent of the teachers with a master's degree.
2. Four teachers (22.2%) without a bachelor's degree did not favor a cross grade grouping instructional approach. The same number four (28.5%) of the teachers with a master's degree

did not favor a cross grade grouping instructional approach.

3. Two (1.1%) of the teachers without a bachelor's degree were undecided about favoring a cross grade grouping instructional approach as were the same number two (14.3%) of the teachers with a master's degree.
4. In the under thirty age group sixteen (76.1%) of the teachers favored a cross grade grouping instructional approach, as compared to seventeen (73.9%) of the teachers who were forty and over.
5. One (4.8%) of the teachers under thirty did not favor a cross grade grouping instructional approach, as compared to four (17.3%) of the teachers who were forty and over.
6. Four (19.0%) of the teachers under thirty were undecided about favoring a cross grade grouping instructional approach, as compared to two (8.7%) of the teachers who were forty and over.

Departmentalized Instructional Grouping  
by Educational Level and Age

1. One-third of the teachers without a bachelor's degree favored a departmentalized grouping instructional approach, as compared to 28.5 percent of the teachers with a master's degree.
2. One-half (50.0%) of the teachers without a bachelor's degree did not favor a departmentalized grouping instructional approach as compared to six (42.9%) of the teachers with a master's degree.

3. Three (16.7%) of the teachers without a bachelor's degree were undecided about favoring a departmentalized grouping instructional approach, as compared to four (28.5%) of the teachers with a master's degree.
4. Only four (19.0%) of the teachers who were under thirty favored a departmentalized grouping instructional approach as compared to eleven (47.8%) of the teachers who were forty and over).
5. Two-thirds (66.7%) of the teachers under thirty did not favor a departmentalized grouping approach, as compared to 30.4 percent of the teachers who were forty and over.
6. Three (14.3%) of the teachers under thirty were undecided about favoring a departmentalized grouping instructional approach, as compared to five (21.7%) of the teachers who were forty or over.

Competency Test Opinion by  
Educational Level and Age

1. Fourteen (73.7%) of the teachers without a bachelor's degree believed that pupils in the primary grades should pass a competency test in mathematics, reading, and language before they are promoted to the next grade, as compared to thirteen (92.9%) of the teachers with a master's degree.
2. Three (15.8%) of the teachers without a bachelor's degree did not believe that

primary grade pupils should pass a competency test before they are promoted to the next grade, as compared to none of the teachers with a master's degree.

3. Two (10.5%) of the teachers without a bachelor's degree were undecided as to whether primary grade pupils should pass a competency test in reading, mathematics, and language before they are promoted to the next grade, as compared to one (7.1%) of the teachers with a master's degree.
4. More than eighty percent (81.0%) of the teachers who were under thirty did not believe that primary grade pupils should pass a competency test before they are promoted to the next grade, as compared to sixteen (69.6%) of the teachers who were forty and over.
5. Only two (9.5%) of the teachers who were under thirty did not believe that primary grade pupils should pass a competency test before they are promoted to the next grade, as compared to four (17.3%) of the teachers who were forty and over.
6. Two (9.5%) of teachers who were under thirty were undecided as to whether primary grade pupils should pass a competency test in mathematics, reading, and language before they are promoted to the next grade, as compared to three (13.0%) of the teachers who were forty and over.



Recommendations

1. The Department of Education should encourage those teachers presently employed without a bachelor's degree to obtain a bachelor's degree as soon as possible.
2. The College of the Virgin Islands and the Department of Education should combine efforts to provide courses and in-service activities in such areas as the following: the teaching of science, the teaching of social studies, human relations, multicultural education, cross grade instructional grouping, team teaching, classroom Spanish, and West Indian dialects.
3. The College of the Virgin Islands should consider establishing a teacher education program leading to a bachelor's degree in early childhood education or making the present bachelor's degree more pertinent to the needs of primary teachers.
4. Greater efforts should be made by the Department of Education to recruit more male teachers for the primary grades.
5. There is a need for further research to investigate why only one-fifth of the responding teachers of this study considered primary teaching as their ultimate professional goal.
6. Greater efforts should be made by the Department of Education to recruit more teachers of West Indian heritage.
7. The Department of Education should see that procedures for mainstreaming primary level handicapped pupils are properly carried out.

8. Decentralized diagnostic centers should be established in order to expedite the processing of services for special needs pupils.
9. The Department of Education should provide an intensive orientation program and a continuing in-service education program for new teachers in the West Indian heritage in such areas as dialect, history, geography, folk tales, and folk music.
10. Research should be done to investigate the effects of the present maximum class size, (thirty pupils), on primary teachers attitude and morale.
11. A comprehensive program should be established to provide intensive remedial classes for failing primary students.
12. Primary teachers should be given greater opportunities to use an ungraded grouping instructional approach and a team teaching instructional approach.
13. The Department of Education should provide greater opportunities for more adequate parental involvement in primary education.
14. The Department of Education should make greater effort to expedite the distribution of supplies and materials to classroom teachers.
15. The Department of Education should provide greater opportunities for more paraprofessional assistance for primary teachers.
16. Administrators and supervisors should be made aware of significant differences in the philosophy of teachers without a bachelor's degree and teachers with a master's degree in order

that in-service and supervisory activities may be adequately designed to meet the needs of each group.

17. The College of the Virgin Islands should attempt to attract more primary teachers into its Master of Arts in Education program.

APPENDIX

February, 1982

Dear Fellow Primary Teachers:

Your cooperation is needed for a study of the St. Croix Public School primary teacher (grades 1-3). The information requested in this questionnaire will be used as a basis for this study. No school or teacher will be identified and all information will be kept in strict professional confidence.

The findings from the data obtained in this study should be of value and interest to not only public school primary teachers (grades 1-3) on St. Croix, but to all who are concerned with the education of children in the primary grades (1-3).

Most questions can be answered with a single check and will take only a few minutes of your valuable time.

It will be appreciated if you will complete the questionnaire prior to February 12th and return it to the main office at your school.

The study has the endorsement of Mrs. Gloria Canegata, District Superintendent, St. Croix, Mrs. Delta Dorsch, Deputy Commissioner, Curriculum and Instruction and Miss Hyacinth Nesbitt, Primary Supervisor.

Thank you for your cooperation.

VALERIE A. DELEMOS  
Primary Teacher  
Alexander Henderson School

A PROFILE OF THE ST. CROIX PUBLIC SCHOOL

PRIMARY TEACHER (grades 1-3)

Questionnaire Code Number \_\_\_\_\_

PERSONAL DATA

(1) Please indicate your sex

- \_\_\_\_\_ (1) Female  
\_\_\_\_\_ (2) Male

(2) What is your age?

- \_\_\_\_\_ (1) 70 or older  
\_\_\_\_\_ (2) 60-69  
\_\_\_\_\_ (3) 50-59  
\_\_\_\_\_ (4) 40-49  
\_\_\_\_\_ (5) 30-39  
\_\_\_\_\_ (6) 20-29  
\_\_\_\_\_ (7) Under 20

(3) What is your place of birth?

- \_\_\_\_\_ (1) U.S. Virgin Islands  
\_\_\_\_\_ (2) Puerto Rico  
\_\_\_\_\_ (3) Other Caribbean Island  
(please specify) \_\_\_\_\_  
\_\_\_\_\_ (4) Mainland U.S.A.  
(please specify state) \_\_\_\_\_  
\_\_\_\_\_ (5) Other  
(please specify) \_\_\_\_\_

(4) What is your ethnic heritage?

- \_\_\_\_\_ (1) Native West Indian
- \_\_\_\_\_ (2) Puerto Rican
- \_\_\_\_\_ (3) Continental Black
- \_\_\_\_\_ (4) Continental Caucasian
- \_\_\_\_\_ (5) Other  
(please specify) \_\_\_\_\_

PROFESSIONAL DATA

(5) Please indicate your primary grade level teaching assignment for the school year 1981-1982.

- \_\_\_\_\_ (1) Grade One
- \_\_\_\_\_ (2) Grade Two
- \_\_\_\_\_ (3) Grade Three

(6) What is your official status in the Virgin Islands Department of Education?

- \_\_\_\_\_ (1) Teacher
- \_\_\_\_\_ (2) Substitute Teacher
- \_\_\_\_\_ (3) Aide

(7) How long have you been employed as a public school teacher on St. Croix?

- \_\_\_\_\_ (1) 25 years or more
- \_\_\_\_\_ (2) 20-24 years
- \_\_\_\_\_ (3) 15-19 years
- \_\_\_\_\_ (4) 10-14 years
- \_\_\_\_\_ (5) 5- 9 years
- \_\_\_\_\_ (6) 3- 4 years
- \_\_\_\_\_ (7) 1- 2 years
- \_\_\_\_\_ (8) Less than one year

(8) What was the nature of your first public school teaching assignment on St. Croix?

- \_\_\_\_\_ (1) Kindergarten
- \_\_\_\_\_ (2) Primary grades (1-3)
- \_\_\_\_\_ (3) Intermediate grades (4-6)
- \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_

(9) Where were you just prior to becoming a public school teacher on St. Croix?

- \_\_\_\_\_ (1) U.S. Virgin Islands
- \_\_\_\_\_ (2) Puerto Rico
- \_\_\_\_\_ (3) Other Caribbean island  
(please specify) \_\_\_\_\_
- \_\_\_\_\_ (4) Mainland U.S.A.  
(please specify state) \_\_\_\_\_
- \_\_\_\_\_ (5) Other  
(please specify) \_\_\_\_\_

(10) What position did you hold just prior to becoming a public school teacher on St. Croix?

- \_\_\_\_\_ (1) Full time college student
- \_\_\_\_\_ (2) Teacher in a nonpublic school
- \_\_\_\_\_ (3) Homemaker
- \_\_\_\_\_ (5) Other position  
(please specify) \_\_\_\_\_

(11) What is your highest earned degree?

- \_\_\_\_\_ (1) Doctorate degree
- \_\_\_\_\_ (2) Master's degree plus additional hours
- \_\_\_\_\_ (3) Master's degree
- \_\_\_\_\_ (4) Bachelor's degree plus additional hours
- \_\_\_\_\_ (5) Bachelor's degree
- \_\_\_\_\_ (6) College work \_\_\_\_\_ semester hours
- \_\_\_\_\_ (7) High school diploma
- \_\_\_\_\_ (8) GED or equivalent
- \_\_\_\_\_ (9) Other  
(please specify) \_\_\_\_\_

(12) Please indicate if you have had a college course in each or any of the following:

- |         |        |                                       |
|---------|--------|---------------------------------------|
| ___ Yes | ___ No | Teaching of Math                      |
| ___ Yes | ___ No | Teaching of Reading                   |
| ___ Yes | ___ No | Teaching of Language Arts             |
| ___ Yes | ___ No | Teaching of Social Studies            |
| ___ Yes | ___ No | Teaching of Science                   |
| ___ Yes | ___ No | Child Psychology or Child Development |
| ___ Yes | ___ No | Human Relations                       |
| ___ Yes | ___ No | Multicultural Education               |

(13) In what year did you last receive credit for a college course?

- \_\_\_\_\_ (1) 1980 or 1981
- \_\_\_\_\_ (2) 1975-1979
- \_\_\_\_\_ (3) 1970-1974
- \_\_\_\_\_ (4) 1965-1969
- \_\_\_\_\_ (5) Before 1965

(14) Do you have an undergraduate degree?

- \_\_\_\_\_ (1) Yes
- \_\_\_\_\_ (2) No

If yes, from what institution did you receive your undergraduate degree? (please specify)

\_\_\_\_\_

(15) What was your undergraduate major?

- \_\_\_\_\_ (1) Early Childhood Education
- \_\_\_\_\_ (2) Elementary Education
- \_\_\_\_\_ (3) Special Education
- \_\_\_\_\_ (4) Secondary Education
- \_\_\_\_\_ (5) Other  
(please specify) \_\_\_\_\_

(16) Do you have a graduate degree?

- \_\_\_\_\_ (1) Yes
- \_\_\_\_\_ (2) No

If yes, from what institution did you receive your graduate degree(s)? (please specify)

\_\_\_\_\_

(17) In what type of in-service activities have you participated during the past 24 months?  
(check all that apply)

- \_\_\_\_\_ (1) College course(s)
- \_\_\_\_\_ (2) USVI Dept. of Education workshop(s)
- \_\_\_\_\_ (3) Workshop(s) sponsored by textbook publishers
- \_\_\_\_\_ (4) Teacher corps course(s)
- \_\_\_\_\_ (5) Other  
(please specify) \_\_\_\_\_



(18) How many dialects and/or languages other than "Standard English" do you fully understand?  
(check as many as apply)

- \_\_\_\_\_ (1) Crucian dialect
- \_\_\_\_\_ (2) Other Caribbean or West Indian dialect  
(please specify) \_\_\_\_\_
- \_\_\_\_\_ (3) Spanish
- \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_

(19) Do you consider your present position as a primary grade teacher to be your ultimate professional goal?

- \_\_\_\_\_ (1) Yes
- \_\_\_\_\_ (2) No
- \_\_\_\_\_ (3) Undecided

If no, what is your ultimate professional goal and what are your plans for achieving this goal? (please specify)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PROFESSIONAL OPINIONS

(20) What do you believe should be the maximum class size for pupils in primary grades (1-3)?  
(please specify the number of pupils)

\_\_\_\_\_

(21) How should pupils at your grade level be assigned to a particular room? (check as many factors that apply)

- \_\_\_\_\_ (1) On a purely random basis
- \_\_\_\_\_ (2) By academic maturity
- \_\_\_\_\_ (3) By social and emotional maturity
- \_\_\_\_\_ (4) By previous teacher rating
- \_\_\_\_\_ (5) Other  
(please specify) \_\_\_\_\_

\_\_\_\_\_

(22) If pupils are grouped homogeneously by achievement, do you believe that the class size of groups of underachievers should be less than the maximum class size?

- \_\_\_\_\_ (1) Yes
  - \_\_\_\_\_ (2) No
  - \_\_\_\_\_ (3) Undecided
  - \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_
- 

(23) Would you favor a cross grade grouping instructional approach? (Joplin plan, i.e., a teacher takes pupils who are on the same level for Reading)

- \_\_\_\_\_ (1) Yes
  - \_\_\_\_\_ (2) No
  - \_\_\_\_\_ (3) Undecided
  - \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_
- 

(24) Have you ever been trained in team teaching?

- \_\_\_\_\_ (1) Yes
- \_\_\_\_\_ (2) No

Are you involved in team teaching?

- \_\_\_\_\_ (1) Yes
- \_\_\_\_\_ (2) No

If no, would you like to become involved in team teaching at your grade level?

- \_\_\_\_\_ (1) Yes
  - \_\_\_\_\_ (2) No
  - \_\_\_\_\_ (3) Undecided
  - \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_
-

(25) Would you favor a departmentalized instructional approach at your grade level? (i.e., a teacher for Reading, a teacher for Mathematics)

- \_\_\_\_\_ (1) Yes
  - \_\_\_\_\_ (2) No
  - \_\_\_\_\_ (3) Undecided
  - \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_
- 

(26) Do you believe there should be special services for gifted and talented pupils in the primary grades (1-3) at your school?

- \_\_\_\_\_ (1) Yes
  - \_\_\_\_\_ (2) No
  - \_\_\_\_\_ (3) Undecided
  - \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_
- 

(27) Do you believe that pupils in the primary grades (1-3) should pass a competency test in Mathematics, Reading, and Language before they are promoted to the next grade?

- \_\_\_\_\_ (1) Yes
  - \_\_\_\_\_ (2) No
  - \_\_\_\_\_ (3) Undecided
  - \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_
- 

(28) Do you believe that intensive remedial classes should be provided for failing third grade pupils before they are promoted to fourth grade?

- \_\_\_\_\_ (1) Yes
  - \_\_\_\_\_ (2) No
  - \_\_\_\_\_ (3) Undecided
  - \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_
-

(29) Is there a primary level Bilingual-Bicultural education program at your school?

- \_\_\_\_\_ (1) Yes
- \_\_\_\_\_ (2) No

If yes, do you believe that this program is adequately meeting the needs of the pupils enrolled in this program?

- \_\_\_\_\_ (1) Yes
- \_\_\_\_\_ (2) No
- \_\_\_\_\_ (3) Undecided
- \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_

If no, do you believe that there should be a Bilingual-Bicultural program at your school?

- \_\_\_\_\_ (1) Yes
- \_\_\_\_\_ (2) No
- \_\_\_\_\_ (3) Undecided
- \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_

(30) Do you have pupils with handicaps mainstreamed in your class?

- \_\_\_\_\_ (1) Yes
- \_\_\_\_\_ (2) No
- \_\_\_\_\_ (3) Undecided
- \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_

If yes, how many? (please specify) \_\_\_\_\_

Do you believe that handicapped pupils should be mainstreamed in your class?

- \_\_\_\_\_ (1) Yes
- \_\_\_\_\_ (2) No
- \_\_\_\_\_ (3) Undecided
- \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_

Were you previously advised concerning the needs and abilities of the mainstreamed pupil(s) prior to enrollment in your class?

- \_\_\_\_\_ (1) Yes
  - \_\_\_\_\_ (2) No
  - \_\_\_\_\_ (3) Other  
(please specify) \_\_\_\_\_
- 

Do you participate (or expect to participate) with the Special Education Specialists regarding the following:

- \_\_\_ Yes    \_\_\_ No    Initial parent's conference
- \_\_\_ Yes    \_\_\_ No    Mainstreamed pupil's individual program
- \_\_\_ Yes    \_\_\_ No    Periodic meetings with parents and Special Education Specialists
- \_\_\_ Yes    \_\_\_ No    Year-end conference with parents and Special Education Specialists

Are you provided with curriculum materials especially suited for pupil(s) mainstreamed in your class?

- \_\_\_\_\_ (1) Yes
  - \_\_\_\_\_ (2) No
  - \_\_\_\_\_ (3) Other  
(please specify) \_\_\_\_\_
- 

(31) Do you believe that diagnostic services should be provided directly in the schools?

- \_\_\_\_\_ (1) Yes
  - \_\_\_\_\_ (2) No
  - \_\_\_\_\_ (3) Undecided
  - \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_
-

(32) Do you believe there is a need for Movement Education in the primary level Physical Education Curriculum?

- \_\_\_\_\_ (1) Yes
  - \_\_\_\_\_ (2) No
  - \_\_\_\_\_ (3) Undecided
  - \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_
- 

(33) Is there a need for more supervisory help for primary teachers?

- \_\_\_\_\_ (1) Yes
  - \_\_\_\_\_ (2) No
  - \_\_\_\_\_ (3) Undecided
  - \_\_\_\_\_ (4) Other  
(please specify) \_\_\_\_\_
- 

If yes, in what three areas is help most needed?  
(check any three areas)

- \_\_\_\_\_ (1) Orientation of new teachers
  - \_\_\_\_\_ (2) Dealing with special needs pupils
  - \_\_\_\_\_ (3) Dealing with unruly pupils
  - \_\_\_\_\_ (4) Lesson planning and implementation  
of curricula
  - \_\_\_\_\_ (5) Facilitating materials and supplies
  - \_\_\_\_\_ (6) Other(s)  
(please specify) \_\_\_\_\_
- 

(34) What do you consider your three greatest needs in teaching? (check only three)

- \_\_\_\_\_ (1) Adequate preparation for primary  
teaching on St. Croix
  - \_\_\_\_\_ (2) Adequate materials and supplies
  - \_\_\_\_\_ (3) Adequate administrative support  
in dealing with unruly pupils
  - \_\_\_\_\_ (4) Adequate parental involvement
  - \_\_\_\_\_ (5) Adequate paraprofessional assistance
  - \_\_\_\_\_ (6) Other(s)  
(please specify) \_\_\_\_\_
-

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