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BEGINNING TEACHERS' ATTITUDES AND THEIR RELATIONSHIP TO SELECTED VARIABLES, Mary N. Ayers, Tennessee Technological University

This study was (1) to examine relationship of the Minnesota Teacher Attitude Inventory (MTAI) to selected variables and (2) to measure the change of attitudes of elementary education majors after one year of teaching. The MTAI was administered in the senior year to a group of elementary education majors and administered again at the end of their first year of teaching in the public schools.

Relationships between the MTAI and the National Teachers Examinations (NTE) total test score and the test score on the elementary education area examination of the NTE were determined. Correlation between the test score on the MTAI and the total test score of the NTE was significant at the .05 level ( $r=.505$ ). Item analysis of questions on the post administration of the MTAI revealed consistency or change of attitude was noted on six of the one hundred and fifty questions on the MTAI while no change of attitude was observed on five of the questions. Other data used included grade point average, age, socio-economic level of children taught, size of school system, and administrative pattern in an individual school.

A COMPARISON OF COGNITIVE AND ATTITUDINAL OUTCOMES OF TWO METHODS OF TEACHING SOCIAL FOUNDATIONS OF EDUCATION CLASSES, Thomas C. Hunt and Larry J. Weber, Virginia Polytechnic Institute and State University

Increased student demand for foundation courses, coupled with a lack of qualified staff, made it necessary to provide workable alternatives to traditional instruction. It was felt that substantial adjustments could not be made, however, until the efficacy of the new methods of instruction could be documented.

The study compared cognitive and attitudinal outcomes of two types of classes, a traditional one of thirty-eight students (the control group), which met twice weekly for periods of seventy-five minutes each, and an experimental group of ninety students, which met twice weekly for fifty minutes at 7:00 p.m., and once weekly for fifty minutes in groups of about fifteen.