

THE USE OF THE TEACHER PERCEIVER INTERVIEW
TO SELECT VOCATIONAL AGRICULTURE TEACHERS
WHO DEVELOP POSITIVE RAPPORT WITH THEIR STUDENTS

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Research conducted in 1976 at Tennessee (Craig, 1976) reported that a vocational agriculture teacher shortage existed. One solution to this problem may be to decrease the number of teachers leaving the profession.

Various reasons and/or causes for agriculture teachers leaving their profession have been suggested. One of the most relevant causes, as presented in 1976 research from Ohio (Knight, 1976), was that of student related concerns, which included student-teacher rapport. Thus, if positive student-teacher rapport were used as one criterion for the selection of teachers, their departure from the profession would decrease.

Albert (1954) reported pupil ratings of teachers to be reliable measures of teacher effectiveness.

Winseman (1969) stated, "The interview technique was revealed to be an efficient and reliable means of measuring teacher attitudes, potential for teacher-pupil rapport, and for evaluating the quality of teaching." The Teacher Perceiver Interview (TPI) (1975) was designed to select teachers who develop positive rapport with their students.

Objectives

The objectives of the study were: (1) to determine if the TPI could select vocational agriculture teachers who develop positive rapport with their students and (2) to identify questions within the TPI that are more predictive in the selection of vocational agriculture instructors who develop positive rapport with their students.

Procedure

The investigator was certified in the use of the TPI by obtaining an 85 percent agreement on item-by-item coding on 30 to 50 views. The researcher scored previously taped interviews which had been evaluated by the trainer, and both the

trainer and researcher scored the taped interviews separately included in this research. A 91.2 percent agreement was obtained.

A review of literature that led to the development of the TPI was conducted. The areas reviewed included the pre-employment interview, the effectiveness of teacher ratings by their students, and preemployment interviews that measure teacher-pupil rapport capabilities of a teacher.

The N for this study was 45. There were 138 vocational agriculture teachers in the State of Nebraska. The teachers were randomly selected. The investigator telephoned each teacher to obtain approval to participate. Participation involved: (1) an interview with the instructor using the TPI; (2) completion of the Teacher Perceiver Student Questionnaire (1973) by all vocational agriculture students; and (3) evaluation of the vocational agriculture instructor by his principal utilizing the Teacher Advocate Administrator Questionnaire (1973). Three teachers declined to participate resulting in 42 instructors comprising this study. The number of students completing the Student Teacher Perceiver Questionnaire was 1,882. The researcher visited the instructors in their home and schools and administered both the student and administrator questionnaires. The taped interview was scheduled at the convenience of the teachers and included the name of the teachers for identification purposes. The response of the teachers to each of the 60 questions was scored as either plus or minus. The interview score could range from 0 to 60.

A Pearson product-moment correlation was obtained between the total scores of each teacher with the TPI, the Student Teacher Perceiver Questionnaire, and the Teacher Advocate Administrator Questionnaire.

In the analysis of each question on the Teacher Perceiver Interview, three separate correlations were carried out. These were: (1) an item to total correlation, (2) an item to student rating, and (3) an item to administrator rating. The first correlation provided an index of discrimination. The second and third correlations presented two criterion checks of the interview instrument.

To present the data in a numerical form which would facilitate easier analysis, the coefficients of correlations were assigned a numerical score as follows:

-1.0	-	.0	=	1
0	-	+.10	=	2
+.10	-	+.20	=	3
+.20	-	+.30	=	4
Above	+	+.30	=	5

Adding the three scores gave a comparative total for each question. A high score indicated a higher correlation for student-teacher rapport. The average score for the 60 questions was 8.38. It was the decision of the investigator that a question receiving a total score above the average score obtained for all 60 questions would be considered more predictive when evaluating student-teacher rapport of vocational agriculture instructors.

Description of Test Instruments

The original TPI (first edition) was developed in 1971. The 60 questions were based on a series of research studies conducted at the University of Nebraska during the 1950's and 1960's.* The twelve themes, each containing five questions, were chosen as conceptual models for stimulating research and to facilitate easier coding. The themes were entitled as follows: mission, empathy, rapport drive, individualized perception, listening, investment, input drive, activation, innovation, Gestalt, objectivity, and focus. Selection Research Incorporated (SRI) field tested the TPI in four major school districts, and subsequently the second edition was developed. After several years of training, SRI developed the third edition. In 1975, the fourth edition was printed with minor revisions.

*The series of studies included the following:

Loren R. Borneau, "An Interview for Selecting Teachers," (unpublished Doctoral dissertation, University of Nebraska, Lincoln; 1956).

Don Clifton, "A Study of Positive Rapport," (unpublished Doctoral dissertation, University of Nebraska, Lincoln; 1949).

Don Clifton and William Hall, "A Projective Technique to Determine Positive and Negative Attitudes Toward People in a Real Life Situation," *Journal of Educational Psychology*, May, 1952.

Galen W. Dodge, "Characteristics of Student Teachers Related to Ratings by Their Pupils," (unpublished Masters thesis, University of Nebraska, Lincoln; 1955).

Galen W. Dodge, "Aptitude for Positive Teacher-Pupil Rapport," (unpublished Doctoral dissertation, University of Nebraska, Lincoln; 1962).

Gustave R. Lieske, "An Interview Process for Selecting Activating Teachers," (unpublished Doctoral dissertation, University of Nebraska, Lincoln; 1969).

Allan K. Warner, "A Structured Interview for Predicting Future Pupil-Teacher Rapport," (unpublished Doctoral dissertation, University of Nebraska, Lincoln; 1969).

The Student Teacher Perceiver Questionnaire consists of 40 questions which are an evaluation of a teacher by his/her students. These questions represent an attempt to measure the behavior of teachers with regard to the 12 life themes described in the Teacher Perceiver Interview.

The Teacher Advocate Administrator Questionnaire consists of 24 questions which are essentially the same as the first 24 items in the student questionnaire.

Validation of Test Instruments

The TPI was checked for test-retest reliability on a sample of thirty teachers in a midwest school system by Muller and Goodwin (1974). A Pearson product-moment correlation of .95 between the first and second administration of the interview was established.

A series of eight validity studies was completed. Correlations between student ratings and the interview ranged from .44 to .75.*

*The studies were:

William Preuss, "Profile and Selection of Teacher Candidates," (unpublished report, Seward, Nebraska: Concordia Teachers College, 1972).

Gale Muller, "Comparison of Recommended and Non-Recommended Teachers," (unpublished report, Lincoln, Nebraska: Selection Research, Inc., 1972).

G. D. Muller and V. A. Cottrell, "Correlation of Teacher Perceiver Interview with Student Ratings," (unpublished report, Lincoln, Nebraska: Selection Research, Inc., 1974).

G. D. Muller and J. A. Miller, "Increase in Teacher Talent," (unpublished report, Lincoln, Nebraska: Selection Research, Inc., 1974).

G. D. Muller, "Teacher Perceiver Interview Score as a Predictor of Student Ratings," (unpublished report, Lincoln, Nebraska: Selection Research, Inc., 1975).

J. Millard and R. Brooks, "Selection Research Project Evaluation: A Three Year Study," (unpublished report, Lincoln, Nebraska: Selection Research, Inc., 1974).

G. D. Muller, "The SRI Teacher Perceiver Interview and Administrator Ratings," (unpublished report, Lincoln, Nebraska: Selection Research, Inc., 1974-75).

G. D. Muller and Mable Goodwin, "Development of an Interview Procedure to Predict Student and Administrator Ratings of Prospective Applicants," (unpublished report, Lincoln, Nebraska: Selection Research, Inc., 1974).

To establish internal consistency of the student and administrator questionnaires, a varimax rotated factor analysis was conducted on the student questionnaire, and a Kuder-Richardson correlation coefficient was obtained from both the student questionnaire and administrator questionnaire. The factor analysis on the student questionnaire yielded one primary factor that included 74.3 percent of the variance. This single measure was one of students' perceptions of the student-teacher relationship (student-teacher rapport). A Kuder-Richardson correlation coefficient of .94 was obtained on both the student and administrator questionnaire. These data substantiated that these instruments were basically internally consistent measures.

Findings

Table I presents (1) the aggregate total, (2) the mean of the aggregate total, and (3) the Pearson product-moment coefficient of correlations between the individual instructor's TPI score and students' and administrator's evaluation scores.

Table I

COEFFICIENTS OF CORRELATION BETWEEN TEACHER PERCEIVER INTERVIEW SCORES, ADMINISTRATOR RATING, AND STUDENT'S RATING OF VOCATIONAL AGRICULTURE INSTRUCTORS

TPI Total Score	Mean Score	Standard Deviation	Correlation to Student Rating	Correlation to Administrator Rating
894	21.29	5.23	+ .40*	+ .37

*Significant beyond $p < .05$.

The resultant correlations were statistically significant at the five percent level of confidence for an N of 42.

In the analysis of each of the 60 questions, it was found that 32 questions received a comparative score above the average score (8.38). The 32 questions are identified in Table II.

Table II

THIRTY-TWO PREDICTIVE QUESTIONS FOR
VOCATIONAL AGRICULTURE INSTRUCTORS

Theme	Question Number	Paraphrased Question*
Mission	13	Love subject matter
	25	Your mission
	37	Doctor better than teacher
Empathy	38	Caught cheating
	50	Anna homesick
Rapport drive	3	Student views you
	15	Outstanding teacher
	39	Intentionally build rapport
Individualized perception	40	Assign a book
	52	Different type tests
Listening	5	Know good listener
	17	Good job listening
	29	Talk over problems
	41	Enjoy listening
	53	Parents do not understand
Investment	6	Greatest satisfaction
Input drive	7	Show, tell, or demonstrate
	19	Source of ideas
	55	Excited about learning
Activation	8	Success in learning
	20	Approaches in teaching
	56	Too much recognition
Innovation	45	Initiate ideas
	57	Developing creativity
Gestalt	34	Perfectionist
	46	Urgency to complete job
	58	Follow outline

Objectivity	23	Criticize teaching techniques
	35	Class boring
	59	Ridicules assignment
Focus	12	Be like
	48	Person like to work for

*Note: The TPI is copyrighted. Questions cannot be printed. Permission to paraphrase questions was obtained.

Conclusions

On the basis of the findings of this study, the following conclusions were made:

1. That the Teacher Perceiver Interview can be used by interviewers to select vocational agriculture instructors with positive teacher-pupil rapport.
2. Out of the 60 experimental questions, 32 selected questions were most predictive in identifying vocational agricultural teachers with positive student rapport.

Recommendations

The following recommendations are made:

1. Further research should be conducted to develop other questions that would prove highly predictive in the selection of vocational agriculture teachers who have positive teacher-pupil rapport.
2. A longitudinal study should be made of agricultural students prior to and after experience in teaching vocational agriculture. This is to determine if the TPI would identify undergraduate agricultural education students who develop positive rapport with students.
3. Future research should be conducted with undergraduate agricultural education students and presently employed vocational agriculture instructors to identify need areas in developing positive rapport. The intent would be retraining the individuals according to identified need areas.

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