A DESCRIPTION OF THE STATE OF PROFESSIONAL READING AMONG THE TEACHERS OF ENGLISH IN NEWFOUNDLAND AND AN ANALYSIS OF FACTORS AFFECTING SUCH READING

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A DESCRIPTION OF THE STATE OF PROFESSIONAL READING AMONG THE TEACHERS OF ENGLISH IN NEWFOUNDLAND AND AN ANALYSIS OF FACTORS AFFECTING SUCH READING

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ABSTRACT

This study set out to answer two basic questions related to professional reading among teachers of English in Newfoundland:

1. How much professional reading do teachers of English in Newfoundland engage in and how familiar are they with some of the better known journals and books in English and in education generally?

2. What are the factors and conditions conducive to an English teacher's wide reading of professional literature and to a consequent high degree of familiarity with such literature?

A sample of fifty teachers was selected from a population of approximately five hundred, the selection being made on a random, stratified basis. The random sample was stratified on the basis of community size, with teachers from small, medium, and large-sized communities being selected.

These fifty teachers were then interviewed by the investigator, with the help of a detailed interview guide.

The results related to the first major question of the study (i.e., how much professional reading do teachers of English in Newfoundland engage in, etc.?) were analysed and reported in a purely descriptive manner. It was found, generally, that teachers of English in Newfoundland were reading professional literature to a small degree, but certainly not to the extent desirable, given the value to the teacher of wide reading of professional material. It was further found that teachers of English in Newfoundland were not familiar to any significant degree with some of the better known

journals and books in English and in education generally.

Seventy per cent of the teachers cited their heavy workload and consequent lack of time as the major obstacle to their reading professional literature. Twenty per cent claimed that there was no professional material available to them in their schools.

Fifty-four per cent of the teachers saw the English department head as the one responsible for providing the teacher with professional reading material. Forty-four per cent cited the individual teacher of English and forty per cent English personnel in the Department of Education.

The results related to the second major question of the study (i.e., what are the factors and conditions conducive to an English teacher's wide reading of professional literature, etc.?) were analysed using two non-parametric tests, the Kruskal-Wallace Analysis of Variance by Ranks (A Rank Test for Two or More Independent Samples) and the Mann-Whitney U Test (A Rank Test for Two Independent Samples). With the use of these tests, a total of thirty-five independent variables, or factors, were looked at and their effect upon the teachers' familiarity with professional literature determined. Because of this high number of variables, the findings under this second major question of the study are too copious for ready summary here. However, several of the findings are noted below.

Among those factors found to have a significant bearing upon the teachers' familiarity with professional literature were teaching experience; teachers' degree of satisfaction with their teaching performances; teachers' attitudes towards professional literature; teachers' assessments of the

value of their university training; in those schools too small to have English departments, the influence of the principal on the teachers' reading; whether teachers were required to read for English department meetings; the degree of the teachers' liking for and commitment to English; the frequency with which teachers met regionally to discuss English.

Other factors proved to have no significant bearing upon the teachers' familiarity with professional literature. These included size of school and community; age of the teachers; recency of the teachers' university training and the degree to which they had been made familiar with professional literature during their training; the average size of the teachers' classes; the number of outside-class responsibilities held by the teachers; whether a display space for professional literature was provided in the schools; whether the teachers saw their English programs as rigid or innovative; whether the teachers had done an English methods course.

Among the implications drawn from these findings were that the attitudes of teachers of English in Newfoundland towards professional literature should be improved by all those with an interest in making the teaching of English in the province more effective and that those persons throughout the province responsible for the hiring and placement of teachers should carry out this responsibility with the utmost care and effort to see to it that properly trained teachers are assigned to teach English.

ACKNOWLEDGEMENTS

I would like to express my indebtedness to Dr. D.K. Crocker, my supervisor, and Dr. L. Brown for their co-operation during the writing of this thesis. I express my gratitude as well to my wife, Ruth, and my young son Christopher. Without the incessant prompting of the former, the thesis would never have been completed; the growing food and toy requirements of the latter were an added incentive to completion.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

I. BACKGROUND TO THE PROBLEM

A much talked about issue in education over the years has been the question of whether teaching can be properly described as a profession and teachers as professionals. As might be expected, the consensus among educators is that teaching is indeed a profession and that teachers have just as much right to look upon themselves as professionals as do members of other well-established groups - eg., doctors and lawyers. There is not, naturally, the same agreement among outside observers.

It is not within the domain of this study to attempt to resolve the issue by adding another contentious chapter to the age-old debate. Rather, it will be assumed throughout the following pages that teaching is in fact a profession and that teachers are indeed professionals, obligated to meet the demands which that respected status places upon them.

While there may be some argument as to what exactly constitutes a profession and as to the criteria by which a professional is to be evaluated, there can certainly be little disagreement with the contention that a professional has an obligation to keep up-to-date with new developments in his field, new trends, new ideas, new concepts. Whether he maintains his continuing awareness through an elaborate inservice education setup provided by his profession or manages to stay in touch through diligent, personal

hard work, the obligation is still the same. The status of the professional who fails to meet this responsibility becomes, in the opinion of the investigator, quite questionable.

Nowhere is this more applicable than it is in teaching. One writer has put it this way:

> Learning in a profession is lifelong. Without continuous learning, continuous growth, teaching becomes drudgery and the classroom a source of frustration to the teacher. To the pupil, the teacher who has stopped growing offers no challenge and provides no inspiration. To the teacher who has stopped growing, other apostolates appear to offer more productive and satisfying fields of endeavour...[1]

How is the teacher to meet this obligation of keeping up-to-date with the latest developments in his field and examining and evaluating each in the light of how it may improve the effectiveness of his teaching?

The answer lies, in part, in inservice education, in one or several of a number of forms. The central importance of inservice education in improving a teacher's effectiveness is supported by James Squire and Robert Hogan, two well known American writers on English education:

> .....But as the professional pushes forward in all of these areas (i.e., strengthened curricula, better textbooks, etc.), none looms of greater importance in the immediate future than improvement in opportunities for the inservice education of our present teaching force.....We can be certain of one thing: No matter how sound our courses of study, no matter how bright our students, our programs in English will be no better than the teachers who direct them.[2]

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[1] W.H. Conley, "Learning Is A Lifelong Task", Catholic School Journal, LXIX (December, 1969), 9.

[2] James R. Squire & Robert F. Hogan, "A Five-Point Program for Improving the Continuing Education of Teachers", NASSP Bulletin, XLVII (February, 1964), 17.

Inservice education, of course, may take a number of forms. There are, among others, the college refresher course, the periodic workshop or convention, and the development of new curricula by a staff of teachers working together, advised, sometimes, by a specialist or consultant. However, the investigator feels that the most important and valuable form of inservice education has not yet been mentioned. Underlying the chapters which follow will be the belief that the most beneficial form of inservice education for the practicing teacher is wide reading of professional journals and books in his field and in education generally.

Brother Paul Metzger, writing in the Catholic School Journal in 1968, reported carrying out a study in which 130 teachers and administrators were asked to evaluate six basic techniques of inservice education. The evaluation categories used were: Great Value (3 points), Value (2 points), and Little Value (1 point). Of the six techniques, provision of adequate reading materials received the highest evaluation and endorsement, obtaining an average of 2.60 points. Metzger concluded:

> Wide professional reading is the key to professional development, in fact, the sine qua non in the pursuit of excellence. Fundamentally, the professional library is the core of the total inservice education program within a school. When the teacher ceases to read professional literature, in most cases, he stagnates and dies as a teacher.[3]

The importance of professional literature to all teachers is apparent but especially is this so of the English teacher. His field has been one of ferment over the past several decades, as many new developments have

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[3] Brb. Paul Metzger, "Professional Reading: Key To Inservice Development", Catholic School Journal, LXVIII (February, 1968), 42.

taken place. New approaches to grammar and grammar teaching, for example, have arisen and the role of linguistics in the teaching of English has become important. The conscientious English teacher will, through professional reading, keep abreast of these developments. The benefits to be gained from regular, selective reading are expounded again and again in the literature on the subject.

Kenneth Donnelson, for example, writing in the English Journal in 1967, outlined the qualities of the professional English teacher. The centrality of professional literature is apparent in three of these:

> The professional English teacher (1) keeps aware of new ideas and approaches in the teaching of English and applies them both in specific teaching and in curriculum construction, neither damning nor praising without trying.
> The professional English teacher (2) reads widely in professional material on the teaching of English.
> The professional English teacher (3) maintains an interest in current research with the ability to read and interpret statistics and literary criticism.[4]

II. THE PROBLEM

Given, then, that the English teacher is a professional obligated, in the interest of improving his teaching effectiveness, to keep up with the latest developments in English and in education generally, and given that one of the better, if not the best, ways of meeting that obligation is through regular and selective reading of professional literature, this

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[4] Kenneth L. Donnelson, "The Discipline and Freedom of the English Teacher", English Journal, LVI (April, 1967), 571.

study attempted to determine the factors and conditions conducive to such reading. Also revealed are how much reading the English teachers who made up the sample were doing and how familiar they were with some of the better known books and journals in English and in education generally.

III. QUESTIONS AND HYPOTHESES

Two Basic Questions

In this research effort the investigator set out to answer two basic questions. First of all, how much professional reading do teachers of English in Newfoundland engage in and how familiar are they with some of the better known journals and books in English and in education generally? The answer to this first basic question, along with answers to a number of other sub-questions arising from it-- for example, what is it, in the opinion of the teacher, that prompts him to read professional material and, alternately, prevents him from reading more than he does -- is presented in Part I of the analysis in Chapter IV.

In Part II of that analysis is presented the answer to the second basic question posed in the study; namely, what are the factors and conditions conducive to an English teacher's wide reading of professional material and to a consequent high degree of familiarity with such material? A total of thirty-five factors and conditions were looked at and their effects upon the teachers' familiarity with professional literature analysed.

In the following section, each of the thirty-five independent variables is stated as a hypothesis, or sub-hypothesis, within a particular category.

Hypotheses

While it is possible to regard the thirty-five variables investigated as independent factors, most of them are related and are therefore categorized below according to their commonality. Thus the first hypothesis deals with three factors related to the schools in which the teachers of the study taught, the second hypothesis with characteristics of the teachers themselves, etc.

1. School-Related Factors - Hypothesis I (a - c)

The following school-related factors will have no significant bearing upon teachers' familiarity with professional literature:

a. School size (number of classrooms).

b. Student enrolment

c. Size of community -- small, medium, or large -- in which the school is located.

2. Teacher-Related Factors - Hypothesis II (a - e)

The following teacher-related factors will have no significant bearing upon teachers' familiarity with professional literature:

a. Teaching grade, or certificate

b. Age

c. Teaching experience

d. Teacher satisfaction with his performance

e. Teacher belief in the value of professional literature.

3. Factors Related To Teachers' University Training - Hypothesis III (a - d)

The following factors related to teachers' university training will have no significant bearing upon their familiarity with professional literature:

a. Recency of university training

b. Major area of study

c. Teachers' assessment of the value of their training

d. Degree to which teachers were made familiar with professional literature during their training.

4. Factors Related To Teachers' Workload - Hypothesis IV (a - d)

The following factors having to do with teachers' workload will have no significant bearing upon their familiarity with professional literature:

a. Average size of classes taught

b. Percentage of time per week spent teaching

c. Outside-class responsibilities

d. Number of subjects taught in addition to English (language and/or literature).

5. Principal-Related Factors - Hypothesis V (a - c)

The following principal-related factors will have no significant

bearing upon teachers' familiarity with professional literature:

a. Whether the principal urges his teachers to attend meetings having to do with English

b. Whether the principal calls his teachers' attention to relevant books and journals

c. Whether teachers are required to read up on matters discussed in staff meetings.

6. Factors Related to School Arrangements for Professional Material - Hypothesis VI (a - b)

The following factors having to do with school arrangements for professional material will have no significant bearing upon teachers' familiarity with professional literature:

a. Whether the school provides a display space for professional literature

b. Whether the school provides money for the purchasing of professional material.

7. Factors Related To The Schools' English Departments - Hypothesis VII (a - e)

The following factors having to do with the schools' English departments will have no significant bearing upon teachers' familiarity with professional literature:

a. Whether there is an English department in the school

b. How teachers rate the English department

c. The nature of discussions in English department meetings

d. Whether teachers are required to read up on matters discussed in English department meetings

e. How the teachers regard the school's English program - e.g., as rigid or innovative.

8. Factors Related To Teacher Commitment To And Liking For English - Hypothesis VIII (a - f)

The following factors having to do with teacher commitment to and liking for English will have no significant bearing upon teachers' familiarity with professional literature:

a. Whether the teacher has done an English methods course

b. How the teacher has regarded language and/or literature during his teaching career

c. Degree to which the teacher likes to teach English now

d. Whether the teacher's decision to teach English was decisive

e. Whether the teacher intends to teach English for the remainder of his teaching career

f. Percentage of teaching time spent teaching English.

9. Factors Related To Teacher Participating In Meetings To Discuss English - Hypothesis IX (a - c)

The following factors related to teacher participation in English meetings will have no significant bearing upon teachers' familiarity with professional literature:

a. Frequency of meetings within the school to discuss English

b. Frequency of participating in regional English meetings

c. Whether the teacher has attended a provincial meeting of English teachers.

A Brief Rationale For The Hypotheses Listed

All of the factors outlined in the previous section were investigated with a definite end in mind; namely, to determine whether they affected significantly a teacher's familiarity with professional literature. The sources of the investigator's interest in these particular factors were two-fold:

(1) Research carried out by others in which some of the same factors were looked at - and their significance or insignificance determined - and in some of which recommendations were made concerning how teachers might be induced to read more, professional material. Dorothy Peterson, in a study carried out in 1962, for example, surveyed the size, content, and use of professional libraries in American elementary schools, reporting that lack of time and interest were factors militating against a teacher's professional reading and that unavailability of readily accessible materials was definitely another. Neither size of school staff, however, nor type of community in which the school was located - rural, suburban, urban - affected the existence of a professional library in the school.[5]

After concluding that " ... the typical teacher in the elementary schools is not an avid reader of professional literature"[6], Peterson recommended that professional education courses acquaint student teachers more with what is available in professional books and journals and that

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[5]Dorothy G. Peterson, "The Teacher's Professional Reading", Elementary School Journal, LXIII (October, 1962), 1 - 5.

[6]Ibid., p. 4.

boards of education and administrators provide teachers with readily accessible professional materials.

Each of these factors and recommendations was then chosen for study by the present investigator. A similar process was followed for other factors. In the interest of brevity, however, those are not described here, since a detailed discussion of them follows in the review of related literature in Chapter II.

(2) Personal insight based on the investigator's conversations concerning the subject with friends and advisors and on his own ideas of what factors might possibly contribute to or militate against a teacher's professional reading. Most of the factors incorporated in Hypotheses III, VII, and VIII -- having to do with various aspects of the teachers' university training, the schools' English departments, and the teachers' commitment to English, respectively -- were arrived at in this way.

A major part of the research reviewed by the investigator dealt with teachers generally rather than teachers in a particular field. Factors dealing exclusively with English teachers, therefore, were not forthcoming, so that the investigator was left to his own resources to prepare them.

IV. SIGNIFICANCE OF THE STUDY

To the investigator's knowledge, there has been no other study carried out in Newfoundland dealing exclusively with professional reading among the province's teachers. In the two semi-related studies carried

out so far, reviewed in Chapter II, the professional reading of teachers was only a peripheral concern. From this standpoint alone, then, the present investigation is significant in that it makes possible a comparison of local findings with those of studies conducted elsewhere.

More importantly, though, it is hoped that the findings of this study and the subsequent recommendations will help to improve the professional reading of teachers of English in the province. That would be a tremendously worthwhile outcome for, while professional reading is not a panacea for all our problems and while its contribution to a teacher's effectiveness has never been directly proven, it is generally agreed that professional reading does result, more often than not, in a more knowledgeable, more effective teacher.

V. DEFINITIONS OF TERMS USED

Professional reading. In this study professional reading refers to the reading of journals and books in the teaching of English and in education generally.

Such journals and books are referred to as professional literature, which does not include textbooks used regularly in day-to-day lesson preparations.

Factor. For purposes of this study a factor is any independent variable which may affect a teacher's familiarity with professional literature.

English. In this study English refers to the language and literature course taught in the province's junior and senior high schools.

VI. LIMITATIONS OF THE STUDY

Subjects' honesty of response

One limitation of this study concerns the honesty of response of the subjects when asked to rate, on a numbered scale, their familiarity with a number of journals and books. Most of us like to make ourselves look as good as possible in the eyes of others, whether that good image is warranted or not. This problem was partially overcome by the inclusion among the legitimate titles of a number of fictitious listings. A fairly rigid and severe standard, described fully in Chapter III, was then set and the respondent who failed to measure up was eliminated from this particular part of the study. There was some checking of fictitious titles but, as reported in Chapter III, the problem did not prove to be as serious as it was originally feared it might be.

Analysis limited by ranked nature of data

A second limitation of this study is that the ranked nature of the data used made effective analysis of the results occasionally difficult and sometimes even impossible. The data gathered from the scales on which the teachers rated their familiarity with a number of journal and book titles were ranked from highest to lowest, thus precluding the use of statistical tools which would probably have enabled the investigator to speculate with

more certainty as to the causes of the findings. The data were not amenable, for example, to the use of such statistical tools as factor analysis or multiple linear regression. Had they been, these more sophisticated statistical tools would probably have illuminated the results in a more concise way than those tests that were used.

CHAPTER II

REVIEW OF RELATED LITERATURE

A considerable number of studies investigating both general and professional reading among teachers in various areas have been conducted over the past thirty years or so. The majority of these have found the degree of professional reading among the teachers questioned to be rather low, but only a few have gone further to determine by statistical means the factors causing the discouraging results. Since they are related to the present study, both types, general and professional, are reviewed in this chapter.

Each study is considered from the point of view of its relevance to the two basic questions, set forth in Chapter I, which the present study attempts to answer:

(1) How much professional reading are teachers of English in Newfoundland doing and how familiar are they with professional literature?

(2) What are the factors and conditions which affect the teachers' familiarity with professional literature?

Considered also are the recommendations made by the other investigators as to how teachers might be induced to read more. Several of the factors investigated in the present study, in fact, were based on some of these recommendations.

I. SCOPE OF REVIEW

The time period of this review of related literature ranges from 1942 to 1974, with the vast majority of studies reviewed having been done in the decade of the 1960's.

Geographically, the bulk of the studies considered are American, since more of the relevant studies seem to have been done in the United States than elsewhere.

II. BRIEF OVERVIEW

Generally, most of the studies reviewed show that although keeping up with modern developments in teaching through reading professional literature is considered an important part of any inservice education program for teachers and a definite asset towards professional growth, teachers do not read as much professional literature as they should. The only exceptions seem to be teachers in exceptionally outstanding schools, where the amount of professional reading done is considerably higher.

This unsatisfactory state of affairs is attributed to various causes, including insufficient time on the part of teachers and teacher ignorance of what is available in the way of professional material.

The studies reveal a number of factors having a bearing on teachers' professional reading habits, among them sex, age, attitude towards

professional literature, and participation in curriculum committee work.

Various ways of remedying the situation are offered. Typical is the suggestion that schools set aside a sum of money specifically for the purpose of providing their teachers with adequate professional reading materials.

III. REVIEW OF LITERATURE

Newfoundland Studies

It appears that only two studies have been done to date in Newfoundland directly related to the present investigation. While professional reading of English teachers was not the main focus of either, both did deal with Newfoundland English teachers and both offer pertinent data.

The more recent of the two studies was carried out in St. John's in 1971 by Paulinus Okoye.[1] The purpose of the study was to poll city educators -- administrators, English department heads, and classroom English teachers -- as to their opinion of the validity of specified criteria of professionalism in English teaching and to determine whether these criteria were being met by the respondents' schools.

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[1] Paulinus Nwogbonna Christopher Okoye, "An Assessment of the Degree of Professionalism Associated with the Teaching of English in the Secondary Schools of St. John's, Nfld." (unpublished Master's thesis, Memorial University, St. John's, 1971).

The major finding of this study indicated that while there was general agreement that the criteria developed by the investigator constituted valid measures of professionalism, the schools studied were failing to meet these criteria in actual practice, suggesting a low degree of professionalism associated with the teaching of English in the secondary schools of St. John's.

Of most relevance to the present study, however, were those findings having to do with one particular criterion of professionalism -- namely, the need for inservice education of English teachers -- and, even more specifically, those findings dealing with the familiarity of the respondents with professional literature and with their professional reading habits generally.

Again, the respondents agreed that the necessity of provision of inservice education for English teachers was a valid criterion of professionalism, but few replied that this condition was being met in their schools.

Apropos of familiarity with professional literature, forty-three percent of the department heads were familiar with the English Journal, as compared to twenty-one per cent of the teachers, a low percentage in both cases. Of the activities listed under inservice education, only one -- namely, publication of articles in professional journals -- ranked lower in teacher participation than reading of professional literature.[2]

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[2] Ibid., 93 - 94.

Okoye's study makes no attempt to relate various factors such as teacher workload to professional reading, but it does provide data on a number of the factors selected for the present investigation and by so doing substantiates a belief held by the investigator that some of these factors do indeed have a bearing on teacher familiarity with professional literature.

For example, among English department heads, eighty-six per cent were teaching subjects in addition to English and seventy-one per cent had duties outside the English program. Only one department head, or fourteen per cent, reported having sufficient time to discharge his responsibilities satisfactorily.

Among English teachers, eighty-three per cent taught additional subjects; eighty-two per cent taught in excess of 100 students per day; ninety-five per cent said their workload hindered their teaching of English; five per cent were exempted from duties unrelated to their English program.

Regarding teacher qualifications, only thirty per cent qualified as well prepared English teachers --i.e., those with a B.A. plus a B. Ed. degree.

Only 2.5 per cent of the teachers were members of an English association.[3]

Since the sample and area of this study were so restricted, it is dangerous to generalize from the results obtained, yet they do pose

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[3] Ibid., 110 - 111.

serious questions as to the state of professional reading in the rest of the province.

The second of the two Newfoundland studies referred to earlier was carried out in 1964 by Miss Betty Brett.[4] It was undertaken to determine how much reading was being done by grade nine students in the central high schools of the province, to determine exactly what the students were reading, and to ascertain to what extent the literature programs in the schools affected the students' reading habits.

The major findings of this study were concerned with the reading interests and habits of the 250 students questioned. However, the data of relevance to the present study have to do with the fifty literature teachers involved; specifically, with general information concerning them, such as years of teaching experience, and with information on their professional reading habits. These pertinent findings follow:

1. Teacher Characteristics:

A. Of the fifty teachers, only one had less than one full year of professional training; eighty per cent had more than one year; thirty-four percent had four years or more; four per cent had five years or more.

B. Forty-nine of the fifty teachers had taken one or more courses in English at the university; eighty per cent had one to four courses; sixteen per cent had more than four.

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[4] Betty M. Brett, "A Survey of the Leisure Reading of Grade Nine Students in Central High Schools of Newfoundland" (unpublished Master's thesis, University of Alberta, Edmonton, 1964).

C. Thirty-four per cent indicated a preference for subjects other than literature. Many taught literature as an extra, in addition to other subjects.

2. Professional Reading:

Brett noted that "... according to the data, few teachers use professional journals" and "... it would seem, from the results of the study, that a part of the inservice training of teachers must be to encourage them to do some professional reading."[5]

Specifically, only twenty per cent of the teachers subscribed to a periodical dealing with the teaching of literature. Surprisingly, no mention at all was made of either College English or the English Journal. The only well known journals mentioned were the Catholic School Journal, by two teachers, and Grade Teacher, by one teacher. Thirty-eight teachers, or seventy-six per cent, reported no professional reading at all. Sources listed as helpful included a series of articles on the teaching of poetry carried in the NTA Journal, and various literature guides published by Atlantic Teaching Supplies.

Both these studies present a distressing picture of professional reading among Newfoundland English teachers. Neither, however, attempts to say why so little professional reading is done, since their main thrusts were in other areas, but both cast light on certain factors -- eg., teacher qualifications and teacher workload -- believed by the investigator to be

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[5] Ibid., 88, 132.

related to a teacher's familiarity with professional literature.

National Studies (U.S.)

The most thorough and authoritative analysis of English teachers and English teaching done to date in the United States is reported by James Squire and Roger Applebee in their book, High School English Instruction Today.[6] Published in 1968, the book deals with a national survey conducted by the National Council of Teachers of English involving 158 "superior" high schools in forty-five different states. This study covers the whole field of English teaching, but only that portion of its findings having to do with professional reading and the factors related to it are relevant to the present investigation.

As noted, only the better high schools were selected for the study. Consequently, along with their findings the authors frequently describe the results of another national study which gives, in all likelihood, a more representative picture of the average conditions of English teaching and English teachers in the nation.[7] Where possible, both sets of results are dealt with together in the present review.

Regarding the qualifications of English teachers, Squire and Applebee report that more than ninety per cent of the teachers had direct

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[6] James Squire & Roger Applebee, High School English Instruction Today (New York: Appleton-Century-Crofts, 1968).

[7] Committee on National Interest, The National Interest and the Teaching of English (Champaign, Illinois: The National Council of Teachers of English, 1961).

preparation in English, as opposed to between forty and sixty per cent of teachers questioned in the National Interest Study referred to earlier.

The average number of classes met per day was five and the average number of students 130. Only sixteen per cent reported student numbers of more than 150 per day.

With regard to professionalism and professional reading, the authors have this comment:

> A generally high level of professionalism (was found) among the English teachers in this survey ... Most clear of all distinctive characteristics of these selected teachers is their basic professional interest in the subject and in the student.[8]

Specifically, over eighty per cent of the teachers questioned regularly read the English Journal, as opposed to 5~~4~~ per cent of teachers nationally.

The Squire and Applebee report further shows that more than one-half of the teachers were members of the National Council of Teachers of English, as opposed to less than one-third nationally.

Finally, the study isolates teacher workload --and especially that having to do with the carrying out of routine duties unrelated to the English program --as a major hindrance to professional growth and, in terms of the present investigation, a definite factor related to teachers' familiarity with professional literature. Squire and Applebee elaborate:

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[8] Op. Cit., 72.

> Problems of workload seem to result because too much is expected of the teacher: although his average work week is not unreasonably long, he simply does not have enough time to meet effectively all the demands, both professional and routine, that are made upon him. The inevitable result has been an ill-defined sense of frustration felt by a teacher in even the best program when he evaluates his success in correcting papers, providing individual guidance, and preparing effective and co-ordinated lessons.[9]

A second national study, carried out by Dorothy Peterson in 1962, dealt with the existence, content, and use of professional libraries in American elementary schools.[10]

A short questionnaire was sent to 730 elementary school principals in fifty states and was returned by fifty-eight per cent of them, not, unfortunately, a very desirable percentage of return.

The findings of relevance to the present investigation are briefly summarized below:

1. Seventy-seven per cent of the principals reported their schools had a collection of books and journals -- a factor investigated by the present study. 9:2 per cent had neither journals nor books. Some had books but no periodicals and vice versa.

2. Only ten per cent of the respondents reported extensive use of the library by teachers. Thirty-one per cent reported very little use at all by teachers of the professional library.

3. Periodicals were read more often than books. The top five journals were The Instructor, Grade Teacher, Elementary School Journal, Elementary English, and Childhood Education.

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[9] Ibid., 249.

[10] Loc. Cit., Peterson, 1 - 5.

4. Only about one-half of the collections were purchased from regularly allocated school funds.

Peterson concluded that "... the typical teacher in the elementary schools is not an avid reader of professional literature."[11] Lack of time and insufficient teacher interest are listed as possible reasons, as is the unavailability of readily accessible reading material. Neither size of school staff nor type of community-- rural, suburban urban --in which the school was located was a factor affecting the existence of a professional library in the school. All of these factors, and more, were investigated in the present study.

Finally, Peterson makes several recommendations intended to improve the professional reading habits of teachers:

1. Professional education courses should acquaint student teachers more with what is available in professional books and journals.

2. Boards of education and administrators should provide teachers with readily accessible professional materials.

Another national study having to do with professional libraries in the schools was carried out in 1958 by the National Education Association and reported the next year by Evelyn Bianchi in the NASSP Bulletin.[12]

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[11] Ibid., 4.

[12] Evelyn S. Bianchi, "A Study on the Secondary School Library and the Teacher", NASSP Bulletin, XLIII (November, 1959), 123-29.

A questionnaire asking whether their school libraries purchased professional reading materials was sent to 5,000 U.S. urban school teachers. It was returned, however, by thirty per cent of them, a fact which makes generalizing from the results extremely risky.

Relevant to the factors outlined in Chapter I of the present study, it was found that professional books were purchased by 62.9 per cent of the respondents' schools, professional magazines by 72.4 per cent, and professional pamphlets by 66.5 per cent.

Finally, another NEA study carried out more recently attempted to find out which type of professional periodical would be found most helpful by secondary and elementary teachers. Secondary teachers were analysed on the basis of how many of them preferred subject matter journals, elementary teachers on the basis of how many of them chose one or the other "how-to-do it" magazines. The results were computer analysed to determine whether a number of factors had any bearing on the teachers' choices. The factors investigated included sex, age, highest degree, and teaching experience, the last three of which are looked at in the present study.

It was found that many of the factors turned out to be not relevant. Sex and age did seem to have a bearing, though, as more women secondary teachers chose subject matter journals than men, while in the elementary group, more younger (under thirty) and older (over sixty-five) teachers relied on the "how-to-do-it" magazines than those in the middle aged group.[13]

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[13] NEA Research Bulletin, XLVIII (December, 1970), 116 - 118.

More Restricted Area Studies (U.S.)

Several studies concerning in one way or another professional reading among teachers have been done in more restricted geographical areas, with smaller samples than the national studies reviewed in the previous section. Some of these studied reading generally among teachers and are therefore only partially relevant to the present investigation, but each has valuable information to contribute to this review, particularly in the area of the factors related to professional reading among teachers.

Hipple and Giblin investigated the professional reading habits of English teachers in the state of Florida.[14] By means of a detailed questionnaire sent to a random sample of 386 teachers the authors sought information regarding the subjects' education and experience and, more importantly, their professional reading habits. The instrument listed six journal titles related to the teaching of English and ten titles related to education generally. Twenty book titles were used in each field. Exactly one-half of the titles listed were fictitious, a check on the honesty of response of the teachers. Respondents checked each title on a seven or five-point scale of familiarity, identical to that used in the present study.

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[14] Theodore W. Hipple & Thomas R. Giblin, "The Professional Reading of English Teachers in Florida", Research in the Teaching of English, V (Fall, 1971), 153 - 64.

Results of the questionnaire indicated that the Florida English teacher did not do much reading in either his own field or in education generally and that his professional reading experiences during the time of his university preparation, a factor investigated in the present study, were severely limited.

Three or four titles did stand out as being fairly widely read, the English Journal, for example, but in each case there seemed to be a reason other than the teachers' professional zeal to help account for the title's wide readership. Some of the journals, for instance, the teachers received automatically as members of an English association.

The authors named the heavy workload of the English teacher and, in many cases, his ignorance of what exists in professional literature as the principal reasons for the depressing results. They concluded that more needs to be done to make English teachers more aware of the literature available and to encourage them to read more widely.

In a much earlier investigation, Simpson studied the general reading habits of 746 teachers and administrators. He noted that "... little or no professional reading to help solve school problems is done by the typical teacher or administrator."[15] Specifically, he found that fourteen per cent of the teachers had read no journals in the previous month, while thirty-five per cent had read five articles or more. Fully two-thirds of the teachers and administrators spent less than two hours a month on

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[15]Ray H. Simpson, "Reading Disabilities Among Teachers and Administrators", Clearing House, VII (September, 1942), 11 - 13.

professional magazines. About one in seven spent no time at all on magazine reading of any type. Forty per cent had not looked at one professional book in the last month and only five per cent had read parts of five or more books.

Noting these facts, Simpson suggested a number of ways to help combat the problem:

1. Schools should set aside money every month for the purchase of professional materials.
2. Schools should establish professional libraries.
3. In staff meetings, discussion of new ideas, new methods, and new materials being tried elsewhere should be encouraged.
4. Teachers should be encouraged to isolate specific problems and should then be shown where help may be found in related professional literature.

The main thrust of a study done by Donald Gallo in 1968 was to determine whether any positive relationship existed between the number of professional journals read by a small sample of New York state teachers and their degree of teaching effectiveness as measured by several instruments.[16] While the amount of reading done by teachers was not the main focus of the study, there were incidental indications that a considerable number of the teachers tested read very little professional literature.

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[16] Donald R. Gallo, "Journal Reading and Selected Measures of Teaching Effectiveness", Research in the Teaching of English, IV (Spring, 1970), 45 - 50.

For example, twelve of the thirty-nine teachers questioned had not read any of the journals listed. Twenty-three of the thirty-nine, or fifty-nine per cent, subscribed to or regularly read the English Journal, as opposed to the Squire and Applebee finding, noted earlier, that over eighty per cent of American English teachers read the journal regularly. Gallo, despite his very small sample of thirty-nine, claims that since the schools he dealt with were only average schools as opposed to the superior schools studied by Squire and Applebee, his results are probably more representative of the actual situation concerning teachers' reading of the English Journal. One would regard this contention with more confidence were the sample used somewhat larger and the area covered more extensive.

Incidentally, the two standard measures used by Gallo did show that there existed a positive relationship between number of journals read and teaching effectiveness. However, his third measure -- student ratings of teachers -- showed that there existed a negative relationship between the two variables studied. When one considers the many contaminating factors that come into play when a student evaluates a teacher, this finding is quite obviously open to serious question.

In 1961, Bruce Balow attempted to determine the nature of the magazines regularly read by teachers of varying educational backgrounds and different degrees of teaching experience.[17] His sample of 368 fell

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[17] Bruce Balow, "Magazine Reading Among Teachers and Prospective Teachers", Journal of Teacher Education, XII (March, 1961) 57 - 59.

into three groups: (1) liberal arts graduates, with no teaching experience, undertaking a fifth year of professional training, (2) professional education undergraduates, with no teaching experience, (3) professional education graduates, with experience in teaching. All three groups were asked to list the magazines they read regularly. The results were rank ordered and percentages of each group reading each magazine tabulated.

It was found, generally, that neither of the three groups read anything more intellectually stimulating than did the general reading public. Escape reading predominated.

Of greater relevance to the present study was Balow's finding that education graduates with experience read primarily only those journals which came free with membership in a state or national organization. Undergraduates and liberal arts graduates read no professional journals whatsoever. Teacher preparation programs were seen as lacking since they seemed not to have developed in the students habits of professional reading.

A final area study of particular significance to the present investigation because of the light it sheds on some of the factors related to professional reading was done by Helen Fisher in 1968.[18] The study set out to determine what factors prompted teachers to read professional literature, a subject outlined in the second basic question of the present study, presented in Chapter I.

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[18]Helen Fisher, "Teacher Differences in Professional Reading", Educational Administration and Supervision, XLIV (July, 1958), 282 - 289.

Fifty elementary teachers, mostly married women with no children, were interviewed in an attempt to plot their reading patterns in relation to a number of factors. They had taught a median of 6.6 years and had attended college a median of 4.4 years.

The findings of the study are summarized below according to the factors investigated:

1. Interest: It was found that teachers who expressed negative attitudes towards professional reading and who doubted its usefulness spent much less time on it than did those who expressed positive attitudes.

2. Experience: Younger teachers, with less than five years experience, read less than more experienced teachers. These younger teachers were more interested, they said, in gaining experience than in reading widely. Other factors, such as imminent marriage for some, preparation for which would demand a lot of their time, presumably, served to contaminate the results for this particular variable.

3. Education: All teachers with a Master's degree read the median number of books and journals, for broad and specific reasons. Four of these nine, however, showed little interest in professional reading, having recently had an overdose of it in graduate studies. A sense of professional commitment, apparently, motivated them to read anyway.

It would seem, then, that the more educated the teacher, the more professional books and journals he reads. It should be noted, however, that these results regarding the educational level of the teachers were

not as straight forward as they at first appeared. Teachers with no degree, for example, read, porportionally, more books than those with one degree, but these no-degree teachers were also the experienced ones. Level of education and teaching experience thus combined to confuse the results for this particular factor. Fisher notes, moreover, that "... no influence seemed to operate in isolation from the others."[19]

4. Accessibility of materials: The nearer at hand the materials were and the more attention called to them, the more likely they were to be read. Individual differences, however, did exist.

5. Curriculum committee work: Three times as many teachers on committees read the median number of books as those not taking part in committee work.

National Study (Britain)

A national study of English teaching and English teachers in Britain, similar to that carried out earlier in the United States, reported in a previous section of this review, was undertaken by a team of American researchers in 1969 and reported by Squire and Applebee in their book Teaching English in the United Kingdom.[20] Forty-two schools of various types (independent, grammar, etc.) from one end of the country to the other were selected for the study. It should be noted that, as in the

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[19] Ibid., 287.

[20] James Squire and Roger Applebee, Teaching English in the United Kingdom (Champaign, Illinois: NCTE, 1969).

U.S. study, all of the schools were, in the words of the authors, "... pacesetting schools with reputations for excellence in the teaching of English."[21] The results, therefore, are not generalizeable to the whole country.

Relevant to the present study are those data having to do with professional reading among the teachers. Accordingly, sixty-five per cent of the teachers questioned subscribed to The Use of English, while forty per cent subscribed to the National Association of Teachers of English Bulletin, the official publication of the counterpart in Britain of the National Council of Teachers of English in the United States.

In replying to a question regarding out of school activities, British teachers reported spending from seven to nine hours per week reading books and periodicals. According to the authors, this is the same situation as exists in the United States. Given the heavy workload of the English teacher, however, one should, the investigator believes, take this particular statement with some caution.

IV. GENERAL SUMMARY

Despite the fact that English teachers generally acknowledge professional reading to be an important part of any inservice education program for teachers, the average English teacher in the average school does not read much professional literature nor is he very familiar with

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[21] Ibid., 11.

the material available to him. The only exceptions are teachers in superior schools where, according to several studies, teachers read more professional literature and seem to have a stronger professional commitment than their colleagues in the average school.

The studies reviewed advance several reasons to explain these generally unsatisfactory reading habits of the teacher, among them insufficient time, ignorance of the materials available, and negative attitudes towards the value of professional literature in improving a teacher's effectiveness.

Possible solutions suggested by various investigators include the setting up of professional libraries in the schools, the regular allocation of school funds for the purchasing of new materials, and the encouragement of teacher discussion of new ideas and methods, which will draw upon professional reading materials.

The investigator encountered no study which set out expressly to determine whether any relationship existed between a number of factors and professional reading among teachers, but several studies, especially that done by Fisher, did throw some light on a limited number of factors. Among those seen as relevant were teacher qualification, teacher experience, teacher attitude towards the value of professional literature, and availability of reading material in the school. All of these factors, and more, are investigated in the present study.

CHAPTER III

METHODS AND MATERIALS

I. POPULATION

The population for the study consisted of all teachers of English, approximately 500, in the secondary schools of Newfoundland, either junior or senior high or both. All-grade schools were not included in the study.

No rigid definition of "English teacher" -- eg., one with a university major in the subject, teaching only English in the schools -- was employed. Rather, the term "teachers of English" was used, covering all those teachers who taught the subject at all, with or without responsibility for teaching other subjects. A teacher who spent eighty per cent of his teaching time in Mathematics, therefore, and twenty per cent in English was considered a teacher of English for purposes of this study.

The investigator felt that this broad definition of "English teacher" would allow him to study professional reading as it actually existed among those who taught the subject. The findings of such a study, it was felt, would reveal the situation regarding professional reading <u>as it actually existed</u>, rather than showing the state of professional reading among only those highly qualified to teach English.

Any recommendations of the study would then relate to the actual situation in the schools, rather than to an ideal situation which, however desirable, does not exist.

II. SAMPLE

The sample for the study consisted of fifty teachers of English, randomly selected on a stratified basis.

A list of the teachers teaching secondary English in the province was drawn up, using Department of Education records, and the names of these teachers were then categorized according to the size of the community in which they taught. The three categories used were small (0 - 1500 population), medium (1501 - 10,000 population), and large (over 10,000 population). The sample was stratified in this way in order to ensure a sufficient number of subjects for the proper investigation of two important factors in the study -- namely, community size and school size, since the size of a school is directly related to the size of the community or communities which it serves.

It was then determined what percentage of the total population of teachers of English fell into each category. Thus, forty per cent taught in small communities, thirty-six per cent in medium-size communities, and twenty-four per cent in large communities. The sample was then randomly selected on the basis of these percentages. Thus twenty teachers, or forty per cent of the sample, were randomly selected from the list of

names for small communities; eighteen teachers, or thirty-six per cent of the sample, from the medium-sized community list; and twelve teachers, or twenty-four per cent of the sample, from the large community list of teachers.

The teachers thus selected covered a wide geographical area of the province, ranging from Labrador City in the north to St. John's in the south and from Norris Point and the Codroy Valley in the west to Lumsden and Bonavista in the east.

Fifty-two per cent of the teachers in the sample fell between the ages of twenty and twenty-nine; thirty-six per cent were in the thirty to thirty-nine bracket; twelve per cent were forty or older.

Twenty-eight per cent of the teachers had majored in English at the university, while the other seventy-two per cent had majors in other widely diverse areas, ranging from Greek and Theology to Physical Education and Mathematics. Fifty-eight per cent of the teachers, however, had done an English methods course. This rather unexpected difference is partly explained by the fact that during the university years of some of the teachers the English methods course was only one of several subject area courses taught as one credit.

The teachers of the sample spent an average of 48.7 per cent of their teaching time teaching English.

It is interesting to note also that of the fifty teachers interviewed, not one belonged to a specifically English association, such as the NCTE or the CCTE.

These and other interesting characteristics of the sample are summarized in Tables I – VII, which follow.

TABLE I

AGES OF SAMPLE

AGE	PERCENTAGE
20 - 29	52
30 - 39	36
40 or more	12

TABLE II

TEACHING EXPERIENCE

TEACHING EXPERIENCE IN YEARS	PERCENTAGE
1	6
2 - 5	34
6 - 10	24
11 - 20	30
21 or more	6

TABLE III

TEACHING GRADE OR CERTIFICATE

GRADE	PERCENTAGE
3 or less	14
4	12
5	42
6 or 7	32

TABLE IV

AVERAGE SIZE OF CLASSES TAUGHT

SIZE OF CLASS	PERCENTAGE
25 or fewer	18
26 - 30	42
31 - 35	26
36 - 40	14

TABLE V

RECENCY OF LAST UNIVERSITY COURSE

TIME	PERCENTAGE
1 year ago or less	56
2 - 5 years	36
6 - 10 years	4
more than 10 years	4

TABLE VI

SUBJECTS TAUGHT IN ADDITION TO ENGLISH

NO. OF OTHER SUBJECTS	PERCENTAGE
1	44
2	24
3 or more	16
none	16

TABLE VII

WHETHER ENGLISH METHODS COURSE DONE

YES	NO
58%	42%

III. THE INSTRUMENT

Description of the Instrument

The lone instrument used in the study is a detailed interview guide, originally conceived by the investigator as a questionnaire to be mailed to English teachers, but after consideration of the possibility of a low return and therfore biased results, changed in manner of administration but not in content or format.

The greater part of the instrument was prepared by the investigator for the present study, with only one group of items based upon another instrument used in a previous study.

The instrument is divided into four main parts, each with a distinct purpose in mind. Each of the four major parts is further divided into sections according to the type of response required of the interviewee. Thus, Part I, Section A consists of questions with multiple choice alternatives; Part I, Section B consists of questions requiring a yes or no answer; Part I, Section C is made up of questions of an open-ended nature, to some degree. The purpose of these questions in Part I of the instrument was to secure information on the factors thought by the investigator to be related to a teacher's professional reading. The exact nature of those relationships is discussed in Chapter V.

Part III of the instrument is likewise organized into three main sections, according to the type of response required of the subject -- multiple choice, yes-no, or open-ended. The purpose of Part III was to

secure information regarding the professional reading habits of the teachers -- eg., "Do you personally subscribe to a professional journal or journals?"

Part IV of the instrument, consisting of only two questions, attempts to determine what it was in the opinion of the teacher who did not read much which kept him from reading and, conversely, to ascertain what it was which prompted him to read some professional material.

Part II of the instrument is completely different from the other three parts and for that reason has been reserved for last discussion. In Section A of Part II, the subjects were asked to rate their familiarity, on a scale numbered from 1 to 7, with journals related to English and to education generally. The ratings ranged from "1 - I have never heard of this journal" to "7 - I subscribe to this journal and read it regularly."

In Section B of Part II, the subjects were asked to rate on a slightly different scale their familiarity with a number of books related to English and to education generally. The scale ranged from "1 - I have never heard of this book" to "5 - I have read this book carefully and feel that I know it fairly well."

Subjects were asked to rate a total of twenty-seven journals and forty books.

This part of the instrument was based largely on another developed by Hipple and Giblin for a similar study conducted in Florida.[1]

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[1] Loc. Cit., Hipple and Giblin, "The Professional Reading of English Teachers in Florida", p. 27.

Inclusion of Fictitious Titles In Instrument

Seven of the twenty-seven journal titles and ten of the forty book titles used for the ratings were fictitious. The purpose, of course, was to provide a check on the subjects' honesty of response, since all of us, as stated before, like to make ourselves look good in the eyes of others, whether that good image is warranted or not.

Some checking of fictitious titles was inevitable since book and journal titles in education tend to be remarkably similar so that a subject could check a fictitious title and be perfectly honest in doing so, thinking he had read the book or journal but in reality having read one quite similar. That, it seems, is always a problem in a list of book and journal titles of the sort used.

However, a fairly severe standard was set and if a subject's ratings failed to meet that standard, his responses were dropped from this particular part of the study. Such a subject was retained in the other three parts of the study where there was no check on the subjects' honesty of response and where the investigator had no means of knowing who was answering honestly and who was not.

The standard set was that a subject who checked three or more of the seventeen fictitious titles above a rating of 2 was dropped from this part of the study.

A more severe standard would have been to reject any subject checking <u>any</u> of the fictitious titles, high or low. The standard chosen,

however, seemed to be more defensible. It was thought that a 2 rating for a fictitious book title, for example, --"I have heard of this book, but have not read any of it"-- was not as serious as, say, a 4 rating-- "I have read all of this book". Conceivably, a subject could have checked a 2 merely as a result of confusing the title with a similar one with which he was slightly familiar. A 4 rating, on the other hand, would imply that a subject was quite definite about his familiarity with the book.

Using this standard, seven teachers of the original fifty, or fourteen per cent, were rejected from this part of the study.

Validation of the Instrument

Parts I, III, and IV of the instrument were prepared by the investigator specifically for the present study and were validated by their being examined and approved by two competent individuals, well versed and experienced in the field of English instruction. Both agreed that the items devised accomplished the purposes of these three parts of the instrument --i.e., to obtain information regarding the various factors being investigated (eg., teacher age) and to secure data concerning the general professional reading habits of the teachers.

Part II of the instrument was, however, quite different, as noted before. Here the subjects were required to rate on a numbered scale their familiarity with a selection of professional books and journals.

Considering the prodigious number of book and journal titles in education, the obvious problem was how to come up with a representative and valid list of titles for inclusion in the instrument. A teacher could very conceivably have not read a well known title from the instrument list, but just as possibly may have memorized another well known book that was not included on the list used in the study. Merely having the investigator select what he believed to be the better known books and journals in English and in education generally was not adequate; a more scientific manner of selection was required. That more precise method of selection did not result in the perfect list of titles, an objective obtainable, it seems, only if one had at his disposal a definitive list of all the journal and book titles ever published in the field of English instruction and in education generally.

Thus twelve journal titles related to the teaching of English were submitted to four validators; competent and experienced university personnel in the field of English instruction, who were asked whether they were familiar with the titles and whether they would consider them useful to the teacher of English.

There was almost unanimous agreement as to which five journals would be of most value. These were subsequently included on the list of English journals used in the study.

Fifty journal titles related to education in general were submitted and roughly the same questions asked: (1) Are you familiar with this journal? (2) Would you include it among the top fifteen journals most

useful to the teacher of English? No precise ranking of the journals was asked for. The results showed that two of the fifty journals were cited as being among the fifteen most useful to the teacher by all four validators; six journals were chosen by three validators; nine journals were chosen by two validators. The eight journals chosen by four or three validators were included on the list used in the study, plus seven of the remaining nine of the top fifteen, randomly selected.

Seventy book titles related to English were submitted and the validators asked whether they were familiar with each and whether they would consider it among the fifteen books most useful to the teacher of English. Two of the seventy books were selected by all four validators, one book was selected by three, and seventeen books were selected by two validators. The books chosen by four and three validators were included on the list for the study, plus twelve of the seventeen remaining books, chosen by two validators, randomly selected.

Forty book titles related to education generally were submitted and basically the same two questions asked as those described in the foregoing paragraphs. One of the forty books was selected by all four validators as being among the fifteen most useful, six books were selected by three validators, and ten were selected by two validators. The first seven titles were included on the list for the study, plus eight of the other ten, randomly selected.

The lists of book and journal titles arrived at in this manner were no doubt far more valid than any list that the investigator himself could

select, although it seems that no matter how good the list, there is always a well known book or journal, journal less so, that manages to be overlooked.

Reliability of the Instrument

After Part II of the instrument had been validated in the manner described, it, along with eleven other items of the instrument, was subjected to a test-retest reliability study to measure the uniformity of subject response to these items over a period of time. The eleven other items tested were those asking the teacher to express an opinion, or make an estimate on some aspect of professional reading where, presumably, his response could vary over time.[2]

The reliability study was submitted to seven St. John's teachers of English and their responses noted. In just over a week, the questions were again submitted and the responses compared with those elicited on the first administration of the test.

As stated, the reliability study tested eleven items involving teacher opinion or estimation. It was felt that since these data were not very extensive, a detailed tabulation of correlation co-efficients was not necessary. A mere scanning of the results provided a good indication of how reliable each of the items was.

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[2]The eleven other items included were: Part I, Section A: numbers 7, 9, 10, 13, 14, 19; Part I, Section B: numbers 9 and 10; Part III, Section A: numbers 1, 3, and 4. See Appendix A.

Thus, of the eleven items, four were checked identically on the two occasions by all seven teachers. Another four of the eleven items were checked identically on the two occasions by six of the seven teachers. Two other items were checked identically on the two occasions by five of the seven teachers. Moreover, in each case of differing responses to items from occasion 1 to occasion 2, the difference was never more than one alternative; i.e., if item 1 were answered A on occasion 1, it would possibly be answered B on occasion 2, but never C.

Only item number 8, which asked the teachers to estimate the time they spent per week reading professional material, proved to be not very reliable when compared with the others. Four of the seven teachers differed in their responses to this item on the two occasions. Again, though, the difference was never more than by one alternative. (There were five alternative answers.) However, because the investigator could devise no other way of obtaining this particular piece of information other than by teacher estimation, the item was kept in the instrument. The reader is asked, therefore, to regard with some caution responses to this one item.

Also tested for reliability were the sixty-seven journal and book titles, seventeen of which were fictitious. Again, no reliability coefficients were computed, a brief scanning of the results being sufficient to establish reliability or non-reliability.

Perfect reliability would have been the result had all seven teachers checked all sixty-seven titles identically on the two occasions. However,

that would have been too much to hope for, since there was not a drastic difference from one rating to the immediate next rating. For example, a teacher's rating a book 2 on the first occasion and 3 on the second would have been far less serious than a rating of 1 or 2 on the first testing and a rating of 5 on the second. Thus instead of looking for all seven teachers to rate all sixty-seven titles identically on the two occasions, the investigator decided that to look for ratings removed by 1 or less would be more realistic.

The overall number of ratings was 469, since there were seven teachers and each rated sixty-seven titles. Of these 469 ratings, only 4.9 per cent were removed by more than one point from occasion 1 to occasion 2; 94.1 per cent of the ratings, therefore, were either identical from occasion 1 to occasion 2 or removed by only one point. Moreover, two of the seven teachers accounted for more than one-half of those ratings removed by more than one point, suggesting subject sloppiness rather than item unreliability.

Having checked these results, then, of the eleven items involving teacher opinion and estimation and of the teachers' ratings of the journal and book titles, the investigator concluded that the instrument was sufficiently sound to go ahead with the study.

IV. DATA COLLECTION

The data for the study were collected through the use of the

personal interview technique during the first two weeks of June, 1973.

The detailed guide described in the previous section of this chapter was used in these interviews, the investigator asking the prepared questions and ticking the appropriate alternatives as the subject replied. In that part of the interview in which the subject was asked to rate, on a numbered scale, his familiarity with various professional books and journals, the subject was given the list of titles and asked to tick his own responses, with a polite reminder that only thoroughly honest ratings would be of benefit to the study. Most of the subjects seemed to display a remarkable openess and candour regarding the ratings, even when these depicted a teacher who had read very little. Furthermore, all of the subjects were very co-operative in furnishing the information required of them.

Each interview session lasted from twenty to thirty minutes, the difference being due to the varying times each subject took to rate his familiarity with the book and journal titles.

V. STATISTICAL DESIGN

For Parts I, III, and IV of the instrument, no sophisticated statistical techniques were required for the analysis of the results. These three parts of the instrument provided data of a purely descriptive nature and the results are reported in a descriptive manner in Chapter IV. As noted, these three parts of the instrument provided information regarding a number of factors thought to be related to professional

reading and supplied data concerning the general professional reading habits of the teachers.

Part II of the instrument, however, involved teacher ratings of books and journals and therefore required a more sophisticated statistical tool than straightforward description. The purpose of this part of the study was to determine what kind of relationships existed between a number of factors thought to be related to professional reading and the actual familiarity of the teachers with a selection of book and journal titles. Data concerning these factors were obtained in Part I of the instrument. Data concerning teacher familiarity with the books and journals were obtained in Part II of the instrument. What was needed was an appropriate statistical tool to determine whether the factors investigated had any significant relationship to the teachers' familiarity with professional literature. Phrased another way, the question was what conditions were and were not conducive to the professional reading of the teachers.

The Mann-Whitney U Test

Two nonparametric statistical tests were chosen, the Mann-Whitney U Test (A Rank Test For Two Independent Samples) and the Kruskal-Wallace Analysis of Variance by Ranks (A Rank Test For Two Or More Independent Groups).[3] The ranking nature of the data dictated that these two tests be used. No more adequate means of analysing the results was found.

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[3]Ann Hughes & Dennis Grawoig, Statistics: A Foundation For Analysis (Reading, Massachusetts: Addison-Wesley Publishing Co., 1971), 411 - 415.

The Mann-Whitney U Test is a test based on ranks and is appropriate for comparing two independent groups. It was used, therefore, to analyse those data which subdivided into two groups, or samples. For example, the effect of the presence or absence of an English department in the school on the teachers' familiarity with professional literature was analysed in this way. Group 1 consisted of those teachers answering "Yes, there is an English department in my school" and Group 2 consisted of those answering "No" to the question. The Mann-Whitney U Test was applied to these two variables --the existence or non-existence of an English department in the school and the teacher's familiarity with professional literature -- to determine whether any significant relationship existed. The test analyses the samples or groups to determine whether they come from populations having the same distributions. The null hypothesis to be tested is that the two population distributions are identical --i.e., no significant relationship exists between the two variables.

Briefly, the testing procedure involves ranking the data in both samples, from lowest to highest; summing the ranks for each sample and noting how many subjects make up each; and determining the value of the U statistic, using the following formulae:

$$U_1 = n_1 n_2 + \left(\frac{n_1(n_1 + 1)}{2}\right) - \sum R_1$$

$$U_2 = n_1 n_2 + \left(\frac{n_2(n_2 + 1)}{2}\right) - \sum R_2$$

The smaller of the two values for U_1 and U_2 is taken as the U statistic.

Next, the mean of the U statistic (mean = $\frac{n_1 n_2}{2}$) and its standard deviation (sd = $\sqrt{n_1 n_2 (n_1 + n_2 + 1)/12}$ are calculated and a Z statistic determined, using the following formula: $Z = \frac{U - \mu U}{\sigma U}$

The table of areas for the normal curve is then used to determine the significance or otherwise of the Z statistic. If the calculated Z is greater than Z = 1.96, the null hypothesis is rejected at the .05 level of confidence. If the computed Z is greater than Z = 2.58, the null hypothesis is rejected at the .01 level of confidence. If the computed Z is less then the predetermined critical value of Z, the null hypothesis is accepted. In other words, the first variable does not have any significant bearing upon the second. In the example used, if the Z statistic turned out to be less than the critical value of Z, one would conclude that the existence of an English department in the school had no significant effect upon the teachers' familiarity with professional literature.

According to Hughes and Grawoig, the Mann-Whitney U Test is one of the best of the nonparametric techniques with respect to power and efficiency.

The Kruskal-Wallace Analysis of Variance By Ranks.

The Kruskal-Wallace Test is similar to the Mann-Whitney U, since both are based on rank scores. However, the Kruskal-Wallace test is used when one is investigating two or more independent samples or groups. In the present study, therefore, the Kruskal-Wallace was used to analyse the

results of those items having more than two alternatives in their answers. Teachers answering alternative A were classed as one group, and likewise for alternatives B, C, D, etc.

The test procedure starts with a ranking of the scores in each sample, the rank of 1 being associated with the lowest value and the rank of n with the highest. The rank sums for each group are then computed and the following formula applied:

$$H = \frac{12}{n(n+1)} \left(\sum \frac{(\Sigma R_i)^2}{n_i} \right) - 3(n+1)$$

The H statistic thus computed is similar to the chi square statistic, with a like number of degrees of freedom. For example, the critical value of chi square, and of the H statistic, at two degrees of freedom and at the .05 level of significance, is 5.99. If the computed H statistic is greater than this critical value, the null hypothesis is rejected; i.e., there is some significant relationship among the variables.

Thirty-five variables or factors thought to be possibly related to a teacher's professional reading were investigated and analysed using these two nonparametric statistical tests. The findings for each factor are reported in Chapter IV.

CHAPTER IV

RESULTS AND ANALYSIS

I. INTRODUCTION

This study set out to answer two basic questions concerning the professional reading of teachers of English in Newfoundland:

1. How much professional reading do teachers of English in Newfoundland engage in and how familiar are they with some of the better known journals and books in English and in education generally?

2. What are the factors and conditions which are conducive to, and militant against, an English teacher's wide reading of professional material and to a consequent high or low degree of familiarity with such material?

Since the date on the first basic question and those on the second are quite different in nature, the first being totally descriptive and the second almost totally analytical, this chapter has been organized into two main parts. The answer to the first basic question, as concluded from the data, is reported in Part I; the answer to the second basic question is reported in Part II.

II. PART I

To arrive at an answer to the first basic question posed in the study, the investigator devised a series of sub-questions which, along with the teachers' answers to them, are set forth below in an item by item analysis.

A. FINDINGS

To begin the series of questions, the teachers were asked to estimate the approximate time they spent per week reading professional material. Seventy-six per cent of the teachers in Brett's study (1964)[1] reported doing no professional reading at all. Only four per cent of the teachers in the present study answered that they spent no time at all reading professional material, while at the other end of the scale, six per cent replied that they spent more than five hours per week at this activity. The majority of the teachers fell between these two extremes. A big percentage, thirty-six, estimated spending less than one hour per week reading professional material. The complete picture of teachers' answers to this first question is given in Table VIII.

TABLE VIII

TIME SPENT PER WEEK READING PROFESSIONAL MATERIAL

	A 5 hrs. or more	B 3 - 4 hrs.	C 1 - 2 hrs.	D Less than 1 hr.	E None
No. of Teachers	3	14	13	18	2
Percentage	6	28	26	36	4

[1] See Chapter II, pp. 20 - 22.

The teachers were next asked to check the time period within which they had read a professional book related to English, excluding those required for a university course. The investigator was here interested in voluntary professional reading only. Eight per cent of the teachers replied that it had been more than two years since they had read such a book. Thirty per cent, however, answered that they had read such a book within the last month. The biggest percentage, thirty-eight, replied that they had read a book of this description within the past six months. A complete picture of the replies to this second question appears in Table IX.

TABLE IX

TIME PERIOD WITHIN WHICH TEACHERS HAD READ BOOK RELATED TO ENGLISH

	A Within one month	B Within six months	C Within one year	D Within two years	E More than two years
No. of teachers	15	19	6	5	4
Percentage	30	38	12	10	8

The third item in this series of questions asked the teachers to check the time period within which they had read a professional book related to education generally, which was not, again, required reading for a university course. Four per cent of the teachers reported that it had

been more than two years since they had read such a book, but a full forty-six per cent had read a book of this type within a month preceding the time of the interview. Another twenty-eight per cent had read a book related to education generally within six months of the time of the interview. The complete picture of responses to this third question is given in Table X.

TABLE X

TIME PERIOD WITHIN WHICH TEACHERS HAD READ BOOK RELATED TO EDUCATION GENERALLY

	A Within one month	B Within six months	C Within one year	D Within two years	E More than two years
No. of teachers	23	14	7	3	2
Percentage	46	28	14	6	4

The fourth question in this series asked the teachers how many professional journals they had read within the school year of 1972-73. (It will be recalled that the interviews were conducted in June, 1973). Four per cent of the teachers had read no journals at all in that time period, while six per cent had read seven or more. Most of the teachers, sixty-six per cent, had read from one to three journals in the course of the school year. When this question was asked, the teachers understood that the term "read" did not necessarily mean a thorough perusal of all

the contents of each journal in question. The term implied more of a browsing through the journal rather than a complete reading. All of the replies to this fourth question are categorized in Table XI.

TABLE XI

NUMBER OF PROFESSIONAL JOURNALS READ BY TEACHERS WITHIN SCHOOL YEAR 1972-73

	A None	B 1 - 3	C 4 - 5	D 7 or more
No. of teachers	2	33	11	3
Percentage	4	66	22	6

The fifth question in the series asked the teachers whether they personally subscribed to an educational journal or journals. Twenty per cent did subscribe to a journal, but the other eighty per cent did not. It is interesting to note that this finding was identical to that reported by Brett (1964).[2]

The sixth question in the series asked the teachers whether they owned a collection of books on the teaching of English and in education generally. Seventy per cent answered that they did own such a collection, while the other thirty per cent answered no.

[2]See Chapter II, p. 20.

The final question of the series asked the teachers to list the journals and magazines that they read regularly, in any field whatsoever. The purpose of the question was to obtain data concerning the general reading habits of the teachers. Cited more than any other publication was Time magazine, listed by seventy-eight per cent of the teachers. Newsweek followed with thirty-eight per cent, Reader's Digest with twenty-two per cent, National Geographic with fourteen percent, McLean's with twelve per cent, Chatelaine with ten per cent, various religious magazines with eight per cent, and various sports magazines with another eight per cent.

A further indication of how much the teachers had read and were reading were the items in which they rated their familiarity with journals and books in English and in education generally. While the main purpose of these items was to investigate the relationships between a number of factors and a teacher's familiarity with professional literature, they nevertheless did provide additional data on the reading habits of the teachers, additional to that provided by the series of questions described above.

Thus if a teacher had checked total familiarity with every legitimate, as opposed to fictitious, journal and book title, his total score would have been 290, the highest possible score on the scales. The lowest possible score was 50, which would have occured if a teacher had checked total unfamiliarity with all of the journal and book titles.

The results showed that the actual ratings of the teachers ranged from a low of 62, barely above the lowest possible score, to a high of 151,

a little more than one-half the highest possible score. The mean rating was 91.51, or less than one-third of the highest possible score.

It can be said generally, then, that the teachers did not display a very high degree of familiarity with the journal and book titles used in the study.

To summarize, the teacher of English in Newfoundland is not far different in his reading habits from his counterparts elsewhere. In summarizing in Chapter II the research done on the question to date, it was stated that the average English teacher in the average school does not read much professional literature. The data in the present study depict the Newfoundland teacher of English in the same light. The data indicate that there is certainly some reading being done, but not as much, it would seem, as there should be, given the value to the teacher of professional reading.

Thus, according to the data, the answer to the first basic question posed in this study is that teachers of English in Newfoundland are doing some professional reading, but certainly not as much as they should be doing. Furthermore, they are not familiar to any great degree with some of the better known books and journals in English and in education generally.

A further item in this part of the study asked those teachers who had not read much why they had not read more and on the other hand what had prompted them to do the reading they had done. Those who had read more than the average were asked what prompted them to read professional material and what prevented them from reading even more.

A full seventy per cent of the teachers questioned stated that the reason they did not read more was that their work-load was so heavy they could not devote to professional reading the time they felt it required. Another twenty-four per cent replied that there was no professional reading material available to them in their schools.

Virtually all of the teachers stated that their motivation to read professional material was to become aware of new ideas and new practices which could possibly make their teaching more effective. A more detailed picture of the responses to this question is given in Table XII.

TABLE XII

REASONS TEACHERS READ LITTLE PROFESSIONAL LITERATURE

Reasons	No. of teachers	Percentage
(A) Unconcerned about improving teaching effectiveness	1	2
(B) Lack of faith in value of professional literature	2	4
(C) Heavy workload; lack of time	35	70
(D) No professional literature in school	12	24
(E) Teacher unawareness of what professional literature is available	8	16
(F) Much reading offers no extra monetary benefits	1	2
(G) Other (eg. professional literature impractical)	5	10

The final item in this part of the study asked the teachers where they believed the responsibility for providing teachers with professional reading material lay. Six alternative sources were supplied and the teachers asked to check any that they felt had a responsibility to provide professional reading material. Thus, the school's English department head was checked by fifty-four per cent of the teachers, the individual English teacher by forty-four per cent, and Department of Education English personnel by forty per cent. A full picture of the responses is given in Table XIII.

TABLE XIII

WHERE LIES RESPONSIBILITY FOR PROVIDING PROFESSIONAL LITERATURE

Source of Responsibility	No. of Teachers	Percentage
(A) Board Superintendent	4	8
(B) Board Supervisor	11	22
(C) Department of Education English Personnel	20	40
(D) English Department Head	27	54
(E) English Teacher	22	44
(F) School Librarian	3	6
(G) Principal	2	4

The implications of these findings to the teaching of English in Newfoundland are set forth in the final chapter of this study.

III. PART II

A. INTRODUCTION

The second major question posed by the present study was concerned with factors and conditions conducive to an English teacher's wide reading of professional material and to a consequent high degree of familiarity with such material. A total of thirty-five possibly related factors and conditions were looked at and their effects upon the teachers' familiarity with professional literature analysed. While it was possible to regard each of the thirty-five factors as an independent variable, most of them were related in some way, and were therefore grouped in Chapter I according to their commonality. Thus three factors related to school size were grouped together as were five factors related to various characteristics of the teachers -- eg., age, teaching experience, etc. These factors were then written in the form of null hypotheses, each hypothesis having several parts; i.e., several related factors. The findings for each factor are reported below.

B. FINDINGS

The first major hypothesis of the study, Hypothesis 1(A-C), dealt with school-related factors.

The following school-related factors will have no significant bearing upon teachers' familiarity with professional literature:

A. School size (number of classrooms)

B. Student enrolment

C. Size of community -- small, medium or large -- in which the school is located.

Using the Kruskal-Wallace Test for Hypothesis I(A), where the factor being investigated was school size as measured by number of classrooms, the calculated H statistic was 1.64. The critical value of H, at 2 degrees of freedom and at the .05 level of confidence, was 5.99. Therefore, since the calculated H was less than the critical value of H, the null hypothesis was accepted; i.e., school size as measured by number of classrooms did not have a significant bearing upon the teachers' familiarity with professional literature.

FIGURE 1

Hypothesis 1(A)

SCHOOL SIZE AS MEASURED BY NUMBER OF CLASSROOMS

A (1 - 10 Rooms)	B (11 - 20 Rooms)	C (More than 20 Rooms)
$N_1 = 22$	$N_2 = 12$	$N_3 = 9$
$R_1 = 462.5$	$R_2 = 243.0$	$R_3 = 240.5$
Average rank = 21.02	Average rank = 20.25	Average rank = 26.72

Critical value of H (2df, .05 level) = 5.99

Calculated Value of H = 1.64

Using the Kruskel-Wallace Test for Hypothesis 1(B), where the factor being investigated was school size as measured by student enrolment, the calculated value of H was H = 1.64, while the critical value of H, with 2 degrees of freedom and at the .05 level of significance, was 5.99. Therefore, the null hypothesis was accepted: that is, size of school as measured by student enrolment had no significant bearing upon teachers' familiarity with professional literature.

FIGURE 2

Hypothesis 1(B)

SCHOOL SIZE AS MEASURED BY STUDENT ENROLMENT

A (1 - 250 students)	B (251 - 500)	C (501 - 1,000)
N_1 = 20	N_2 = 12	N_3 = 11
R_1 = 372.0	R_2 = 247.0	R_3 = 327.0
Average Rank = 18.60	Average Rank = 20.58	Average Rank = 29.72

Critical value of H (2df, .05 level) = 5.99

Calculated value of H = 1.64

Using the Kruskal-Wallace Test for Hypothesis 1(C), where the factor being investigated was community size, the calculated H statistic was H = 1.58, while the critical value of H, with two degrees of freedom and at the

.05 level of confidence was 5.99. The null hypothesis, therefore, was accepted. The size of the community in which the school was located had no significant bearing upon the teachers' familiarity with professional literature. This corresponds to a finding of Peterson that the type of community -- rural, urban, suburban -- had no bearing upon the existence of a professional library in the school.[3] The dependent variables are somewhat different, but the two findings are similar.

FIGURE 3

Hypothesis 1(C)

SIZE OF COMMUNITY IN WHICH SCHOOL LOCATED

Small (1 - 1500)	Medium (1501 - 10,000)	Large (10,000)
$N_1 = 18$	$N_2 = 15$	$N_3 = 10$
$R_1 = 36.20$	$R_2 = 324.5$	$R_3 = 259.5$
Average rank = 20.11	Average rank = 21.63	Average rank = 25.95

Critical value of H (2df, .05 level) = 5.99
Calculated value of H = 1.58

Neither of the three school-related factors, therefore, had any significant bearing upon the teachers' familiarity with professional literature.

[3] See Chapter II, pp. 24 - 25.

Hypothesis II (A-E)

The second major hypothesis of the study dealt with teacher-related factors.

The following teacher-related factors will have no significant bearing upon teachers' familiarity with professional literature:

A. Teaching grade, or certificate

B. Age

C. Teaching experience

D. Teacher's satisfaction with his performance

E. Teacher's belief in the value of professional literature.

Using the Kruskal-Wallace Test for Hypothesis II (A), where the factor being investigated was the teaching grade or certificate of the teacher, the calculated H was H = 8.36, while the critical value of H, with 3 degrees of freedom and at the .05 level of confidence, was 7.815. The null hypothesis, therefore, was rejected. Teaching grade or certificate did have a significant bearing upon the teachers' familiarity with professional literature.

Although teaching grade did have a significant bearing upon the teachers' familiarity with professional literature, this does not necessarily mean that the higher the grade, the greater the familiarity. It is true that the teachers with Grade IV had a much higher average rank than the teachers with Grade III, but the average rank of the teachers with Grade IV was also higher than that of the teachers with Grade V and VI. Thus, the teachers with Grade IV were most familiar with the journal

FIGURE 4

Hypothesis II(A)

TEACHING GRADE, OR CERTIFICATE

Grade III or less	Grade IV	Grade V	Grade VI or higher
$N_1 = 6$	$N_2 = 6$	$N_3 = 17$	$N_4 = 14$
$R_1 = 120.5$	$R_2 = 179.0$	$R_3 = 272.0$	$R_4 = 374.5$
Average Rank = 20.08	Average Rank = 29.83	Average Rank = 16.00	Average Rank = 26.75
Critical value of H (3df, .05 level) = 7.815			
Calculated value of H = 8.36			

and book titles used in the study, followed by those with Grade VI or higher, those with Grade III or less, and by those with Grade V.

Upon further examination of the data, it was found that the critical factor contributing to these findings seemed to be teaching experience rather than teaching grade. Fifty per cent of the teachers with Grade IV, who were most familiar with the titles, had from 11 to 20 years teaching experience, while only 33.4 per cent of them had from 2 to 5 years experience. Among the teachers with Grade V, however, who were least familiar with the titles used, only 23.6 per cent had from 11 to 20 years experience, while nearly one-half, or forty-seven per cent had from 2 to 5 years experience.

Fisher (1958) reported a similar finding regarding the effect of teaching certificate upon the amount of reading done by the teacher. She

found that teachers with no degree read more books, proportionally, than those with one degree. However, in her case too, the no-degree teachers were usually the experienced ones, so that teaching experience and teaching grade combined to confuse the results.[4]

Using the Kruskal-Wallace Test for Hypothesis II(B), where the factor being investigated was the age of the teacher, the calculated H statistic was H = 1.0, while the critical value of H, with two degrees of freedom and at the .05 level of confidence, was 5.99. The null hypothesis, therefore, was accepted. The age of the teacher had no significant bearing upon his familiarity with professional literature.

FIGURE 5

Hypothesis II(B)

AGE OF TEACHER

A(20 - 29)	B(30 - 39)	C(40 or older)
$N_1 = 23$	$N_2 = 15$	$N_3 = 5$
$R_1 = 465.0$	$R_2 = 365.0$	$R_3 = 116.0$
Average Rank = 20.21	Average Rank = 24.33	Average Rank = 23.20

Critical value of H(2df, .05 level) = 5.99

Calculated value of H = 1.0

[4] See Chapter II, p. 31.

Using the Kruskal-Wallace Test for Hypothesis II(C), where teaching experience was the factor being investigated, independent of teaching grade, the calculated H statistic was H = 6.77, while the critical value of H, with 2 degrees of freedom and at the .05 level of confidence, was 5.99. The null hypothesis, therefore, was rejected. Teaching experience did have a significant bearing upon the teachers' familiarity with professional literature. Those teachers within 11 - 20 years experience were most familiar with the journal and book titles, followed by those with 6 - 10 years experience, followed by those with 2 - 5 years experience.

FIGURE 6

Hypothesis II(C)

TEACHING EXPERIENCE

A(1 year)	B(2-5 years)	C(6-10 years)	D(11-20 years)	E(>20 years)
N_1 = 2*	N_2 = 15	N_3 = 10	N_4 = 14	N_5 = 2*
	R_1 = 319.0	R_2 = 228.0	R_3 = 329.5	
	Average Rank = 21.26	Average Rank = 22.80	Average Rank = 23.53	

Critical value of H(2df, .05 level) = 5.99

Calculated value of H = 6.77

*There were insufficent numbers in categories A and E to include them in the statistical testing.

Using the Kruskal-Wallace Test for Hypothesis II(D), where the factor being investigated was the satisfaction of the teacher with his performance, the calculated H was H = 10.11, while the critical value of H, with 2 degrees of freedom and at the .05 level of confidence, was 5.99. Therefore, the null hypothesis was rejected. The degree of a teacher's satisfaction with his performance did have a significant bearing upon his familiarity with professional literature. Most familiar with the titles used were those teachers whose major teaching subject was English and who stated that they were not satisfied with what they were doing and felt they could do better, given the right conditions. Before the study began, the investigator felt that a teacher with a sense of dissatisfaction would be more prone to read professional literature in search of new ideas and new approaches which would possibly make his teaching more effective. The results seem to substantiate that belief.

Next in line in familiarity with professional literature were those teachers whose major teaching subject was English and who felt they were doing a fairly adequate job with it. Least familiar with the titles were those teachers whose major interest and teaching subject was not English and who were reasonably content with the job they were doing.

It was originally intended to use the Kruskal-Wallace Test to analyse the results of the final item in this second major hypothesis; namely, to what degree, if any, is a teacher's familiarity with professional literature affected by his belief in the value or otherwise of such literature? However, for alternatives B, C, and D in this item, all

FIGURE 7

Hypothesis II(D)

TEACHER SATISFACTION WITH PERFORMANCE

A	B	C	D
English Major Subject; doing adequate job	English Major Subject; not satisfied with job	English not Major Subject; Reasonably content	Other (not major Subject; not content)
$N_1 = 11$	$N_2 = 12$	$N_3 = 17$	$N_4 = 3^*$
$R_1 = 242.0$	$R_2 = 282.5$	$R_3 = 351.5$	
Average Rank = 22.0	Average Rank = 23.54	Average Rank = 20.68	

Critical value of H(2df, .05 level) = 5.99

Calculated value of H = 10.11

three of which expressed negative feelings towards professional literature, there were insufficient numbers of responses to enable the originally intended statistical test. Therefore, since alternative A was favourable towards the value of professional literature and alternatives B, C, and D unfavourable, albeit each for a different reason, the responses fell into two distinct categories. It was then decided to apply the Mann-Whitney U Test, an appropriate means of analysis for a case involving two

*Insufficient numbers to include in statistical testing.

independent groups of responses, as this one was.

Using the Mann-Whitney U Test, then, for Hypothesis II(E), where the factor being investigated was the faith of the teacher in the value of professional literature, the Z statistic was calculated as Z = 2.14, while the critical value of Z, at the .05 level of confidence, was 1.96. The null hypothesis, therefore, was rejected. A teacher's belief in the value of professional literature did have a significant bearing upon his familiarity with such literature. Those teachers who expressed favourable attitudes were more familiar with the journal and book titles used in the study than were those who expressed unfavourable attitudes.

FIGURE 8

Hypothesis II(E)

TEACHER BELIEF IN VALUE OF PROFESSIONAL LITERATURE

A (Very Valuable)	B (Not Very Valuable)
$N_1 = 31$	$N_2 = 12$
$R_1 = 759.5$	$R_2 = 186.5$
Average Rank = 24.50	Average Rank = 15.5

Critical value of Z, at .05 level, = 1.96
Calculated value of Z = 2.14

In summary, of the five teacher-related factors investigated in Hypothesis II, four were found to have a significant bearing upon the teacher's familiarity with professional literature. Only the age of the teachers was found to be insignificant. The teacher's grade, his experience, his major teaching interest and satisfaction with the job he was doing, and his attitude toward the value of professional literature were all found to be significant. The difficulty of determining single causes for the results in each of these four factors has already been mentioned. It is quite likely that no factor operated in complete isolation from the others. However, but for teaching grade, where the results were somewhat aberrated and difficult to interpret, it seems reasonable to conclude that the specific factor being investigated in the other three instances was the major contributing influence in the findings. As stated before, it was impossible to determine to what degree each factor contributed to the findings, given the nature of the data analysis. Had the data been appropriate, a statistical test such as multiple linear regression or factor analysis would have enabled the investigator to answer such a question.

Hypothesis III (A - D)

The third major hypothesis of the study dealt with factors related to the university training of the teachers.

The following factors related to teachers' university training will have no significant bearing upon their familiarity with professional literature:

A. Recency of university training

B. Major area of study

C. Teachers' assessment of the value of their training.

D. Degree to which teachers were made familiar with professional literature during their training.

Since there were insufficient numbers in two of the four alternatives for Hypothesis III (A), where the factor being investigated was the recency of the teachers' university training, the Mann-Whitney U Test rather than the Kruskal-Wallace was used. The calculated value of Z was Z =-1.82, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. Therefore the null hypothesis was accepted. The recency of the teachers' university training had no significant bearing upon their familiarity with professional literature. It should be noted here, however, that the difference in the two alternatives tested, A (1 year ago or less) and B (2 - 5 years ago), could have been as little as one year, where one would not expect a great difference in familiarity with professional literature to exist. Not tested because of insufficient numbers were alternatives C (6 - 10 years ago) and B (greater than 10 years ago). Had there been sufficient numbers in these categories, the results may have been different.

Using the Mann-Whitney U Test for Hypothesis III (B), where the factor being investigated was the major area of university study of the teachers, the calculated Z was Z =-2.06, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis,

FIGURE 9

Hypothesis III(A)

RECENCY OF TEACHERS' UNIVERSITY TRAINING

A (1 yr. ago or less)	B(2-5 yrs. ago)	C(6-10 yrs. ago)	D(10 yrs. ago)
$N_1 = 24$	$N_2 = 15$	$N_3 = 2$	$N_4 = 2$
$R_1 = 478.5$	$R_2 = 363.5$		
Average Rank = 19.93	Average Rank = 24.23		

Critical value of Z, at .05 level, = 1.96

Calculated value of Z, = -1.82

therefore, was rejected. The major area of study of the teachers did have a significant bearing upon their familiarity with professional literature. Those who had majored in English were more familiar with the journal and book titles used than were those who had majored in other subjects. This finding was not unexpected since twenty of the fifty titles used were related to English, some of which the teachers would be expected to have read during their university training.

It would have been desirable, it is true, to have had either all English majors or all non-English majors for the study, so that all teachers would have started the study on the same footing, in the sense that all or none would be expected to have read, during their training,

some of the titles used in the study, but the investigator was forced to accept a trade-off here. The study set out to measure the amount of professional reading being done by the teachers of English in Newfoundland, rather than the amount being done by only those well qualified to teach the subject. Thus, only thirteen of the fifty teachers interviewed, or 26 per cent, had majored in English, an accurate indication, it is felt, of the situation in schools.

FIGURE 10

Hypothesis III(B)

MAJOR AREA OF UNIVERSITY STUDY OF THE TEACHERS

English	Other Subjects
N_1 = 13 (26%)	N_2 = 37 (74%)
R_1 = 364.0	R_2 = 577.0
Average Rank = 28.00	Average Rank = 19.23

Critical value of Z (.05 level) = 1.96

Calculated value of Z = -2.06

Because of insufficient numbers in two of the alternatives for Hypothesis III (C), where the factor being investigated was the teachers'

assessments of the value of their university preparation for teaching, the Mann-Whitney U Test was used rather than the Kruskal-Wallace. The investigator felt that a teacher's positive or negative evaluation of his university training might carry over to his estimation of the value of professional reading, since the two seem to be related, and influence the amount of such reading which he did.

Using the Mann-Whitney U Test, the calculated Z was Z = -3.71, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis, therefore, was rejected. A teacher's assessment of the value of his university training did have a significant bearing upon his familiarity with professional literature. Those teachers who answered that their university training was helpful, but could have been much better, were less familiar with the titles used than were those teachers who said that their university training was not very helpful, but was propably better than no training at all. The investigator felt that a positive attitude towards university training would correlate with greater familiarity and vice-versa. This effect did not occur. The reader is cautioned here, however, on two counts. First of all, the difference in the two alternatives, B and C, was not, it is now felt, sufficiently great to ensure a valid distinction in the minds of the teachers as they answered the question. Secondly, the number of teachers answering alternative C was six; the bare minimum suggested for use of the Mann-Whitney is 5 or 6. Thus it is quite possible that the low numbers in one of the alternatives accounted for

this finding. Both interpretations appear to be plausible.

FIGURE 11

Hypothesis III(C)

TEACHERS' ASSESSMENT OF THE VALUE OF THEIR UNIVERSITY TRAINING

A	B	C	D
It helped a great deal	Helpful, but could have been much better	Not very helpful, but better than no training at all	No help at all
$N_1 = 4$	$N_2 = 32$	$N_3 = 6$	$N_4 = 1$
	$R_1 = 716.5$	$R_2 = 138.5$	
	Average Rank = 22.39	Average Rank = 23.0	

Critical value of Z (.05 level) = 1.96

Calculated value of Z = -3.71

Because of insufficient numbers in one of the alternatives, the Mann-Whitney, not the Kruskal-Wallace, was used for Hypothesis III (D), where the factor being investigated was the degree to which the teachers had been made familiar with professional literature during their university training. It was felt that those teachers who had been introduced to a lot of professional literature and to what material there was available to them would be more familiar with the titles used than those who felt their introduction to professional literature during their university training was inadequate.

Using the Mann-Whitney U Test, then, the calculated Z was Z = -.75 while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis, therefore, was accepted. The degree to which the teachers were made familiar with professional literature during their university training did not have a significant bearing on their familiarity with the titles used in the study.

FIGURE 12

Hypothesis III(D)

DEGREE TO WHICH TEACHERS MADE FAMILIAR WITH PROFESSIONAL LITERATURE DURING UNIVERSITY TRAINING

A	B	C
Thorough knowledge; made wide use of it	Not much knowledge outside required reading; too little stressed	Knowledge limited to prescribed texts
$N_1 = 12$	$N_2 = 28$	$N_3 = 3$
$R_1 = 371.5$	$R_2 = 561.0$	$R_3 = 13.5$
Average Rank = 30.96	Average Rank = 20.03	Average Rank = 4.50

Critical value of Z (.05 level) = 1.96

Calculated level of Z = -.75

In summary, two of the four factors investigated in the third hypothesis turned out to have a significant bearing on the teachers' familiarity with professional literature and two proved to be

insignificant. Significant were the teachers' major area of study at university and their assessment of the value of their university training in preparing them for teaching. In the latter factor, however, lack of adequate distinction between alternatives and small numbers in one of the categories may have influenced the results. Insignificant were the recency of the teachers' university training and the degree to which they felt they had been made familiar with professional material during their university training.

Hypothesis IV (A - D)

The fourth major hypothesis of the study dealt with factors related to the work load of the teachers.

The following factors having to do with teachers' work load will have no significant bearing upon their familiarity with professional literature:

A. Average size of classes taught
B. Percentage of time spent per week teaching
C. Outside - class responsibilities
D. Number of subjects taught in addition to English (language and/or literature).

Using the Kruskal-Wallace Test for Hypothesis IV (A), where the factor being investigated was the average size of the classes taught by the teacher, the calculated H statistic was .23, while the critical value of H, with 3 degrees of freedom and at the .05 level of confidence, was

H = 7.815. The null hypothesis, therefore, was accepted. The average size of the classes taught by the teachers had no significant bearing upon their familiarity with professional literature.

FIGURE 13

Hypothesis IV(A),

AVERAGE SIZE OF TEACHERS' CLASSES

A (25 or fewer)	B (26 - 30)	C (31 - 35)	D (36 - 40)
$N_1 = 8$	$N_2 = 18$	$N_3 = 10$	$N_4 = 7$
$R_1 = 171.5$	$R_2 = 398.0$	$R_3 = 209.0$	$R_4 = 167.5$
Average Rank = 21.43	Average Rank = 22.11	Average Rank = 20.90	Average Rank = 23.92

Critical value of H (3 df and at .05 level) = 7.815

Calculated Value: H = .23

Using the Kruskal-Wallace Test for Hypothesis IV(B), where the factor being investigated was the percentage of the school week actually spent teaching by the teachers, the calculated H statistic was H = 1.76, while the critical value of H, with 2 degrees of freedom and at the .05 level of confidence, was H = 5.99. The null hypothesis, therefore, was accepted. The percentage of the school week spent teaching by the teachers had no significant bearing upon their familiarity with professional literature.

FIGURE 14

Hypothesis IV(B)

PERCENTAGE OF TIME PER WEEK SPENT TEACHING

A (0 - 75%)*	B (76 - 85%)	C (86 - 100%)
$N_1 = 9$	$N_2 = 20$	$N_3 = 14$
$R_1 = 224.0$	$R_2 = 463.5$	$R_3 = 258.5$
Average Rank = 24.88	Average Rank = 23.17	Average Rank = 18.46

Critical value of H (2df, .05 level): H = 5.99.
Calculated value of H: H = 1.76

Using the Mann-Whitney U Test for Hypothesis IV(C); where the factor being investigated was whether the teachers had outside - class responsibilities (for example, hall supervision, lunch supervision, etc.), the calculated Z was Z = -1.47, while the critical value of Z, at the .05 level, was Z = 1.96. The null hypothesis, therefore, was accepted. Whether the teachers had outside - class responsibilities had no significant bearing upon their familiarity with professional literature. However, the attention of the reader is directed to Figure 15, where it is seen that the number in category A was very small and therefore may

*There were insufficient numbers to categorize differently. For example, the number teaching one-half time or less was 3.

have affected the accuracy of the statistical test. It should also be noticed that even though there was no overall significant difference between the two groups, those with no outside class duties and those with several, the average rank for those with no outside class duties was considerably higher than that of those teachers with several outside class duties. One can only speculate whether the difference would have been significant had there been more responses in Category A. Had the difference been significant, it could possibly have meant that those teachers with no outside class responsibilities had more time to devote to professional reading than those with several such duties.

FIGURE 15

Hypothesis IV(C)

OUTSIDE - CLASS RESPONSIBILITIES OF THE TEACHER

A (None)	B (Several Activities - 1 or more)
$N_1 = 5$	$N_2 = 38$
$R_1 = 149.0$	$R_2 = 797.0$
Average Rank = 29.80	Average Rank = 20.97

Critical value of Z (.05 level): Z = 1.96

Calculated value: Z = -1.47

Using the Kruskal-Wallace Test for Hypothesis IV(D), where the factor being investigated was the number of subjects in addition to English taught by the teachers, the calculated H statistic was H = 2.47, while the critical value of H, with 3 degrees of freedom and at the .05 level of confidence, was H = 7.815. The null hypothesis, therefore, was accepted. The number of other subjects in addition to English taught by the teachers had no significant bearing upon their familiarity with professional literature.

FIGURE 16

Hypothesis IV(D)

NUMBER OF SUBJECTS TAUGHT BY TEACHERS IN ADDITION TO ENGLISH

A (1)	B (2)	C (3 or more)	D (None)
$N_1 = 18$	$N_2 = 11$	$N_3 = 8$	$N_4 = 6$
$R_1 = 380.0$	$R_2 = 205.0$	$R_3 = 193.0$	$R_4 = 168.0$
Average Rank = 21.11	Average Rank = 18.63	Average Rank = 24.12	Average Rank = 28.00

Critical value of H (3df, .05 level): H = 7.815

Calculated value: H = 2.47

In summary, while many of the studies reviewed in Chapter II of the present investigation pointed to the heavy work load of teachers as a

major stumbling block to their professional reading and while most of the fifty teachers interviewed for this study cited their heavy work load as one reason why they did not read more, all four factors included in Hypothesis IV, related to teacher work load, proved to have no significant bearing on the teachers' familiarity with professional literature. Moreover, only with one of these four factors were there sufficiently small numbers of responses in one of the alternatives to suggest the possibility of inaccuracy in the statistical test. The investigator felt that all four factors were valid measures of a teacher's work load. Why none of the four factors proved to be significant is open to speculation.

Hypothesis V (A - C)

The fifth major hypothesis of the study dealt with factors related to the principals of the schools in which the teachers taught.

The following principal-related factors will have no significant bearing upon the teachers' familiarity with professional literature:

A. Whether the principal urges teachers to attend meetings having to do with English

B. Whether the principal calls teachers' attention to relevant books and journals

C. Whether teachers are required to read up on matters discussed in staff meetings.

Although Hypothesis V(A) had three categories of responses and would therefore normally have required use of the Kruskal-Wallace Test, the

Mann-Whitney U Test was used, since eighteen of the fifty teachers felt that this question did not apply to them. Their department heads, they felt, carried out the function of urging teachers to attend meetings regarding English. Thus there were eighteen responses in Category C (non-applicable). Categories A and B were tested with the Mann-Whitney.

The calculated Z was Z = -10.24, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis, therefore, was rejected. Whether the principals urged their teachers to attend meetings related to English did have a significant bearing on the teachers' familiarity with professional literature. Those teachers whose principals did urge them to attend meetings were more familiar with the titles used in the study than those whose principals did not do such prompting. A possible interpretation of this finding is that at the meetings attended by teachers, ideas were discussed and sources of information provided which prompted teachers to do more reading than they would normally have done.

Again because of responses in Category C (non-applicable, as with the previous factor), the Mann-Whitney, not the Kruskal-Wallace Test, was used for Hypothesis V(B), where the factor being investigated was whether the principals called the attention of the teachers to relevant books and journals. The calculated Z was Z = -6.86, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis, therefore, was rejected. Whether the principals called the attention of

FIGURE 17

Hypothesis V(A)

WHETHER PRINCIPALS URGED TEACHERS TO ATTEND ENGLISH MEETINGS

A (Yes)	B (No)	C (Not applicable)
$N_1 = 18$	$N_2 = 7$	$N_3 = 18$
$R_1 = 403.0$	$R_2 = 134.5$	
Average Rank = 22.38	Average Rank = 19.21	

Critical value of Z (.05 level): Z = 1.96
Calculated value of Z: Z = -10.24

the teachers to relevant books and journals did have a significant bearing upon the teachers' familiarity with professional literature. The teachers whose principals did call their attention to relevant books and journals were more familiar with the journal and book titles used in the study than were those teachers whose principals did not engage in this activity.

Using the Mann-Whitney U Test for Hypothesis V(C), where the factor being investigated was whether the teachers were required to read up on matters discussed in staff meetings, the calculated Z was Z = .38, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis, therefore, was accepted. Whether

FIGURE 18

Hypothesis V(B)

WHETHER PRINCIPALS CALLED ATTENTION OF TEACHERS TO RELEVANT BOOKS AND JOURNALS

A (yes)	B (No)	C (Non-applicable)
$N_1 = 24$	$N_2 = 9$	$N_3 = 10$
$R_1 = 577.5$	$R_2 = 159.5$	
Average Rank = 24.06	Average Rank = 17.72	

Critical value of Z (.05 level): Z = 1.96
Calculated value of Z: Z = -6.86

the teachers were required to read up on matters discussed in their staff meetings had no significant bearing upon their familiarity with professional literature.

In summary, Helen Fisher reported finding that the nearer at hand professional materials were and the more attention called to them, (emphasis mine), the more likely they were to be read.[5] She found also that those teachers who were working on committees did more professional reading than

[5] See Chapter II, pp. 20.

FIGURE 19

Hypothesis V(C)

WHETHER TEACHERS REQUIRED TO DO READING FOR STAFF MEETINGS

A (Yes)	B (No)	C (Non-applicable)
$N_1 = 18$	$N_2 = 24$	$N_3 = 1$
$R_1 = 402.0$	$R_2 = 501.0$	
Average Rank = 22.33	Average Rank = 20.87	

Critical value of Z (.05 level): Z = 1.96

Calculated value of Z: Z = .38

teachers not working on committees. Both these findings were mirrored to some degree by two of the results of the three factors investigated here under Hypothesis V. Whether the principals urged their teachers to attend meetings related to English and whether they called the attention of their teachers to relevant books and journals were found to be important factors in determining how familiar the teachers were with professional material. The implications for day-to-day teaching are apparent and are elaborated on in Chapter V. Whether the teachers were required to read up on matters discussed in their staff meetings was found to be insignificant.

Hypothesis VI (A - B)

The sixth major hypothesis of the study dealt with factors related to school arrangements for professional materials.

The following factors having to do with school arrangements for professional materials will have no significant bearing upon teachers' familiarity with professional literature:

A. Whether the school provides a display space for professional material

B. Whether the school provides money for the purchasing of professional material

Using the Mann-Whitney U Test for Hypothesis VI(A), where the factor being investigated was whether the schools of the teachers provided a space where professional literature was displayed, the calculated value of Z was Z = -.24, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis, therefore, was accepted. Whether their schools provided a display of professional literature did not have a significant bearing on the teachers' familiarity with the titles used in the study.

FIGURE 20

Hypothesis VI(A)

WHETHER DISPLAY SPACE FOR PROFESSIONAL LITERATURE PROVIDED

A (Yes)	B (No)
$N_1 = 33$	$N_2 = 10$
$R_1 = 734.5$	$R_2 = 211.5$
Average Rank = 22.26	Average Rank = 21.15

Critical value of Z (.05 level): Z = 1.96

Calculated value of Z: Z = -.24

Using the Mann-Whitney U Test for Hypothesis VI(B), where the factor being investigated was whether the schools of the teachers provided money for the purchasing of professional books and magazines, the calculated value of Z was Z = -.29, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis, therefore, was accepted. Whether the schools provided money for the purchasing of professional books and journals had no significant bearing upon the teachers' familiarity with the book and journal titles used in the study.

FIGURE 21

Hypothesis VI(B)

WHETHER SCHOOLS PROVIDED MONEY FOR PROFESSIONAL MATERIALS

A (Yes)	B (No)
$N_1 = 34$	$N_2 = 9$
$R_1 = 758.0$	$R_2 = 188.0$
Average Rank = 22.29	Average Rank = 20.88

Critical value of Z (.05 level): Z = 1.96

Calculated value of Z: Z = -.29

In summary, Simpson (1942)[6], after noting the fact that teachers

[6] See Chapter II, p. 28.

were reading very little professional material, suggested that one solution would be to have schools provide money regularly for the purchasing of such material, to be displayed in a conspicuous place. The suggestion seems reasonable and could possibly be effective. However, both these factors were investigated under Hypothesis VI, and neither proved to have any significant effect upon the teachers' familiarity with professional literature.

Hypothesis VII (A - E)

The seventh major hypothesis of the study dealt with factors related to the English departments of the teachers' schools, where such departments existed.

The following factors having to do with the English departments of the teachers' schools will have no significant bearing upon the teachers' familiarity with professional literature:

A. Whether there is an English department in the school
B. How teachers rate the English department
C. The nature of discussions in English department meetings
D. Whether teachers are required to read up on matters discussed in English department meetings.
E. How the teachers regard the school's English program -- for example, as rigid or innovative.

Using the Mann-Whitney U Test for Hypothesis VII(A), where the factor being investigated was whether the teachers' schools had English

departments, the calculated value of Z was Z = -.44, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis, therefore, was accepted. Whether their schools had an English department did not have a significant bearing upon the teachers' familiarity with professional literature.

FIGURE 22

Hypothesis VII(A)

WHETHER SCHOOLS HAD ENGLISH DEPARTMENTS

A (Yes)	B (No)
N_1 = 17	N_2 = 26
R_1 = 392.0	R_2 = 554.0
Average Rank = 23.05	Average Rank = 21.30

∴ Critical value of Z (.05 level): Z = 1.96

Calculated value of Z: Z = -.44

As indicated in Figure 22, the number of schools having an English department was seventeen, much less than one-half the schools visited. Although this was unavoidable, and expected, it cast in an unfavourable light the findings for the next two factors, Hypothesis VII(B) and VII(C).

The sample for the study was randomized on the basis of school and community size. It was to be expected, then, that those schools falling into the small category and even some of those classified as medium would not have English departments. By sampling in this way, two factors -- school and community size -- were assured of sufficient numbers of responses at the expense, in a way, of another factor -- the existence or non-existence of an English department in the school.

The Kruskal-Wallace Test, used for Hypothesis VII(B) and VII(C), requires at least five or six responses in each group or category tested to ensure accuracy. But for Hypothesis VII(B), there were 6 responses for alternative A, 9 for alternative B, and only 4 for alternative C. In Hypothesis VII(C), there were only 4 responses for alternative A, 8 for alternative B, and 6 for alternative C. These very low numbers of responses seemed to throw off the accuracy of the statistical testing for the factors investigated in Hypotheses VII(B) and VII(C). For Hypothesis VII(B), the calculated H statistics was 275.63; the critical value of H was 5.99. For Hypothesis VII(C), the calculated H statistic was 263.72; the critical value of H was 5.99. Thus the two factors investigated -- how the teachers rated their English departments and the nature of discussions in their English department meetings -- seemed to have an extremely significant bearing upon the teachers' familiarity with professional literature. These factors may well have been significant, but the abnormally high values of the calculated H statistic in each case suggests an inaccuracy of statistical testing brought about by very low numbers of responses in several of the categories tested. More numbers

of responses in these categories are required to determine just how significant or insignificant these factors are.

The findings for Hypotheses VII(B) and VII(C) are not, therefore, reported in the usual manner. Figures 23 and 24 depict in more detail the results already described.

FIGURE 23

Hypothesis VII(B)

HOW TEACHERS RATED THEIR ENGLISH DEPARTMENT

A (Very active)	B (Moderately active)	C (Not very active)
$N_1 = 6$	$N_2 = 9$	$N_3 = 4$
$R_1 = 175.5$	$R_2 = 170.5$	$R_3 = 96$
Average Rank = 29.25	Average Rank = 18.94*	Average Rank = 24.00

Critical value of H (.05 level, 2df): H = 5.99

Calculated value of H: H = 275.63

*It is interesting to note, in Figure 23, how much higher the average rank for alternative A is than for alternative B. The difference would lead one to suspect a significant difference. The difference in average rank between categories A and B in Figure 24 is also noteworthy.

FIGURE 24

Hypothesis VII(C)

NATURE OF DISCUSSIONS IN ENGLISH DEPARTMENT MEETINGS

A (Routine Matters)	B (Curriculum Improvement)	C (Both)
$N_1 = 4$	$N_2 = 8$	$N_3 = 6$
$R_1 = 67.5$	$R_2 = 202.0$	$R_3 = 132.0$
Average Rank = 16.87	Average Rank = 25.25	Average Rank = 22.00

Critical value of H (.05 level, 2 df): H = 5.99

Calculated value of H: H = 263.72

Using the Mann-Whitney U Test for Hypothesis VII(D), where the factor being investigated was whether the teachers in those schools which had an English department were required to read up on matters discussed in department meetings, the calculated Z was Z = -4.18, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis, therefore, was rejected. Whether the teachers were required to read for department meetings did have a significant bearing on their familiarity with professional literature. Those teachers who were required to read for department meetings were more familiar with the titles used in the study than were those teachers of whom no reading was required.

FIGURE 25

Hypothesis VII(D)

WHETHER TEACHERS REQUIRED TO READ FOR ENGLISH DEPARTMENT MEETINGS

A (Yes)	B (No)	C (Not applicable; no department)
$N_1 = 10$	$N_2 = 9$	$N_3 = 24$
$N_1 = 305.5$	$R_2 = 141.5$	
Average Rank = 30.55	Average Rank = 15.72	

Critical value of Z (.05 level): Z = 1.96

Calculated value of Z: Z = -4.18

Using the Mann-Whitney U Test for Hypothesis VII(E), where the factor being investigated was the teachers' descriptions of their English programs (for example, as flexible or rigid), the calculated value of Z was Z = 1.57, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis, therefore, was accepted. Differences in the teachers' English programs did not have a significant bearing upon the teachers' familiarity with professional literature. It should be noted, in Figure 26, that there were insufficient numbers in category A, so that the statistical testing was done for alternatives B and C.

FIGURE 26

Hypothesis VII(E)

DESCRIPTION OF ENGLISH PROGRAMS IN TEACHERS' SCHOOLS

A	B	C
Follow strictly Department of Education regulations & suggestions	An individual program to meet individual needs; flexible	Other - usually a combination of A and B
$N_1 = 3$	$N_2 = 26$	$N_3 = 14$
	$R_1 = 588.5$	$R_2 = 275.0$
	Average Rank = 22.61	Average Rank = 19.64

Critical value of Z (.05 level): Z = 1.96

Calculated value of Z = 1.57

In summary, of the five factors investigated under Hypothesis VII, only one proved to have a clear-cut significant bearing on the teachers' familiarity with professional literature. That one significant factor was whether the teachers were required to read up on matters discussed in their English department meetings. The average rank of those who were required to read was very significantly higher than that of those of whom no reading was required.

Because of low numbers of responses in several of the alternatives, the results for another two factors -- the teachers' ratings of their English department and the nature of discussions in their department meetings -- seemed to be awry. The remaining two factors -- whether there was an

English department in the teachers' schools and their description of their English programs as rigid, flexible, etc. -- proved to be insignificant.

Hypothesis VIII (A - F)

The eighth major hypothesis of the study dealt with factors related to the teachers' degree of commitment to and liking for English.

The following factors having to do with teacher commitment to and liking for English will have no significant bearing upon teachers' familiarity with professional literature:

A. Whether the teacher has done an English methods course
B. How the teacher has regarded language and/or literature during his teaching career
C. Degree to which the teacher likes to teach English now
D. Whether the teacher's decision to teach English was decisive
E. Whether the teacher intends to teach English for the remainder of his teaching career
F. Percentage of teaching time spent teaching English.

Using the Mann-Whitney U Test for Hypothesis VIII(A), where the factor being investigated was whether the teachers had done an English methods course at university, the calculated value of Z was Z = -.50, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis, therefore, was accepted. Whether the teachers had done an English methods course had no significant bearing

upon their familiarity with professional literature.

FIGURE 27

Hypothesis VIII(A)

WHETHER TEACHERS HAD DONE ENGLISH METHODS COURSE

A (Yes)	B (No)
$N_1 = 24$	$N_2 = 19$
$R_1 = 507.5$	$R_2 = 438.5$
Average Rank = 21.15	Average Rank = 23.08

Critical value of Z (.05 level): Z = 1.96

Calculated value of Z: Z = -.50

Using the Kruskal-Wallace Test for Hypothesis VIII(B), where the factor being investigated was how the teachers had regarded English during their teaching careers, the calculated value of H was H = 1.70, while the critical value of H, with 2 degrees of freedom and at the .05 level of confidence, was H = 5.99. The null hypothesis, therefore, was accepted. How the teachers had regarded English during their teaching careers did not have a significant bearing upon their familiarity with professional literature.

FIGURE 28

Hypothesis VIIIB

HOW TEACHERS REGARDED ENGLISH DURING TEACHING CAREERS

A	B	C
Regarded as major teaching subject	Never regarded as speciality; taught because forced to	Not major teaching subject, but liked it
$N_1 = 23$	$N_2 = 13$	$N_3 = 7$
$R_1 = 547.5$	$R_2 = 237.0$	$R_3 = 161.5$
Average Rank = 23.80	Average Rank = 18.23	Average Rank = 23.07

Critical value of H (2df, .05 level): H = 5.99

Calculated value of H: H = 1.70

Using the Kruskal-Wallace Test for Hypothesis VIII(C), where the factor being investigated was whether the teachers like to teach English, the calculated value of H was H = 6.55, while the critical value of H, with 2 degrees of freedom and at the .05 level of confidence, was H = 5.99. The null hypothesis, therefore, was rejected. The degree of teachers' liking for teaching English did have a significant bearing upon their familiarity with professional literature. The average rank of those teachers who answered that they preferred to teach language and/or literature above any other subject was much higher than that of those teachers who answered that English was not their major field but they

liked teaching it or those who answered that English was not their major field and they taught it only because they had to.

FIGURE 29

Hypothesis VIII(C)

DEGREE OF TEACHER LIKING FOR ENGLISH

A	B	C	D
Preferred above any other subject	Not major field, but like teaching	Not major field, teach only when forced	English is major, but don't like teaching it
$N_1 = 19$	$N_2 = 18$	$N_3 = 6$	$N_4 = 0$
$R_1 = 513.0$	$R_2 = 353.5$	$R_3 = 79.5$	
Average Rank = 27.00	Average Rank = 19.63	Average Rank = 13.25	

Critical value of H (2df, .05 level): H = 5.99

Calculated value of H: H = 6.55

Using the Mann-Whitney U Test for Hypothesis VIII(D), where the factor being investigated was whether the teachers' decisions to teach English were decisive, the calculated value of Z was Z = -2.20, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis, therefore, was rejected. Whether the teachers' decisions to teach English had been decisive did have a significant

bearing upon their familiarity with professional literature. The average rank of those teachers who were decisive about teaching English was much higher than that of those teachers who were not decisive about teaching English.

FIGURE 30

Hypothesis VIII(D)

WHETHER TEACHERS' DECISION TO TEACH ENGLISH HAD BEEN DECISIVE

A (Yes)	B (No
$N_1 = 23$	$N_2 = 20$
$R_1 = 596.5$	$R_2 = 349.5$
Average Rank = 25.93	Average Rank = 17.48

Critical value of Z (.05 level): Z = 1.96

Calculated value of Z: Z = -2.20

Using the Mann-Whitney U Test for Hypothesis VIII(E), where the factor being investigated was whether the teachers intended to teach English for the remainder of their teaching careers, the calculated value of Z was Z = -1.36, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis, therefore, was accepted. Whether the teachers intended to teach English for the rest of their teaching careers had no significant bearing upon their familiarity

with professional literature.

FIGURE 31

Hypothesis VIII(E)

WHETHER TEACHERS INTENDED TO TEACH ENGLISH FOR REMAINDER OF TEACHING CAREERS

A (Yes)	B (No)
$N_1 = 23$	$N_2 = 20$
$R_1 = 562.0$	$R_2 = 384.0$
Average Rank = 24.43	Average Rank = 19.20

Critical value of Z (.05 level): Z = 1.96
Calculated value of Z: Z = -1.36

Using the Kruskal-Wallace Test for Hypothesis VIII(F), where the factor being investigated was the percentage of their teaching time which the teachers spent teaching English, the calculated value of H was H = .30, while the critical value of H, with 3 degrees of freedom and at the .05 level of confidence, was H = 7.815. The null hypothesis, therefore, was accepted. The percentage of their teaching time spent by the teachers teaching English did not have a significant bearing upon their familiarity with the journal and book titles used in the study.

FIGURE 32

Hypothesis VIII(F)

PERCENTAGE OF TEACHING TIME SPENT BY THE TEACHERS TEACHING ENGLISH

A (0 - 25%)	B (26 - 50%)	C(51 - 75%)	D(76 - 100%)
N_1 = 11	N_2 = 14	N_3 = 8	N_4 = 10
R_1 = 232.0	R_2 = 295.5	R_3 = 185.0	R_4 = 233.5
Average Rank = 21.09	Average Rank = 21.10	Average Rank = 23.12	Average Rank = 23.35

Critical value of H (3df, .05 level): H = 7.815

Calculated value of H: H = .30

In summary, Hypothesis VIII consisted of six measures of the teachers' liking for and commitment to the teaching of English. Two of these measures, or factors, proved to have a significant bearing on the teachers' familiarity with professional literature. The other four factors proved to be insignificant. Found to be significant were the degree to which the teachers liked to teach English and whether the teachers' had been decisive in choosing to teach English. Found to be insignificant were whether the teachers had done an English methods course, how they had regarded English during their teaching careers, the percentage of teaching time spent on the teaching of English, and whether the teachers intended to teach English for the remainder of their teaching careers.

Hypothesis IX (A - C)

The ninth and final major hypothesis of the study dealt with factors related to the teachers' participation in meetings to discuss English.

The following factors related to teacher participation in English meetings will have no significant bearing upon the teachers' familiarity with professional literature:

A. Frequency of meetings within the school to discuss English
B. Frequency of participation in regional English meetings
C. Whether the teacher has attended a provincial meeting of English teachers.

Using the Kruskal-Wallace Test for Hypothesis IX(A), where the factor being investigated was the frequency of meetings within the school to discuss English, the calculated value of H was H = 4.33, while the critical value of H, with 2 degrees of freedom and at the .05 level of confidence, was H = 5.99. The null hypothesis, therefore, was accepted. The frequency with which the teachers met within their schools to discuss English did not have a significant bearing upon their familiarity with professional literature. It should be noted, however, that the average rank of those teachers who met regularly was much higher than that of those who met only occasionally or never.

FIGURE 33

Hypothesis IX(A)

FREQUENCY OF REGULAR MEETINGS WITHIN THE SCHOOL TO DISCUSS ENGLISH

A (Regularly)	B (Only occasionally)	C (Never)
$N_1 = 12$	$N_2 = 24$	$N_3 = 7$
$R_1 = 340.0$	$R_2 = 478.5$	$R_3 = 127.5$
Average Rank = 28.33	Average Rank = 19.91	Average Rank = 18.14

Critical value of H (2df, .05 level): H = 5.99

Calculated value of H: H = 4.33

Using the Mann-Whitney U Test for Hypothesis IX(B), where the factor being investigated was the frequency of teacher participation in regional meetings to discuss English, the calculated value of Z was Z = -2.05, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis, therefore, was rejected. The frequency with which teachers participated in regional meetings to discuss English did have a significant bearing upon their familiarity with professional literature. Those teachers who met occasionally were more familiar with the journal and book titles used in the study than those who never met.

FIGURE 34

Hypothesis IX(B)

FREQUENCY OF TEACHER PARTICIPATION IN REGIONAL ENGLISH MEETINGS

A (Regularly)	B (Only occasionally)	C (Never)
$N_1 = 1$	$N_2 = 19$	$N_3 = 23$
	$R_1 = 490.0$	$R_2 = 421.0$
	Average Rank = 25.78	Average Rank = 18.30

Critical value of Z (.05 level): Z = 1.96
Calculated value of Z: Z = -2.05

Using the Mann-Whitney U Test for Hypothesis IX(C), where the factor being investigated was whether the teachers had attended a provincial meeting to discuss matters related to English, the calculated value of Z was Z = -.75, while the critical value of Z, at the .05 level of confidence, was Z = 1.96. The null hypothesis, therefore, was accepted. Whether the teachers had been at a provincial meeting of English teachers did not have a significant bearing on their familiarity with professional literature.

FIGURE 35

Hypothesis IX(C)

WHETHER TEACHERS HAD ATTENDED PROVINCIAL ENGLISH MEETING

A (Yes)	B (No)
$N_1 = 6$	$N_2 = 37$
$R_1 = 153.5$	$R_2 = 792.5$
Average Rank = 25.58	Average Rank = 21.42

Critical value of Z (.05 level): Z = 1.96
Calculated value of Z: Z = -.75

In summary, at the outset of this study the investigator felt that one of the factors which might possibly influence teachers to read more professional literature was the frequency with which they met, either locally, regionally, or provincially, to discuss matters related to English, share ideas, talk over problems common to the group, suggest solutions, etc. It was further felt that the discussions at these meetings would motivate teachers to search in professional journals and books for additional information on the matters considered.

Three factors related to English meetings, therefore, were included in Hypothesis IX. One of these proved to have a significant bearing on the teachers' familiarity with professional literature, while the other two proved insignificant. Found to be significant was the frequency with

which teachers attended regional meetings to discuss English. The frequency of meetings within the schools to discuss English and whether the teachers had attended a provincial English meeting proved to be insignificant.

The implications of some of these findings for the teaching of English in Newfoundland are elaborated upon in Chapter V.

CHAPTER V

RESULTS, CONCLUSIONS, AND IMPLICATIONS

I. SUMMARY

This study began with the assumption that the teaching of English is indeed a profession and that the individual teacher of English is obligated to maintain his professional status by keeping up-to-date with new developments in his field. Given the fact that one of the most effective ways of meeting this obligation of keeping up-to-date is through wide reading of professional literature, this study set out to answer two important questions:

1. How much professional reading do teachers of English in Newfoundland engage in and how familiar are they with some of the better known journals and books in English and in education generally?

2. What are the factors and conditions conducive to an English teacher's wide reading of professional material and to a consequent high degree of familiarity with such material?

A sample of fifty teachers of English was selected from a population of approximately five hundred, the selection being made on a random, stratified basis. The random sample was stratified on the basis of community size, with teachers from small, medium and large sized communities being selected.

These fifty teachers were then interviewed by the investigator, with the help of a detailed interview guide, previously prepared.

This interview guide consisted of four main parts, each with a distinct function to perform and each consisting of items related to the two major questions of the study outlined previously. Thus one set of items was used to secure data on the general professional reading habits of the teachers. Another set of items provided data on a number of factors (for example, teacher age) thought to be related to professional reading. A further set of items sought to elicit teacher opinion regarding factors prompting them to read professional material and preventing them from reading even more. The final set of items consisted of teacher ratings of journals and books on a seven and five point familiarity scale.

Three university personnel in the field of English helped to determine the validity of this instrument. Its reliability was determined with the help of seven St. John's teachers of English, using the test, re-test method.

As a check on the subjects' honesty of response, several fictitious titles were included among the valid titles which the teachers rated on the familiarity scales. A standard, or maximum number of checkings of fictitious titles, was then set, as a result of which seven teachers were eliminated from that part of the study consisting of teacher familiarity ratings of journal and book titles.

The results related to the first major question of the study (i.e., how much professional reading do teachers of English in Newfoundland engage in, etc.) were analysed and reported in a purely descriptive manner.

Those results related to the second major question of the study (i.e., what are the factors and conditions conducive to an English teacher's wide reading of professional material, etc.) were analysed in a more statistical manner. For this part of the study, two reasonably well known non-parametric tests were used, the Kruskal-Wallace Analysis of Variance by Ranks (A Rank Test for Two or More Independent Samples) and the Mann-Whitney U Test (A Rank Test for Two Independent Samples). With the use of these tests, a total of thirty-five independent variables, or factors, were looked at and their effect on the teachers' familiarity with professional literature determined.

II. CONCLUSIONS

It is convenient to group the conclusions of this study into two sections. Answers to the first major question of the study will be reported in Section A; answers to the second major question will be outlined in Section B.

A. FIRST MAJOR QUESTION: CONCLUSIONS

The first major question of this study asked how much professional reading teachers of English in Newfoundland engage in and how familiar they are with some of the better known books and journals in English and in education generally.

The answer to this first major question was arrived at through a series of sub-questions, the results of which were reported in detail in Chapter IV. Briefly summarised, they were as follows:

1. One third of the teachers read less than one hour per week, while four per cent did no professional reading at all.

2. Thirty-eight per cent of the teachers had read, within six months of the interview, a book related to English and another thirty per cent had read such a book within one month of the interview. Eight per cent had not read a book of this description in two years or more.

3. Forty-six per cent of the teachers had read, within one month of the interview, a book related to education generally; four per cent had not read such a book within two years.

4. Thirty-six per cent of the teachers had read from one to three journals during the school year; four per cent had read no journals at all.

5. Twenty per cent of the teachers subscribed to a professional journal; eighty per cent did not.

6. Thirty per cent of the teachers did not own a collection of books in English and in education generally; seventy per cent did own such a collection.

7. Seventy-eight per cent of the teachers read Time and thirty-eight per cent Newsweek. No educational journal was read by a significant number of teachers.

8. The highest possible rating score that could have been obtained on the journals and books used in the study was 290. The mean rating was found to be 91.51; the highest rating was 151.

Based on these findings, it is concluded that the teacher of English in Newfoundland is doing some professional reading, but not nearly as much as he should be doing, given the value to the teacher of wide and varied perusal of professional journals and books. It is further concluded that the teacher of English in Newfoundland is not familiar to any significant degree with some of the better known journals and books in English and in education generally.

When asked why they were not reading more, seventy per cent of the teachers replied that their heavy workload and consequent lack of time were the major obstacles. Twenty per cent replied that there was no professional reading material available in their schools.

When asked where the responsibility for providing the teacher with professional reading material lay, fifty-four per cent replied that it was the duty of the English department head. Forty-four per cent named the individual teacher of English and forty per cent English personnel in the Department of Education.

B. SECOND MAJOR QUESTION: CONCLUSIONS

Preliminary to discussion of the second major question of this study, which asked what factors and conditions are conducive to an English teacher's wide reading of professional literature and to a consequent high degree of familiarity with such literature, a point made earlier needs to be reiterated.

This section of the present study, dealing with factors related to professional reading, was correlational in nature and was therefore plagued

with the problem encountered by all correlational studies; namely, the impossibility of determining exact causes of findings. Several of the factors investigated in the present study were found to have a significant bearing upon the teachers' familiarity with professional literature. To state, however, that these factors were definitely the sole causes of the greater familiarity is to misinterpret the findings and to misunderstand the nature of correlational studies generally. Thus, when significant findings are reported, possible causes are speculated upon. It is impossible to determine definite causes.

Also, it should be noted that the ranked nature of the data precluded a different, more revealing statistical treatment than that used.

It was found that the teaching grade, or certificate, of the teachers had a significant bearing upon their familiarity with professional literature. Those teachers with a grade four certificate were most familiar with the journal and book titles used, followed by those with a grade six or seven certificate, those with a grade three certificate, and by those with a grade five certificate. When no clear pattern was observed in these results, the data were further examined and it was found that the critical factor contributing to these findings seemed to be teaching experience rather than teaching grade. Fifty per cent of the teachers with grade four certificate, who were most familiar with the titles, had from 11 to 20 years teaching experience, while only 33.4 per cent of them had

FIGURE 36

THE SIGNIFICANCE OF TEACHING EXPERIENCE AS A FACTOR IN TEACHERS' FAMILIARITY WITH PROFESSIONAL LITERATURE

Teaching Experience	Teaching Certificate	Percentage
11 - 20 yrs.	4	50
"	6 or 7	62
"	3	16.8
"	5	23.6
2 - 5 yrs.	4	33.4
"	6 or 7	15
"	3	50
"	5*	47

*These are arranged from greatest familiarity with professional literature to least familiarity.

from 2 to 5 years experience. Among the teachers with certificate five however, who were least familiar with the titles used, only 23.6 per cent had from 11 to 20 years experience, while nearly one-half, or 47 per cent, had from 2 to 5 years teaching experience. The complete picture of these findings is shown in Figure 36.

Teaching experience was also investigated as an independent variable separate from teaching grade and was found to have a significant bearing upon the teachers' familiarity with professional literature. The more experienced the teacher, the more familiar he was with professional literature.

These findings indicate, therefore, that the more experienced the teacher, the more likely he is to have read and to continue to read widely in professional literature and to be more familiar with such literature.

Also found to be significant was the teachers' degree of satisfaction with their teaching performance. Those teachers whose major teaching subject was English and who were dissatisfied with their teaching performances were most familiar with the titles used. Second in degree of familiarity were those teachers whose major teaching subject was English and who were reasonably content with their performances. Least familiar with the titles used were those teachers whose major teaching subject was not English and who were satisfied with their performances.

A reasonable interpretation of these findings is that those teachers not content with the job they are doing are more likely to turn to professional literature in search of helpful ideas than those who believe the job they are doing is quite adequate.

It was found that the attitude of the teachers towards professional literature had a significant bearing upon their familiarity with such literature. Those teachers who expressed a positive attitude were more familiar with the titles used than those who expressed negative feelings towards professional literature (for example, professional literature is too theoretical to be of any practical value in one's teaching). It is concluded that a positive attitude towards the value of professional literature prompts the teacher to read more widely and to become more familiar with the professional material available to him.

Another factor which proved to be significant was the teachers' assessments of the value of their university training. It was found that the more positive the assessment, the less familiar the teachers were with the titles used.

However, for two reasons, no valid conclusions can be drawn from this finding:

1. There was an insufficient number of responses in one of the alternatives to allow for proper statistical testing. The result was that the remaining alternatives did not adequately distinguish between positive and negative assessments of the teachers' training.[1]
2. Most of the responses were in one alternative, leaving the other alternatives with the bare minimum number of responses suggested for

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[1] See Interview Guide, Appendix A, Part I, Section A, No. 9.

accurate use of the statistical test employed. It is likely that the statistical test, therefore, because it was used under unfavourable conditions, provided inaccurate results.

Another factor found to have a significant bearing upon the teachers' familiarity with professional literature was whether their school principals urged them to attend meetings related to English. Those teachers whose principals did do such prompting were more familiar with the titles used than those teachers whose principals did not.

Furthermore, whether the principals called the attention of their teachers to relevant books and journals from time to time was found to have a significant bearing upon the teachers' familiarity with professional literature.

These findings seem to indicate that teachers do more professional reading when prompted to do so by a leader or superior.

Two factors related to the English departments of the study schools were found to have a very significant bearing upon the teachers' familiarity with professional literature; namely, how the teachers rated their English departments (for example, as very active, moderately active, etc.) and the nature of discussions in English department meetings. However, because so few of the schools visited had an English department, there was a very small number of responses in several of the categories tested under these two factors. In fact, the number of responses was at times lower

than the minimum suggested for accurate use of the statistical test employed.

The findings for these two factors, therefore, are reported here but, because of the possibility of inaccuracy of statistical testing, no interpretations or ramifications are drawn from them.

One factor related to the English departments of the schools did, however, have sufficient numbers of responses in each of its categories to allow for accurate statistical testing. Whether the teachers were required to read about matters discussed in English department meetings had a significant effect upon their familiarity with professional literature. Those teachers who were required to do such readings were more familiar with the titles used than those who were not.

This finding once more indicates the desirability of an individual in a position of leadership, in this case the head of the school's English department, taking the initiative in prompting his teachers to do professional reading.

Also found to have a significant bearing upon the teachers' familiarity with professional literature was whether the teachers liked to teach English or merely taught it because English was the only subject open to them. Those who did like to teach English were more familiar with the titles used than those who did not.

Also found to be significant and, again, related to the teachers' like or dislike for English, was whether they had been decisive in choosing

to teach English. Those teachers whose choice had been a personally decisive one were more familiar with professional literature than those who had had no say in the selection of a subject they would like to teach.

It was further found that the teachers' major area of university training had a significant bearing upon their familiarity with the titles used in the study. Those teachers who had majored in English were more familiar with the titles than those who had majored in other subject areas.

These findings would seem to indicate that the amount of professional reading a teacher does in a subject area depends, to some degree, upon his liking for that subject and the extent of his training in it. The implications for proper teacher placement in subject areas are evident and are further described in a later section of this chapter.

Finally, the frequency with which the teachers met regionally to discuss English was found to have a significant bearing upon their familiarity with professional literature. Those teachers who met occasionally were more familiar with the titles used in the study than were those who never met.

It was reported in Chapter II of this study that many of the factors thought to be related to the professional reading of teachers investigated in a National Education Association study (1970) turned out to be not relevant.[1] Similarly, many of the factors investigated in the

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[1] See page 26.

present study proved to have no statistically significant bearing upon the teachers' familiarity with professional literature. Among this group of insignificant factors were school size as measured by number of classrooms and by student enrolment and the size of the communities in which the schools were located, whether small, medium, or large. This last finding was mirrored by the Peterson study (1962) which found that type of community --rural, urban, suburban --had no effect on the teachers' professional reading.[1]

Among those factors related to teacher characteristics (for example, age, teaching certificate), only age proved to be statistically insignificant.

Two of the four factors related to the university training of the teachers were found to be statistically insignificant; namely, the recency of university training and the degree to which the teachers had been made familiar with professional literature during their university training. However, there were insufficient numbers in two of the categories to adequately test the significance of recency of university training. Had the number of responses in these categories been larger, the results might have been different.

Despite the opinion expressed by the majority of teachers in this study that their heavy workload and consequent lack of time was the major hindrance to their professional reading, none of the four factors related to the workload of the teachers was found to be statistically significant.

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[1] See page 30.

It is interesting to note also that many of the studies reviewed in Chapter II, for example, Squire and Applebee (1968), Peterson (1962), and Hipple and Giblin (1971), pointed to heavy workload and lack of time as major obstacles to a teacher's professional reading.[1] The factors related to teacher workload in the present study were the average size of the classes taught by the teachers; the percentage of the school week the teachers spent teaching; the number of outside-class responsibilities held by the teachers; and the number of other subjects the teachers taught in addition to English. Only with one of these factors did small numbers in one of the categories possibly influence the results.

How these findings are to be interpreted is not readily evident. There is the possibility that the factors investigated were not valid measures of a teacher's workload and that other, more valid measures might have produced different results. The investigator feels, however, that the measures looked at were quite sound.

Also included in the list of insignificant factors were whether the teachers were required to read up on matters discussed in staff meetings and whether the schools provided a display space for professional literature and money to purchase such literature. Two recommendations of Simpson's (1942) as to how teachers could be encouraged to read more were that schools set aside money every month for the purchasing of professional material and that in staff meetings discussion of new ideas, new methods

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[1] See pages 22, 24, and 27, respectively.

and materials should be encouraged.[1] According to the results of the present study, neither of these factors is clearly significant. Also in this connection, it is interesting to note the finding of Fisher (1958)[2] that the nearer at hand professional materials were, the more likely they were to be read. In the present study, the presence of a display space for professional literature proved to have no significant influence on the teachers' reading habits.

The presence or absence of an English department in the schools was found to have no significant bearing upon the teachers' familiarity with professional literature. However, where there were English departments, certain factors (for example, whether the teachers were asked to read up on matters discussed in department meetings) were found to be significant.

The teachers' view of their schools' English departments as rigid or innovative also proved to be insignificant.

Two of the factors related to the teachers' liking for and devotion to English were found to be significant; others, however, were not. These were whether the teachers had done an English methods course; how the teachers had regarded English during their teaching careers (for example, as their major teaching subject); whether the teachers intended to teach English for the remainder of their teaching careers; and the percentage of teaching time per week the teachers spent teaching English.

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[1] See page 28.

[2] See page 31.

Finally, the frequency with which teachers met within their schools to discuss English and whether they had attended a provincial meeting of English teachers were found to have no significant bearing upon their familiarity with professional literature.

III. IMPLICATIONS

A. IMPLICATIONS FOR THE TEACHING OF ENGLISH IN NEWFOUNDLAND

Based on the results of this study, the following implications for the teaching of English in Newfoundland schools are noted:

1. More needs to be done to encourage teachers to read more professional literature, since teachers of English in Newfoundland today are not reading as much as they should and are not familiar to any significant degree with the valuable professional literature available to them. The responsibility for such encouragement, according to the teachers in this study, lies with heads of English departments, Department of Education personnel in English, school principals, and with the individual teachers of English themselves. It seems reasonable to suggest that teacher training personnel should be mentioned here as well.

Specifically, in schools that have no English department, the school principal should draw the attention of his teachers to relevant articles, journals, and books, with the suggestion that some of these might prove helpful in their teaching. For example, he might draw to the attention of one of his teachers unfamiliar with ability grouping procedures

a journal article or book on the subject. Should the teacher feel he has benefited from the suggested reading, he will be more inclined to read more professional material in the future. The school principal should also prompt his teachers to attend regional meetings related to English.

In schools that have an English department, the above duties are, of course, those of the department head. In addition to these, the department head should prompt his teachers, formally or informally, to read up on matters discussed in department meetings. In this study, teachers under the department heads who did such prompting were significantly more familiar with professional literature than teachers whose department heads did not do such prompting.

Department of Education personnel in English and local teacher leaders in English in the different areas of the province should continue and possibly increase their efforts to organize frequent regional meetings of teachers of English. Such meetings often stimulate discussion of new ideas and novel approaches and provide a natural impetus for teachers to search in professional literature for more information on the issues discussed. For example, teachers at a regional meeting might discuss the question of the right approach to grammar in the schools. Should grammar be disregarded? Should the traditional rules be drilled? The discussion would be certain to stimulate interest and debate and a written report might be made available to the teachers. The solution arrived at should be more intelligent than one arrived at without

the help of research into professional literature.

An atmosphere of interest and enquiry into new approaches in the teaching of English would stimulate more professional reading which would, in turn, acquaint teachers of English with the professional reading material available to them.

Boards of education would do well also to see to it that their teachers of English meet occasionally to discuss matters of common interest.

Individual teachers of English should, for the purpose of maintaining their professionalism and seeking to improve the effectiveness of their teaching, take it upon themselves to read more professional literature than many of them do at present.

2. Teachers of English in Newfoundland should be encouraged, by all those professionals with a responsibility for improving the way English is taught in the province, to personally evaluate their teaching performances, their strengths and weaknesses, and to look to professional literature for new ideas and approaches that could improve their teaching effectiveness.

3. The attitudes of teachers of English in Newfoundland towards professional literature should be improved since, according to the results of this study, the more positive the attitude of the teacher towards the value of professional literature, the more familiar he was with such literature. The falsity of some of the attitudes towards professional literature held by many teachers today should be pointed out (for example, professional

literature is too theoretical to be of any use to the classroom teacher and never deals with local situations and problems). The responsibility for such clarification rests with English department heads, school principals, personnel in teacher training, and all other professionals interested in improving English instruction in the province today. Having teachers look upon professional literature as a source of new and helpful suggestions and approaches to teaching would foster better attitudes among them and result in more reading and more familiarity with professional literature. Teaching effectiveness, it is felt, would improve as a result.

4. Those persons throughout the province responsible for the hiring and placement of teachers should carry out this responsibility with the utmost care and effort to see to it that properly trained teachers are assigned to teach English, teachers who have had a considerable amount of university training in the subject and who would like to teach it. All too often the opposite has occured. Teachers with university training in fields unrelated to English and who would much rather have taught subjects which they liked better and in which they were more competent have been assigned the job of teaching English. The old saying that "anyone can teach English" is no more valid today, or perhaps even less so, given the many new developments in the field of English teaching, than it was in the past. It is hardly reasonable to demand that teachers of English whose training has been in unrelated fields and whose subject preferences lie in other areas put forth every possible effort, through wide professional reading, to keep up-to-date with the profession of

English teaching. Properly trained English teachers who have some say in which subject they will teach are the ones better fitted to carry out that responsibility.

B. IMPLICATIONS FOR FURTHER RESEARCH

This study suggests the need for other studies to be done in the same or related areas:

1. A similar study could be done using a sample stratified on bases other than those used for the selection of the sample in the present study (i.e., community size -- small, medium or large). Community size was not found to have a significant effect upon the teachers' familiarity with professional literature. A sample stratified on a different base could possibly result in an adequate number of responses in all categories, or alternative answers to interview questions, to allow for accurate statistical testing. For example, a study could be done using as its sample only those teachers with a certain amount of training in and liking for English. A differently selected sample might illuminate the results of the few factors investigated in the present study which are now, due to inadequate numbers of responses in some categories, unclear.

2. The present study isolated a number of factors and conditions which correlated highly with greater teacher familiarity with professional literature. However, because of the ranked nature of the data, it was impossible to use a statistical test which would enable the investigator

to state with more certainty and more precision the causes of the findings noted. It is felt that the factors and conditions found in this study to be highly correlated with greater teacher familiarity with professional literature should be further investigated in a study using data amenable to the use of more revealing statistical tests.

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APPENDIX A

INSTRUMENT

PART I

Section A

1. Please check the alternative which represents your present age:

   A. Under 20 years
   B. Between 20 & 29
   C. Between 30 & 39
   D. 40 or more

2. What is the size, in terms of number of classrooms, of the school in which you teach?

   A. 5 rooms or fewer
   B. 6 - 10 rooms
   C. 11 - 20 rooms
   D More than 20 rooms

3. What is the approximate student enrolment of your school?

   A. 100 or fewer
   B. 101 - 250
   C. 251 - 500
   D. 501 - 1,000
   E. More than 1,000

4. What is the average size of the classes you teach?

   A. 25 or fewer
   B. 26 - 30
   C. 31 - 35
   D. 36 - 40
   E. More than 40

5. How would you rate your school's English department (where applicable)?

   A. Very active
   B. Moderately active
   C. Not very active

6. In your English department meetings, what do you discuss, generally?

   A. Routine matters of procedure, such as examinations.
   B. Ways of improving your English program -- i.e., curriculum development.

7. Where do you believe the chief responsibility for providing English teachers with professional books and journals lies?

   A. With the board superintendent
   B. With the board supervisor
   C. With the Department of Education English personnel
   D. With the school's English department head
   E. With the responsible, individual English teacher
   F. With the school librarian

8. When did you complete your last university course?

   A. 1 year ago or less
   B. 2 - 5 years ago
   C. 6 - 10 years ago
   D. More than 10 years ago

9. Please indicate the degree to which you believe your university training prepared you for effective teaching.

   A. It helped a great deal.
   B. It was helpful, but it could have been much better.
   C. It wasn't very helpful, but it was probably better than no training at all.
   D. It was of no help whatsoever.

10. During your university training, to what degree were you made familiar with professional books and journals?

A. I was given, or obtained, a thorough knowledge of most of the valuable publications in my field and made wide use of them.

B. I became familiar with the odd book and journal outside my required reading, but I feel too little emphasis was placed on this aspect of professional preparation.

C. My knowledge of professional books and journals was limited to the texts prescribed in my courses: I developed no other awareness of professional literature.

11. Please indicate your teaching experience.

A. 1 year

B. 2 - 5 years

C. 6 - 10 years

D. 11 - 20 years

E. More than 20 years

12. How have you regarded language and/or literature during your teaching career?

A. I have always looked upon language and/or literature as my major teaching subject(s).

B. I never regarded English as my speciality and taught it only because I had to.

13. Please indicate the degree to which you like to teach language and/or literature.

A. I prefer to teach one of language or literature, or both, above any other subject.

B. My major field is not English, but I like teaching it.

C. English is not my major field and I teach it only because I have to.

D. Other (Please specify):

14. Please indicate the degree to which you believe the reading of professional literature in English and in education generally can help the English teacher improve the quality of his teaching.

A. Since such literature is full of new ideas, approaches, and techniques, it is a very valuable source of help to the teacher.

B. Since most professional literature does not deal with local problems and issues, it is not of much help to the teacher.

C. Most professional literature is too theoretical to be of much use to the classroom teacher.

D. Other (Please specify):

15. Which of the following professional associations are you a member of?

A. NTA

B. NCTE

C. CCTE

D. NATE

16. How often do you meet, on an organized basis, with the other English teachers in your school to discuss matters related to your English program?

A. Regularly

B. Only occasionally

C. Never

17. How often do you participate in English curriculum meetings on a regional, or district, basis?

A. Regularly

B. Only occasionally

C. Never

18. Which of the following statements best describes the English program in your school?

A. Our English teachers are required to teach the courses of study and use the textbooks prescribed by the Department of Education. Any deviation from these regulations is not looked upon favourably.

B. Our English teachers are encouraged to innovate and to draw up programs and courses of study which they believe will meet the needs of their students.

C. Other (Please specify):

19. Realizing that a teacher is very rarely fully content with the job he is doing, please indicate the degree to which you are satisfied with your teaching of English:

A. English (language and/or literature) is my major teaching subject and I feel I am doing a fairly adequate job with it.

B. Even though English is my major teaching subject, I am not satisfied with what I am doing and feel I could do a lot better, given the right conditions.

C. Since English is not my major interest or teaching subject, I am reasonably content with the job I am doing.

D. Other comments: -

Section B

1. Is there an English department in your school with a recognized chairman, or head?

A. Yes

B. No

2. Are you sometimes required to read up on matters that are discussed in your department meetings? (Where applicable)

A. Yes

B. No

3. If your school has no English department, does your principal urge you to attend meetings and workshops having to do with English?

A. Yes

B. No.

4. Does your principal ever call your attention to books and journals which he thinks you should see?

   A. Yes
   B. No

5. Are you ever required to do any reading on subjects that come up in your staff meetings?

   A. Yes
   B. No

6. Is there a space provided in your school where current journals and books on both the teaching of English and education generally are displayed and made available for teacher use?

   A. Yes
   B. No

7. Does your school make money available for the purchasing of professional books and the payment of subscriptions fees to professional journals?

   A. Yes
   B. No

8. Have you done an English methods course?

   A. Yes
   B. No

9. Was your decision to teach English a <u>decisive</u> one, based on your liking for the subject?

   A. Yes
   B. No

10. Do you intend to teach English for the remainder of your career, if possible?

    A. Yes
    B. No

11. Have you ever participated in a provincial meeting of English teachers in which common interests and problems were discussed?

A. Yes

B. No

Section C

1. What is the name of the community in which you teach? _____

2. What is the total number of periods per week provided for in your school's timetable? _____

3. Of this total number of periods, how many do you yourself teach? _____

4. Of the total number of periods which you teach per week, how many are spent teaching English language and/or literature? _____

5. What other subjects do you teach, if any, in addition to language and/or literature? _____

6. What outside class responsibilities do you have, such as overseeing some extracurricular student activity? (Exclude those duties directly related to instruction --checking papers, eg.) _____

7. During your university training, what was your major area of study? _____

8. What is your present teaching certificate? _____

PART 2

Section A

1. Would you please indicate the degree of your familiarity with the following journals by encircling the number from 1 - 7 that best represents your answer? The meanings of the numbers are as follows:

   1 - I have never heard of this journal.

   2 - I am slightly familiar with this journal, but do not recall reading it.

   3 - I once used this journal some, but no longer read it.

   4 - I do not subscribe to this journal, but do read it occasionally.

   5 - I do not subscribe to this journal, but do read it regularly.

   6 - I subscribe to this journal, but seldom read much of it.

   7 - I subscribe to this journal and read it regularly.

ENGLISH-RELATED JOURNALS

Name of Journal	Number indicating familiarity						
1. The English Journal	1	2	3	4	5	6	7
2. The Composition Teacher	1	2	3	4	5	6	7
3. Research in the Teaching of English	1	2	3	4	5	6	7
4. Elementary English	1	2	3	4	5	6	7
5. The English Quarterly	1	2	3	4	5	6	7
6. Today's English	1	2	3	4	5	6	7
7. The NATE Bulletin	1	2	3	4	5	6	7

EDUCATIONAL JOURNALS

Name of Journal	Number indicating familiarity
1. Journal of Reading	1 2 3 4 5 6 7
2. The Reading Teacher	1 2 3 4 5 6 7
3. Education Digest	1 2 3 4 5 6 7
4. Issues in Secondary Education	1 2 3 4 5 6 7
5. Phi Delta Kappan	1 2 3 4 5 6 7
6. Scholastic Teacher	1 2 3 4 5 6 7
7. School and Society	1 2 3 4 5 6 7
8. Today's High Schools	1 2 3 4 5 6 7
9. School Review	1 2 3 4 5 6 7
10. The NTA Journal	1 2 3 4 5 6 7
11. School and Community	1 2 3 4 5 6 7
12. Education in Canada	1 2 3 4 5 6 7
13. Childhood Education	1 2 3 4 5 6 7
14. Journal of Secondary Education	1 2 3 4 5 6 7
15. Canadian Education & Research Digest	1 2 3 4 5 6 7
16. Classroom Review	1 2 3 4 5 6 7
17. AV Communication Review	1 2 3 4 5 6 7
18. Grade Teacher	1 2 3 4 5 6 7
19. High School Journal	1 2 3 4 5 6 7
20. Modern Education	1 2 3 4 5 6 7

Section B

1. The rating scale for the books which follow is a little different from that which you have just used for the journals. The meanings for the numbers on this book rating scale are as follows:

   1 - I have never heard of this book.

   2 - I have heard of this book, but have not read any of it.

   3 - I have read parts of this book.

   4 - I have read all of this book.

   5 - I have studied this book carefully and feel that I know it fairly well.

ENGLISH-RELATED BOOKS

Author and book title	Degree of familiarity				
1. Brooks & Warren: Understanding Fiction	1	2	3	4	5
2. Burton: Literature Study in the High School	1	2	3	4	5
3. Carlsen: Books and the Teenage Reader	1	2	3	4	5
4. Callan: Books for all American Youth	1	2	3	4	5
5. Commission on English of the CEEB: Freedom and Discipline in English	1	2	3	4	5
6. Fader & MacNeil: Hooked on Books	1	2	3	4	5
7. Flesch: Why Johnny Can't Read - And What You Can Do About It	1	2	3	4	5
8. Ferguson: Composition in the English Class	1	2	3	4	5
9. Fowler: Teaching Language, Composition, and Literature	1	2	3	4	5
10. Fries: The Structure of English	1	2	3	4	5
11. Gordon(ed): Essays on the Teaching of English	1	2	3	4	5
12. Guth: English for Democratic Living	1	2	3	4	5

13. Hook: The Teaching of High School English	1	2	3	4	5
14. Loban, et al: Teaching Language, Composition, and Literature	1	2	3	4	5
15. Postman & Weingartner: Linguistics: A Revolution in Teaching	1	2	3	4	5
16. Pottle: English During the Secondary School Years	1	2	3	4	5
17. Roberts: Patterns of English	1	2	3	4	5
18. Rosenblatt: Literature As Exploration	1	2	3	4	5
19. Wolfe: Creative Ways To Teach English	1	2	3	4	5
20. Worner: The High School Writing Program	1	2	3	4	5

EDUCATION-RELATED BOOKS

Author and book title	Degree of familiarity				
1. Atkins: The Society of the Secondary School	1	2	3	4	5
2. Bloom: Taxonomy of Educational Objectives	1	2	3	4	5
3. Brown: The Dynamics of Secondary Education	1	2	3	4	5
4. Bruner: The Process of Education	1	2	3	4	5
5. Bruner: On Knowing	1	2	3	4	5
6. Conant: Slums and Suburbs	1	2	3	4	5
7. Herber: Teaching Reading in the Content Areas	1	2	3	4	5
8. Hoffmann: The Tyranny of Testing	1	2	3	4	5
9. Holt: How Children Learn	1	2	3	4	5
10. Holt: How Children Fail	1	2	3	4	5
11. MacAndrew: Called To Teach	1	2	3	4	5
12. Mager: Preparing Instructional Objectives	1	2	3	4	5

13. National Study of Secondary School Evaluation: Evaluative Criteria	1	2	3	4	5
14. Neilsen: The Science of Teaching	1	2	3	4	5
15. Olney: Educational Objectives in the Secondary School	1	2	3	4	5
16. Rowe: History of Education in Newfoundland	1	2	3	4	5
17. Silberman: Crisis in the Classroom ...	1	2	3	4	5
18. Toffler: Future Shock	1	2	3	4	5
19. Trump & Baynham: Focus On Change...	1	2	3	4	5
20. Tyler: Basic Principles of Curriculum and Instruction	1	2	3	4	5

PART 3

Section A

1. Please indicate the approximate time you spend per week, on the average, reading professional books and journals:

   A. 5 hours or more
   B. 3 - 4 hours
   C. 1 - 2 hours
   D. Less than 1 hour
   E. None

2. Please check the time period within which you have read a professional book related to English: (Exclude those related to a university course).

   A. Within the last month
   B. Within the last 6 months
   C. Within the last year
   D. Within the last 2 years.

3. Please check the time period within which you have read a professional book related to education generally:

   A. Within the last month
   B. Within the last 6 months
   C. Within the last year
   D. Within the last 2 years

4. How many different professional journals have you read during the present school year?

   A. None
   B. 1 - 3
   C. 4 - 6
   D. 7 or more

Section B

1. Do you personnally subscribe to a professional journal or journals?

   A. Yes
   B. No

2. Do you <u>own</u> a collection of books on English instruction and education in general, to which you occasionally add new titles?

   A. Yes
   B. No

Section C

1. What journals and magazines do you read regularly, in any field at all - eg., <u>The Atlantic Monthly</u>?

   _____
   _____
   _____

2. Can you recall the titles of any books you have read recently - say., within the past year - of any nature? (Exact titles are not essential).

   _____
   _____
   _____

PART 4

1. Different teachers have suggested several reasons why they don't read a great deal in the way of professional material. What would you say is the main reason why you don't read more?

A. We are not sufficiently concerned with improving our teaching effectiveness.

B. We do not have much faith in the capacity of professional literature to improve our teaching effectiveness.

C. We have too heavy a workload and not enough time to read as we should.

D. There is no professional material available to us in our schools.

E. We are unaware of what exists in the way of professional material.

F. Wide professional reading offers the teacher no extra monetary benefits.

F. Other (Please specify).

2. What would you say prompts you to read professional literature?