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A STUDY OF THE RELATION BETWEEN ESTIMATE AND SERVICE RATING OF TEACHER QUALIFICATIONS

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Since a teacher is recommended by teachers colleges on the basis of an estimate of his qualifications, the relation between estimate of teacher qualifications and the service rating of teacher qualifications is a question which is often presented in the selection of a teacher. The estimate of teacher qualifications, for the purposes of this study, is based on the training school records of Central State Teachers College and the rating of teacher qualifications is based on service records of teachers in Central district.*

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*Both estimate and service ratings were made on a four-point scale. The gradations were excellent, good, average, and poor, excellent four points, good three points, average two points, and poor one point.

A coefficient of correlation must be at least four times its probable error to be statistically significant. The highest coefficient of correlation between these two measures for the year 1932-1933, provisions for individual differences, (.280±.135) is not four times its probable error (±.135). The coefficient of correlation between estimate and service rating for courtesy and ethics (−.386±.106) is the highest negative relationship. The probable error for all the traits combined (±.156) was extremely high, due to the scarcity of cases for each trait. The number of cases range from 18 to 30 for the year 1932-1933.

None of the coefficients of correlation for the year 1933-1934 is high or particularly significant. The highest agreement was found to be for self control (.409±.074) and the greatest disagreement was found to be for provision for seat work (−.210±.112). The negative relationship found between estimate and service rating for provision for seat work is not significant, since the coefficient of correlation (−.210) is not four times its probable error (±.112). The coefficient of correlation found between the estimate and service rating for the average of traits (.261±.076) indicates a slight degree of agreement. The coefficient of alienation is .9653; hence the general service rating can be predicted from the general estimate rating 3.47 per cent better than guess. For the year 1933-1934 there was a range of cases from 37 to 67.

The mean for all traits combined is .58 higher for the estimate (3.25) than it is for the service rating (2.67). The difference (.58) divided by the sigma of the difference (.0969) is 5.98. which indicates that the chances are 99.99 in 100 that the true difference in the averages is greater than zero. This indicates that the average estimate for the teachers of the 1933-1934 study is higher than the average service rating. When several teachers rated the same person the average for each trait was used. The same teachers did not make both the estimate and the service ratings.

For the year 1934-1935 the coefficients of correlation between estimate and service ratings of teacher qualifications range from (−.205±.088) to (.455±.073). The coefficient of correlation (.271±.083) between estimate and service ratings for the average of traits indicates a slight degree of agreement. The coefficient of alienation is .9628; hence the general service rating can be predicted from the general estimate rating 3.72 per cent better than a guess.

The mean for all traits combined is .05 higher for the estimate (2.95) than it is for the service rating (2.90). The difference, however, is too small to indicate that the average estimate of the teachers is higher than the average service rating. The number of cases for the year 1934-1935 range from 52 to 56.

Even though this study consists of data collected in three consecutive years, it is not sufficiently extensive to justify any final conclusions; however, it does indicate that a rank-order relationship cannot be predicted with a great degree of accuracy when estimate and service ratings are made by different persons. Teacher estimates and service ratings may not correlate any more highly with themselves than with each other, that is, the reliabilities of teacher estimates and service ratings may not be any higher than the relationship between the two. This study also shows that the rating system now used is of very little value in predicting the future success of a teacher on a four point scale. The data for the three years are not identical, but they are near enough alike to strengthen the validity of this report. The lack of agreement between the difference in averages for the year 1933-1934 and the averages for the other two years (1932-1933 and 1934-1935) perhaps may be explained by the fact that the same teachers did not make the estimate or service ratings for each one of the

three years. This seems to indicate that the ratings of teacher qualifications vary with the individuals who make the ratings. Though a high relationship was not found between estimate and service ratings of teacher qualifications it does not mean that one cannot distinguish an excellent teacher from a poor one by referring to his or her training school record. The low coefficient of correlation is due, in part, to the fact that it is very difficult to draw a line between the graduations—namely, excellent, good, fair, and poor.

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