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ABSTRACT

AN EXPLORATORY STUDY OF THE EXPRESSED ATTITUDES OF THE GRAND RAPIDS PUBLIC SCHOOL TEACHERS AND THE GRAND RAPIDS CHRISTIAN SCHOOL TEACHERS IN SIX AREAS OF PROFESSIONAL HUMAN RELATIONS

By

K. Patrick Rode

The purpose of this investigation was to examine the expressed attitudes of the teachers in the Grand Rapids Public Schools and the expressed attitudes of the teachers in the Grand Rapids Christian Schools. Data were gathered to: (1) determine the expressed attitudes of the two groups of teachers in each of six areas of professional human relations; (a) how they feel about teaching as a profession; (b) how they feel about fellow teachers; (c) how they feel about the principal; (d) how they feel about students; (e) how they feel about the school; and, (f) how they feel about the community; (2) determine what significant differences, if any, appear between the two groups of teachers in each of the six areas considered; and, (3) to determine what significant differences, if any, appear within each group of teachers separated according to level taught in each of the six areas considered.

The resolution of these objectives was sought by administering and scoring the Walker Professional Human

Relations Questionnaire.

The population consisted of all regular classroom teachers in the two school systems studied. The sample was composed of 180 teachers from each system divided into groups of 60 from each of the levels, elementary, junior high and senior high school. Of the 180 who received the questionnaire, 142 were returned from the Grand Rapids Christian Schools for a return rate of 79% and 131 were returned from the Grand Rapids Public Schools for a return rate of 73%.

The independent variables in this study were the school system in which the teacher taught and the organizational level on which he taught. The individual's scores on the total test and on each sub-test within the questionnaire were the dependent variables. Mean scores on the WTHRQ were computed for each level of the independent variables. The Finn program of multivariate analysis of variance was then computed to determine whether observed differences between means were statistically significant at the .05 level.

The analyses of the mean scores in relation to the independent variables of school system and level taught revealed nine significant differences in the total test mean scores. The only comparison not statistically significant was within the Grand Rapids Christian Schools between elementary and junior high teachers. The comparison between sub-test scores revealed statistical differences ranging from one sub-test to all six sub-test scores.

In all comparisons done in the study, the teachers

in the Grand Rapids Christian Schools had a significantly more positive attitude than did the teachers in the Grand Rapids Public Schools as shown on the questionnaire both as a total group and when compared by organizational level taught.

An attempt was made, through interviews, to determine the elements leading to the more positive attitudes held by teachers in the Christian School System. Perhaps the overriding reason found was that the similarity of culture, purpose in life, religious views, customs, outlook on life and traditions caused a feeling of satisfaction, comfort and cohesion which in turn creates the positive attitudes.

This cohesiveness was largely responsible also for the positive attitudes shown toward their fellow teachers and students. The interviews revealed that diversity was not valued within the Christian School System. They, like all of us, tend to like them that are like themselves.

The study revealed that teacher involvement in decisions affecting their role within the profession has a direct relationship to their perception of teaching as a profession.

The study further revealed that the role of the administrator in negotiation has widened the gap between teacher and administrator.

Finally, the study revealed that the amount of participation in decisions concerning the school by teachers causes more positive attitudes toward the school.

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DEDICATION

This dissertation is dedicated, with love,
to my wife, Dolores.

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It is always extremely difficult, through a brief acknowledgment, to express gratitude to all who have given so generously of their time and have provided continuous encouragement and leadership. The completion of the requirements for an advanced degree is possible only through the extra efforts and consideration of many people, of whom I am recognizing only a few.

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CHAPTER I

INTRODUCTION

The Problem

There is general agreement among contemporary writers in education that the creation of a wholesome emotional tone and the development of the self-concept of students in the school is a major function of the teacher. The teacher, through the use of the status that his position provides him, can establish or prevent the establishment of a climate which permits the maximum growth in human relations in the classroom and school.

Further, there is considerable evidence that teachers are often unaware of the image they present to the students with whom they work. The teacher may see himself functioning in a prescribed role or manner, but his behavior is perceived or the motivation is interpreted in a conflicting manner by the students.

It is evident as the relationship between teacher and learner is examined, that the ultimate success of any educational program is related significantly to teachers' attitudes. Coleman related in Equality of Educational Opportunity that a number of school characteristics and curriculum practices do not have any appreciable effect upon the achievement of students when selected personal background

characteristics are held constant. It was found that such characteristics and practices accounted for only a very small percentage of the variation in achievement of the students from which Coleman reached this conclusion.¹

In addition, he found that contrary to popular belief, pupil-teacher ratio² and the number of specialized rooms in the building do not show any perceptible relationship to achievement.³

In light of this information and the presence of existing Federal Compensatory Education Programs aimed primarily at changing those factors Coleman found not to be significant, the question might be asked, are the governmental agencies really interested in change?

One of the major causes for schools existing in their present form is the attitudes held by teachers. Whether the structure of the schools shapes the attitudes of teachers or whether the structure of the schools is caused by the attitudes is a philosophical point not within the scope of this study. The research seems to imply that the success or failure of any educational endeavor rests primarily in the attitudes held by the teacher towards the student and the learning environment. Although it is obviously true that some changes can be achieved by spending money on buildings, equipment and

¹James S. Coleman, Equality of Educational Opportunity, (Washington, D.C.: U.S. Government Printing Office), 1966, pp. 220-275.

²Ibid.

³Ibid.

new programs, the changes will not be significant for, as Combs says, ". . . the really important changes will only come about as teachers change."⁴

The vast changes taking place in society today will eventually reach the educational system. The changes taking place are fundamental ones that will affect the basis of our entire societal structure. This will require a new practice in our schools. The present practices of perpetuation of the customs, attitudes and practices of the existing adult society will have to shift to one of bringing about self-awareness and self-actualization in the lives of the students.

To prepare for this change, research must begin to focus on the situation as it exists. Combs states, "Institutions are made up of people, and it is the behavior of teachers in classrooms that will finally determine whether or not our schools meet or fail to meet the challenge of our times."⁵ This study is aimed at examining the situation as it exists now in the school districts studied.

Purpose

The purpose of the study is to examine the expressed attitudes of the teachers in the Grand Rapids public schools and the expressed attitudes of the teachers in the Grand Rapids Christian schools. Data were gathered in the two systems and

⁴Arthur W. Combs, The Professional Education of Teachers, (Boston: Allyn and Bacon, Inc.), 1965. p.v.

⁵Ibid., p. 5.

analyzed in order to:

1. Determine the expressed attitudes of the two groups of teachers in each of six areas of professional human relations.
 - a. How they feel about the teaching profession.
 - b. How they feel about other teachers.
 - c. How they feel about the principal.
 - d. How they feel about the children they teach.
 - e. How they feel about the school.
 - f. How they feel about the community.
2. Determine what significant differences, if any, appear between the two groups of teachers in each of the six areas considered.
3. Determine what significant differences, if any, appear within each group of teachers in each of the six areas considered.

Significance of the Study

The study presents a unique opportunity to study the expressed attitudes of teachers in two different school systems within the same community. The geographical location brings about many points of similarity in the two systems. They share many services; share students in that many children attend both systems during their school years; each system has teachers that have taught in both systems; and many times buildings are across the street from each other thus showing that the families and children share the general neighborhood life style.

Beyond this, the two school systems share many other characteristics in common. The goal of each system, although different in perspective, is to give each child the best education possible. The faculties, both teachers and principals, received the same general education in a teacher education program. Although the majority of teachers in the Christian School System received their undergraduate education at Calvin College, which is in effect the same school system, a significantly high percentage of them pursue graduate work in the state public institutions of higher education as the only source open to them. In addition, a number of teachers in the Christian School System received their undergraduate degrees from public institutions. Calvin College graduates are also found teaching in the Grand Rapids Public School System. The requirements for graduation are basically the same in the basic teacher education program at Calvin College and at public institutions. Calvin also relies heavily on the public schools for student teacher experiences as do the public institutions. So it appears that the educational preparation of the teachers in the two systems contributes to the similarity of the systems.

The State of Michigan also contributes to this similarity by demanding the same set of qualifications for the certification of all teachers. The requirement of additional hours of academic course work for permanent certification is usually met by teachers in both systems attending public institutions.

Further similarity is seen in the organizational structure of the two systems. The divisions of elementary schools, junior high or middle schools and high schools consisting of grades 10-12 are common to both systems. Text-books are in many cases identical as are curricular offerings on the various levels. Methods of evaluation, both diagnostic and evaluative, are very similar and in many cases identical.

One difference has been the inclusion of a greater variety of non-academic courses in the public schools although this is changing as the Christian schools implement a greater diversity of course offerings. This in the past has been a measure of similarity in that students from the Christian School System have attended vocational classes and drivers' training at the public high schools.

Today, in the State of Michigan, with the recommendation of the Governor's Commission to provide aid to non-public schools, the discussion is widespread concerning the differences or similarities in these two types of schools. The research shows that little or no work has been done in the area of differences between the two types of systems included in this study. Given the premise made earlier that the attitudes of the teachers in the classrooms are the most effective single characteristic having influence on the success of learning in the school, it is suggested that the study can contribute to the general body of knowledge pertinent to this discussion.

In addition to the general information generated by the study, there are specific points of interest in each of the six areas of professional human relations covered by the questionnaire administered. The first area concerned, how teachers feel about teaching as a profession, presents an opportunity to examine a group of teachers who outwardly share a common general view of life with one that has a great diversity of outlooks. It is assumed, in this study, that the teachers in the Christian School System share a common view of life by nature of their religious views and Calvinistic outlook on the world. This implies that teaching is a "calling" and thus a position of worth. The fact that the Christian School System operates with a salary scale considerably less than the public schools and that the demands on the teacher in working conditions, such as, few schools giving in-school preparatory time, the supervision of lunch pupils and the non-payment for many extra-curricular activities lend credence to the belief that dedication to teaching as a profession is greatly valued within the Christian School System.

It is evident, from much of the criticism leveled at the public schools, that many believe teaching should be, . but is not yet, a profession. Little objective evidence underpins the many criticisms and solutions set forth, and although it is teacher behavior which is under scrutiny, there appears to be a dearth of evidence on what teachers themselves think about teaching as a profession.

Another concern in this same general area is expressed currently by those who feel that teacher unions are reversing the trend toward teacher professionalism. The Grand Rapids Public School teachers have organized into a professional organization that has presented demands to the school board in a series of contract negotiations culminating in a withdrawal of professional services in order to obtain their demands. The Christian School System teachers have not historically been involved in negotiation of matters pertaining to the services they render to the school. In actual fact, they have been consistently passive in this role, assuming that the commonality of purpose with the school board would result in the board doing what is best and financially the most they can do for the teachers.

As one examines the literature in the area of teaching as a profession, little is found to give light on the matter. Hughes, in his study of the literature, says that little exists and that what teachers themselves think about teaching as a profession should have high priority.⁶ This study will present and examine the data obtained from two groups of teachers presenting seemingly contrasting positions on this point. The one system purportedly has many of the aspects held in the public mind concerning professionalism such as dedication and no union-type organization while the

⁶Herbert H. Hughes, "Teaching Viewed as a Profession" (unpublished Doctoral dissertation, Colorado State College, 1962), p. 46.

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other has resorted to that which in the public mind is not professional, namely, the withdrawal of services.

The second area of professional human relations examined by the questionnaire is attitudes expressed by the teachers about other teachers. Given the assumptions made earlier that the teachers in the Christian School System share a common outlook on life and that the teachers in the Public School System in Grand Rapids share a great diversity of views, an opportunity is presented to contrast expressed attitudes of these two groups of teachers with that characteristic in mind. Again assuming the effect of teacher attitudes on students mentioned earlier, the great significance of what the teachers value as far as diversity of outlook in their own membership on the education of young people is seen. The study should suggest in both groups a positive view of other teachers in that they reflect that which is expressed as a value in each group. The question is, is this true?

How teachers feel about the principal is the third area of attitudes covered by the questionnaire. Studies have shown that the principal occupies a key role in establishing a climate of high morale in school. In recent years, the increased activity in the public schools of teacher negotiations has placed the principal and teacher on opposite sides of the bargaining table. A valid question raised by this development should be, has the changing role of the principal created a less positive image in the eyes of the

teacher? The Christian School System still maintains the more traditional view of the administrator. For all practical purposes, no negotiation has taken place in the Christian School System thus the role of the administrator has not changed in this regard. Are the expressed attitudes of the Public School System less positive? Has the changing role of the principal affected his role through a different perception by teachers?

The fourth area of professional human relations covered in the questionnaire is how teachers feel about the school they teach in. There has been a great deal said in recent days about the concept of community control of schools and their effect on the students and the constituents of a given school. The Christian School System has many of the characteristics of a community school. Each of the individual school buildings has a separate board elected from within the constituency that has a great deal of control over curriculum, etc., in the given school. Due to the small size of the administrative staff, the teachers have been and are now deeply involved in curricular evaluation and change as well as other matters of concern within the school. The rule is that the number of teachers on a given committee is equal to the number of administrators and board members together. They hold representative membership on the committees of the Central Board as well.

Another factor strongly influencing the attitudes of teachers in the Christian School System is a financial one.

Their own children, if any, attend the school system and they pay tuition for them. The salary scale is less and thus the teachers indirectly subsidize the school system. The teachers fill in in other areas recognizing that they save the system money by adding services.

A third area influencing the attitudes of Christian School teachers is their individual commitment to the same general viewpoint of life shared with the others who attend, support and teach there. They share a religious, philosophical and cultural set with all concerned.

The Public School System in Grand Rapids is considerably larger and a larger administrative staff puts the individual teacher in a different position. The financial structure is different in that no tuition is charged for the education of public school teachers' children in the public schools, salary scales are negotiated on a more competitive basis and extra-curricular or added services receive greater remuneration. Also, the philosophies and life styles represented in the students, teachers and constituents of the public school generally vary widely from individual to individual as well as from school to school.

What differences, if any, will show up in the expressed attitudes of the two groups of teachers? Does the size and degree of involvement in a smaller school system result in a more positive attitude? What difference if any, in attitude will surface in a larger system with less involvement and more distance coming between the teacher

and source of authority?

What are the expressed attitudes of the teachers toward the general community in which they teach? This is the fifth area covered in the questionnaire. The charge has continually been made against the Christian Schools that they are a divisive force in the community. The implication is that because the constituency of the Christian Schools is involved in a separate school system different in philosophical base than the public school that they withdraw from involvement in community affairs in general. Add to this the Calvinistic view of "in the world but not of the world" and the school as an extension of the home together with the sometimes justified charge of the school as a means of indoctrination in a given set of beliefs and those who level the charge feel they have justified their accusation.

The public school system is viewed by these people as the opposite of the Christian schools in this regard. The diversity of views held encourages less indoctrination and more community involvement as they see it. Because the public school involves a significantly larger segment of the population, the teachers in the public schools are therefore viewed as an integrating force rather than a divisive one.

Given that these statements are true, the public school teachers should express a significantly more positive attitude toward the community and its acceptance of

them than the attitudes reflected in the expressions of Christian School teachers.

The last area covered in the questionnaire concerns the expressed attitudes of teachers toward the students. The assumptions expressed earlier concerning the similarity of viewpoints in the Christian Schools and the diversity of viewpoints in the Public Schools has bearing here also. Does the teacher in the Christian School with the concepts of the Covenant, the school as an extension of the home, total depravity and the same general world and life view reflected in a common culture, express a more positive view of the child or is it to be found in people with diverse backgrounds teaching students with similarly diverse experiences and cultures?

Hypotheses

The following hypotheses, stated in the null form, will be considered:

1. There will be no significant differences between the expressed attitudes of the two groups of teachers in the total area of professional human relations as expressed on the questionnaire.
2. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about teaching as a profession.
3. There will be no significant differences between the expressed attitudes of the two groups of

teachers in how they feel about other teachers.

4. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about the principal.
5. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about children.
6. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about the school in which they teach.
7. There will be no significant differences between the expressed attitudes of the two groups of teachers in how they feel about the community in which they teach.
8. There will be no significant differences between the expressed attitudes of the two groups of teachers when grouped according to organizational level of teaching in how they feel about the total area of professional human relations or in how they feel about each of the sub-tests covered in the questionnaire.
9. There will be no significant differences between the expressed attitudes within each of the two groups of teachers when grouped according to organizational level of teaching in how they feel about the total area of professional human relations or

in how they feel about each of the sub-tests covered in the questionnaire.

Limitations of the Study

The following limitations must be considered in interpreting the results of this study:

1. The information was received from a random sample of the teachers in the total population.
2. The information was limited primarily to responses to a questionnaire and thus is subject to the difficulties inherent in a paper and pencil test..
3. The information was limited to responses from those who voluntarily returned the questionnaire.
4. The information was limited as in all attitude studies due to the difficulties in making judgments and classifying attitudes.
5. The information was limited in attempts to compare the two groups of teachers due to limitations caused by intervening variables such as variety of individual experiences, changing society, personal values, interactions between people and communication contaminates.

Assumptions of the Study

The following assumptions are made for purposes of this study:

1. The instrument is assumed to be valid and reliable as supported in the review of the literature.

2. The attitudes expressed are accurate at the time they were expressed.
3. Teachers in the public schools hold a diversity of outlooks.
4. Students in the public schools hold a diversity of outlooks.
5. Teachers in the public schools see this diversity of outlook and experience as a value.
6. Teachers in the Christian schools share a common point of view.
7. Students in the Christian schools share a common point of view.
8. Teachers in the Christian schools see this homogeneity of outlook as a value.

Definition of Terms

The following terms are defined for purposes of this study:

1. Teacher: one who teaches a regular academic class or in a regular self-contained classroom.
2. Instrument: the Walker Teacher Professional Human Relations Questionnaire as described in Chapter III and included in Appendix B.
3. Teacher attitudes: "the way in which teacher see themselves and how they act and feel toward others."⁷

⁷Ralph H. Walker, "A Technique for Assessing Teacher Human Relations" (unpublished Doctoral dissertation, University of Florida, 1954), p. 5.

4. THRQ: the Walker Teacher Professional Human Relations Questionnaire.

Methods and Procedures Used

Following is a brief discussion of the methods and procedures used in this study:

1. The first phase of the study involved the selection of the two school systems to be considered in the study. This phase included the initial selection of the systems and obtaining the necessary permission and willingness of the schools to be involved in the study.
2. The second phase involved the selection of a reliable instrument to be used to determine the expressed attitudes of the teachers at the time of the study.
3. The third phase involved a visit to each school in which there were participating teachers and meeting with the principal to inform him of the purposes of the study and to acquaint him with the instrument chosen. At the conclusion of the visit, the instrument and a covering letter was left in each participating teacher's mailbox along with a self-addressed, stamped return envelope.
4. The fourth phase involved the mailing of a reminder letter to each of the participating teachers to encourage return of the questionnaire.

5. The analysis of the data consisted of the use of the statistical technique of two-way analysis of variance to determine if significant differences existed between or within the groups of teachers on their expressed attitudes.
6. The final phase consisted of data interpretation with the resulting conclusions and recommendations.

Organization of the Study

CHAPTER I . INTRODUCTION

The introduction includes: a statement of the problem; the purpose of the investigation; the significance and value of the study; the hypotheses to be considered; the limitations of the study; the assumptions used for purposes of the study; a definition of terms used in the study; an outline of the methods and procedures used; and, the organization of the study.

CHAPTER II . REVIEW OF RELATED RESEARCH AND LITERATURE

The review of related research and literature includes: teacher attitudes; types of attitude studies; teacher human relations; attitudes toward teaching as a profession; teacher attitude and involvement; key roles affecting teacher attitudes; attitude change; desirable teacher behavior; and, teacher attitudes in relation to effectiveness.

CHAPTER III . THE RESEARCH PROCEDURE

The research procedure includes: selection of

school systems; selection of the sample from the population; selection of the instrument; administration of the instrument and collection of the data; the interview guide; and, a summary of the total procedure.

CHAPTER IV . ANALYSIS OF DATA AND FINDINGS

The analysis of the data and the findings include: introduction; hypotheses tested; distribution of questionnaires; mean scores; examination of questions; review of personal interviews; and, a summary.

CHAPTER V . SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The summary, conclusions and recommendations include: a summary of the total study; conclusions derived from the study; recommendations from the study; recommendations as seen by the author; and, recommendations for future research in the area of this study.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

Introduction

A review of previous literature and research in the areas of teacher attitudes, types of attitude studies, teacher human relations, attitudes of teachers toward teaching as a profession, teacher attitudes and involvement, key roles affecting teacher attitudes, attitude change, desirable teacher behavior and teacher attitude in relation to effectiveness was made and the results are reported in this chapter. Education Index, Psychological Abstracts and the Datrix Retrieval System were the primary sources utilized in this study.

Teacher Attitudes

In the Encyclopedia of Educational Research, an attitude is defined as:

"A psychological construct, a latent variable, inferred from observable responses to stimuli, which is assumed to mediate consistency and covariation among these responses. The aspects of responses which define attitudes are the tendencies with respect to learned stimuli, identified as goal objects, to approach or avoid them, to regard them favorably or unfavorably,

and to experience pleasant or unpleasant affect associated with them, over a wide range of response intensity. These characteristics of attitudes: (a) approach-avoidance direction of affect with reference to learned goal-objects, (b) affective content and (c) intensity are inferred from the nature of the response."⁸

The realization of this pervasive influence attitudes play in all of the experiences of life emphasizes the need for teachers to possess positive attitudes. Gage in describing those teachers on the desirable end of the scale for teacher effectiveness stated:

"Teachers at this desirable end tend to behave approvingly, acceptantly and supportively; they tend to speak well of their own pupils, pupils in general and people in general."⁹

Teacher attitudes in relation to teacher effectiveness is thought by many to be of even greater importance in those situations involving minority groups and or disadvantaged children. Coleman states that teacher characteristics accounted for a "higher proportion of variation in student achievement than did all other aspects of the school

⁸Saul B. Sells and David K. Trites, "Attitudes," Encyclopedia of Educational Research, (New York: The Macmillan Company, 1960), p. 103.

⁹Nathaniel L. Gage, "Can Science Contribute to the Art of Teaching," Phi Delta Kappan, (March, 1968), p. 401.

combined, excluding the student body characteristics."¹⁰

The report of the Civil Disorder Commission emphasizes this when it states, "Studies have shown the attitudes of teachers have very powerful impacts upon educational achievement."¹¹

The value of a positive attitude towards self in teaching as well as other aspects of life has been considered by several writers, notably Rogers,¹² Combs¹³ and Jersild.¹⁴ Combs, using the word "helper" to describe an effective teacher, writes:

"For example, it has been found that helpers can be distinguished from non-helpers on the basis of their attitudes, feelings, purposes and their conceptions of themselves and others."¹⁵

The behavior of students being related to teacher behavior was studied by Flanders, Morrison and Brode.¹⁶ They found a significant relationship between student

¹⁰Coleman, op. cit., p. 12.

¹¹Report of the National Advisory Commission on Civil Disorders, (New York: Bantam Books, 1968), p. 429.

¹²Carl R. Rogers, On Becoming a Person, (Boston: Houghton Mifflin Company, 1961).

¹³Combs, op. cit.

¹⁴Arthur J. Jersild, When Teachers Face Themselves, (New York: Teachers College, Columbia University, 1955).

¹⁵Combs, op. cit., p. 18.

¹⁶Ned A. Flanders, Betty M. Morrison and Leland Brode, "Changes in Pupil Attitudes During the School Year," Journal of Educational Psychology, Volume 50, Number 5, October, 1968 pp. 334-338.

attitude change and the student's perceptions of the teacher behavior. This was further supported by Rosenthal and Jacobson in their study of student achievement and teacher expectations.¹⁷ Still further support of this was found in Abelson and Miller.¹⁸ They found a "boomerang effect" when the student perceived teacher attitudes as unfavorable toward the student.

Dandes, in his study investigating the relationship of a teacher as a fully functioning or psychologically healthy person with desirable attitudes and values, arrives at the following conclusion:

"The relationship is as predicted: the greater the psychological health, the greater the possession of attitudes and values characteristic of effective teaching."¹⁹

Types of Attitude Studies

Allport defines an attitude as:

"An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's

¹⁷Robert Rosenthal and Lenore Jacobson, Pygmalion in the Classroom, (New York: Holt, Rinehart and Winston, Inc., 1968)

¹⁸Robert P. Abelson and James C. Miller, "Negative Persuasion via Person Insult," Journal of Experimental Social Psychology, 1967. pp. 321-333.

¹⁹Herbert M. Dandes, "Psychological Health and Teaching Effectiveness," Journal of Teacher Education, XVII (Fall, 1966). p. 305.

response to all objects and situations with which it is related."²⁰

Studies designed to examine those responses of groups of individuals may be grouped into three basic areas. Investigators may research a group's attitude toward a specific object or experience such as faculty meetings²¹ or self-evaluation procedures.²² Second, they may examine what modification of attitudes takes place over a period of time as the individuals in the group are exposed to indirect stimuli. Examples of this type are Reiter's²³ examination of the effect of college orientation on college freshmen, Antonelli's²⁴ study of the effect of group discussion on

²⁰Carl M. Murchison (ed.), Handbook on Social Psychology, (Worcester, Massachusetts: Clark University Press, 1935), p. 45.

²¹Arthur Blumberg and Edward Amidon, "Teacher Reactions to Faculty Meetings," The Journal of Educational Research, 56 (May, 1963), pp. 466-470.

²²Donald C. Manlove and Maurice M. Glasson, "Reactions of Faculty and Visiting Committee Members to Evaluation Instruments and Procedures in Selected Indiana Junior High Schools," National Association of Secondary School Principals Bulletin, 49 (April, 1965), p. 68.

²³Henry H. Reiter, "The Effect of Orientation Through Small-Group Discussion on Modification of Certain Attitudes," The Journal of Educational Research, 58 (October, 1964), pp. 65-68.

²⁴Dominick D. Antonelli, "The Effects of Group Discussion on Attitudes of Elementary School Teachers: An Investigation of Group Discussion on the Topic of Mental Health and Its Effects on the Attitudes of Elementary School Teachers" (unpublished Doctoral dissertation, New York University, 1962).

attitude change, Alam's²⁵ study of the relationship between participation in self-evaluation studies and attitude change and Newton's²⁶ examination of attitude modification in teachers participating in a university-staffed workshop. Third, they may determine attitude modification over time as the group is exposed to a direct stimuli, such as a film.

It is in the first of these three areas that the present study best fits. Although as reported in the section of this chapter dealing with research in teacher professional human relations, research has been done in the public schools utilizing specific demographic data, no study was found involving the particular variables examined in this study. Also, no data was found involving studying the attitudes held by teachers in the Christian school movement.

Research in Teacher Human Relations

The instrument chosen for use in this study was developed by Walker²⁷ for use in the Kellogg Foundation Leadership Study at the University of Florida. Goodwin, also as part of the Kellogg Foundation Leadership Study,

²⁵Dale V. Alam, "The Relationship Between School Self-Evaluation Procedures and Changes in Teachers' Expressed Attitudes in Six Areas of Professional Human Relations" (unpublished Doctoral dissertation, University of Florida, 1966).

²⁶Richard L. Newton, "A Study of Change in Teachers' Self-Expressed Attitudes in Six Areas of Human Relations as Effected by a University-Staffed Workshop," (unpublished Doctoral dissertation, Michigan State University, 1968).

²⁷Walker, op. cit.

revised the instrument and shortened it to 90 items.²⁸ Goodwin found that a significant difference existed in teacher human relations on the elementary and secondary school levels with elementary teachers showing more positive attitudes.²⁹ Walker examined differences in human relations in teachers utilizing demographic data such as number of years in the same school, rank of certification and years of teaching experience. He found that only rank of certification had a significant effect, and he discounted this due to the limited number of those holding the highest rank of certification found in his sample.³⁰ Goodwin also attempted to determine what personal characteristics affect a teacher's human relations score. He examined sex, marital status, living distance from school and rank. He found no significant effect and concluded that personal factors have no measurable pattern of effect on a teacher's human relations.³¹ Burress used the instrument to examine differences in attitudes of teachers in schools with high rates of pupil retention and attitudes of teachers in schools with low rates of pupil retention. She found that teachers in schools with low retention rates had significantly

²⁸George H. Goodwin, "A Study of Certain Teacher Activities and Human Relations With Special Principals," (unpublished Doctoral dissertation, University of Florida, 1955).

²⁹Ibid., p. 85

³⁰Walker, op. cit.

³¹Goodwin, op. cit.

more negative attitudes.³² Alam examined the effect of self-evaluation procedures on attitudes, as expressed in the use of the instrument, over a period of time. He found, "the striking, overriding finding of the study is that the Southern Association self-evaluation activity experienced by teachers had no effect on their expressed attitudes as measured by the Teacher Human Relations Questionnaire."³³ He also found that, "The general trend was that teachers' expressed attitudes became less favorable as the year progressed."³⁴ This loss in teachers' attitude scores was substantiated by Hines and Alexander in their research involving the extent of curriculum change when schools are engaged in self-study programs for accreditation. They used the instrument in a pre- and post-test situation and found a significant loss in attitudes between the initial and final testing.³⁵ Newtonson investigated the effect of teacher participation in a university-staffed workshop on human relations scores as expressed through the questionnaire. He found no

³²Nona B. Burress, "A Study of the Relationship Between the Rate of Pupil Retention And Teachers' Professional Activities, Attitudes and Viewpoints," (unpublished Doctoral dissertation, University of Florida, 1962).

³³Alam, op. cit.

³⁴Ibid. p. 60.

³⁵Vynce A. Hines and William M. Alexander, High School Self-Evaluations and Curriculum Change, Washington: U.S. Department of Health, Education and Welfare, Office of Education, 1966).

significant change in attitudes in schools participating in the workshop compared with teachers in those control schools not participating in the workshop.³⁶

Teacher Attitudes Toward Teaching as a Profession

Although there has not been a great deal of research in teacher attitudes toward teaching as a profession, some evidence exists that it is considered an important area. Robbins and Hughes developed eight criteria defining the concept of a profession. They are:

1. A profession involves activities essentially intellectual.
2. A profession commands a body of specialized knowledge.
3. A profession requires extended professional preparation.
4. A profession demands continuous in-service growth.
5. A profession affords a life career and permanent membership.
6. A profession sets up its own standards.
7. A profession exalts service above personal gain.
8. A profession has a strong, closely knit, professional organization.³⁷

³⁶Newton, op. cit.

³⁷John Robbins and Robert Hughes, "Defining the Concept of a Profession," Peabody Journal of Education, September, 1938, p. 97.

Herbert H. Hughes, in his research into teaching as a profession emphasized the need for research into how teachers felt about the profession. He based this on his discovery that little or no research had been done and yet much criticism is leveled at the "teaching profession." He felt this was necessary due to the concern that teacher unions are reversing the trend toward teacher professionalism.³⁸

Teacher Attitude and Involvement

There is agreement in the research concerning teacher attitudes and involvement that the attitudes held by teachers are more favorable if they have a voice in the decision-making concerning policies and practices.^{39,40,41,42,43,44,45}

³⁸Hughes, op. cit., p. 43

³⁹Charles K. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, 29 (September, 1955), p. 41.

⁴⁰Francis S. Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan, 33 (November, 1951), p. 127.

⁴¹Robert E. Cralle and William Burton, "An Examination of Factors Stimulating or Depressing Teacher Morale," California Journal of Elementary Education, 7 (Aug., 1938), p.7.

⁴²Harold Leiman, "A Study of Teacher Attitudes and Morale as Related to Participation in Administration," (unpublished Doctoral dissertation, New York University, 1961).

⁴³Guy Pryer, "The Relationship Between Teachers' Perceptions of Administrative Dimensions and the Morale Status of Teachers in Certain Texas Schools," (unpublished Doctoral dissertation, North Texas State University, 1964).

⁴⁴Frederick Redefor, "The School Board and Teacher Morale," The American School Board Journal, (July, 1962), p.5.

⁴⁵Phillip Richards, "A Descriptive Study of Teachers' Attitudes About Different Aspects of Their Work," (unpublished Doctoral dissertation, University of Nebraska Teachers College, 1964).

Banning found that teachers' attitudes toward change are more favorable if they feel involved in policy decisions and their implementations.⁴⁶ She suggests that "the way teachers feel about a decision is more important than the decision itself." These favorable attitudes created by involvement are particularly important in curricular change. Two studies done by Cay⁴⁷ and Thompson⁴⁸ found that when the administration did not involve the faculty in planning and policy-making decisions affecting school operation, resistance to participation in curriculum improvement activities appeared among the teachers. Johansen stated the following in his study of the relationship between the teachers' perceptions of their influence in curricular decisions and curriculum improvements:

1. The individual teacher's participation in curriculum development activities in and of itself increases the likelihood of implementation.
2. The perceptions by teachers that they are influential increases the likelihood of implementation.

⁴⁶Evelyn Banning, "Teacher Attitudes Toward Curriculum Change: The Effect of Personal Relationships on the Degree of Favorableness," Journal of Experimental Education, 23 (December, 1954), p. 143.

⁴⁷Donald Cay, "Selected Teachers' Expressed Judgments Concerning Barriers to Curriculum Improvement" (unpublished Doctoral dissertation, University of Florida, 1960).

⁴⁸Tewell Thompson, "Techniques for Studying Program Development Within a School" (unpublished Doctoral dissertation, University of Florida, 1954).

3. The perceptions by teachers that the functional type of authority is influential increases the likelihood of implementation.
4. The perceptions by teachers that the hierarchical type of authority is influential decreases the likelihood of implementation.⁴⁹

Key Roles Affecting Teacher Attitudes

Studies identifying key roles affecting teacher attitudes generally agree that the role of the principal is the most influential.^{50,51,52} A study by Cohen found that an administrator who operated in a democratic fashion could overcome other factors tending to produce low morale.⁵³

⁴⁹John H. Johansen, "An Investigation of the Relationships Between Teachers' Perceptions of Authoritative Influences in Local Curriculum Decision-Making and Curriculum Implementation" (unpublished Doctoral dissertation, Northwestern University, 1965).

⁵⁰Mildred R. Bernstein, "A Study of Teachers' Role-Expectations and Role-Perceptions of a Principal, Superintendent and Board of Education, and the Relationship Between Convergence and Divergence of Role-Expectation and Role-Perception and Teacher Morale" (unpublished Doctoral dissertation, New York University, 1959).

⁵¹Clyde E. Blocker and Richard C. Richardson, "Twenty-Five Years of Morale Research: A Critical Review," Journal of Educational Sociology, 36 (January, 1963), p. 200.

⁵²William F. O'Connor, Jr., "A Study of Some Selected Factors Related to Teacher Morale" (unpublished Doctoral dissertation, Cornell University, 1958).

⁵³Gloria J. Cohen, "A Study of the Socio-Economic Status of the School Community and the Morale of the Teaching Personnel in New York City" (unpublished Doctoral dissertation, New York University, 1959).

Similarly, Wilson⁵⁴ found that teachers who had favorable attitudes toward the principal perceived morale to be high. Oostermeier⁵⁵ found a greater change in attitudes where the teacher's perception of the principal was positive. Studies show generally that morale is higher in schools that have principals that operate in a democratic manner than in schools where the operating pattern of the principal is more authoritarian.^{56,57}

Attitude Change

It is important when studying attitudes to consider the problem of change and of a measure to provide a reasonable assessment of change or shifts in response patterns. That building and changing attitudes has been and still should remain a basic objective of the formal education process was stated by Hoover and Schutz.⁵⁸ If this is true, then it is necessary to know how reliable a shift in attitude expression is on the part of a student or teacher. Studies

⁵⁴Gordon B. Wilson, "Predicting Teacher Attitudes Toward Administration" (unpublished Doctoral dissertation, University of Florida, 1955).

⁵⁵Terry H. Oostermeier, "Effects of Type Frequency upon Perceived Source Credibility and Attitude Change," Speech Monographs, 1967, p. 143.

⁵⁶Goodwin, op. cit.

⁵⁷Joseph P. Sweat, "Authoritarian-Democratic Traits of High School Principals and Teacher Morale" (unpublished Doctoral dissertation, University of Arkansas, 1963).

⁵⁸Kenneth Hoover and Richard Schutz, "Student Attitude Change in an Introductory Education Course," The Journal of Education Research, Vol. 61, No. 7, March, 1968, pp. 300-303.

of attitude change have been done in such areas as cognitive input, group pressures and various direct manipulations.⁵⁹

It has been assumed for a long period of time that cognitive development brought about affective changes as well. Research does not substantiate this however. Two attempts, reported by Jacob⁶⁰ and Lagey⁶¹ have indicated that students have been only slightly affected by any one or any series of courses designed to bring about changes in attitudes. Contrary to this, Costin⁶² has shown that a child psychology class brought about significant changes in the students within the class in regards to their attitudes toward children through exposure to the course content. The scholastic achievement of the students was not related to this change and a control group in a sociology class did not reveal the significant change as compared to the experimental group. It is generally thought however, that the academic approach lacks substantiation as a means of affecting attitude change. Value-laden approaches are more consistently effective in their results.

⁵⁹B. F. Green, "Attitude Measurement," in G. Lindzey (ed.), Handbook of Social Psychology, Cambridge, Mass.: Addison-Wesley, 1954, pp. 335-369.

⁶⁰Philip E. Jacob, Changing Values in College, New York: Harper and Row, 1957.

⁶¹Joseph C. Lagey, "Does Teaching Change Students' Attitudes?" Journal of Educational Research, Vol. 50, Dec. 1956, pp. 307-311.

⁶²Frank Costin, "The Effect of Child Psychology on Attitudes Toward Parent-Child Relationships," Journal of Educational Psychology, Vol. 49, Feb. 1958, pp. 37-41.

The influence of group pressure on individual attitude change is particularly appropriate to the college setting primarily for two reasons: (1) instruction in the classroom is directed at groups of students and interaction between the students is often encouraged and, (2) a wide range of group interaction is encouraged and available on the college campus. Some idea of how group experiences provide attitude change in the general process of formal education is revealed through studies that have been made. Newcomb and others⁶³ partly supported the hypothesis that the increased salience (awareness) of a membership group will change a member's attitude in the direction of that group's norm as opposed to the norms of other groups in which he may be a member. A questionnaire given to an experimental group of Roman Catholic students in which awareness was increased, revealed that they more closely approached the orthodox Catholic belief than did either of two control groups of Catholic students. There were no significant differences among the groups on items of the questionnaire not related to Catholic belief.

Investigations of attitude change, based on the theory attitudes are most susceptible to change when such a change is not seen as a threat to the basic values of the individual, were made by Katz, Sarnoff and McClintock.⁶⁴

⁶³T. M. Newcomb, E. E. Macoby and E. L. Hartley, Editors, Readings in Social Psychology, Third Edition, New York: Henry Holt and Co., 1958, pp. 174-183.

⁶⁴Daniel Katz and others, "Ego-Defense and Attitude Change," Human Relations, Vol. 9, 1956, pp. 27-44.

They compared two approaches to attitude change. The first approach, ego-defense, is that attitudes would be changed according to the insight the individual gained into them. The second approach, rational, provides that attitudes would be changed by presenting logical information in contrast to the attitude. They found that the attitude change among the groups of students studied was greater for those groups structured on the ego-defense approach rather than for those groups characterized by the rational approach. Although the difference between the methods was not statistically significant for the immediate post-test, it was significant (.05 level) six weeks later indicating that changes in attitudes through ego-defense interpretation have a more lasting effect. The conclusion arrived at from this is that the presence of value conflict would inhibit attitude change and its absence would facilitate change.

The study by Brim⁶⁵ focused on the apparent experiences which could enable attitude change. Utilizing a pre-test and a post-test and checking the significance of changes, he concluded that any change was due to a change in attitude during that term. Interviews were then conducted with those students showing the greatest differences between their pre- and post-test scores. The interviews were aimed at discovering the students ideas of what caused the change in their attitudes. Brim concluded that contact with

⁶⁵Burl J. Brim, "Attitude Changes in Teacher Education Students," Journal of Educational Research, Vol. 39, No. 10, 1966, pp. 441-445.

children through observing and assisting in classrooms was the most effective way to achieve attitude change. The students also saw the methods used by their instructors to be very effective in bringing about their attitude changes. The instructor's method implied broad philosophical beliefs which had a definite bearing upon student thought. The instructor's techniques specifically mentioned were: (1) use of the psychological principle of reinforcement, (2) the presentation of highly controversial ideas, (3) continuously presenting provocative questions, (4) citing examples to clearly illustrate points, (5) showing great energy and enthusiasm for teaching, (6) presenting students with opportunities to draw their own conclusions (allowing much freedom), (7) articulating lectures with the textbook and (8) making inferences through side comments.⁶⁶

Lehmann, Sinha and Hartnett⁶⁷ in their studies of attitude change examined the relationship between amount of college education and changes in attitudes of stereotyping dogmatism, in traditional-value orientation and in certain selected attitudes and views related to higher education. The major findings of the study include: (1) that regardless of sex and amount of college education, all groups tended to become less stereotypic in their beliefs, less dogmatic

⁶⁶Brim, Ibid., p. 444.

⁶⁷Irvin J. Lehmann, Birendra K. Sinha and Rodney T. Hartnett, "Changes in Attitudes and Values Associated with College Attendance," Journal of Educational Psychology, Vol. 57, No. 2, 1966, pp. 89-98.

and more receptive to new ideas,⁶⁸ (2) female seniors changed significantly more in their receptivity to new ideas than did their male counterparts. But, both male and female seniors became less stereotypic in their beliefs, less authoritarian and more flexible between their freshman and senior years,⁶⁹ (3) various male groups did change significantly, but those experiences that had an impact upon them differed from those that influenced females. This seems to infer that perhaps teacher education programs might examine the idea of different approaches to each sex for maximum attitude change.⁷⁰

Further, the study highlights that the amount of changes in beliefs, ideals, interests and attitudes professed as desirable by the teacher education programs is clearly not being obtained.⁷¹

The study reveals that changes do take place during the college experience.⁷² Colleges must realize however that they are not necessarily providing a unique experience for their students and examine what they are providing in the light of the fact that maturation and social environment may be what produces the change.⁷³

⁶⁸Lehmann, op. cit., p. 95.

⁶⁹Ibid., p. 96

⁷⁰Ibid., p. 97.

⁷¹Ibid., p. 96.

⁷²Ibid., p. 97.

⁷³Ibid., p. 97.

Teacher Attitudes in Relation to Effectiveness

Fattu and Castetter,⁷⁴ in their review of teacher evaluation studies prior to 1930, indicate that although the literature dealing with teacher competence and or teacher effectiveness dates back to 1891, the studies dealt usually with attempts to isolate the ineffective teacher rather than the effective one. That the ineffective teacher was usually defined or identified as the one who was unable to impose "good disciplinary control" was found by Biddle and Ellena.⁷⁵ Total and absolute compliance to the standards of the day or to the standards imposed by a school board or by a building principal was mandatory. That these standards were all too often arbitrary, biased and prejudiced was identified by Howsam.⁷⁶

Domas and Tiedman⁷⁷ list nearly 1,000 titles related to research in this area. Morsh and Wilder⁷⁸ also list these

⁷⁴N. A. Fattu and D. D. Castetter, Teacher Effectiveness: An Annotated Bibliography, Bulletin of the Institute of Educational Research, School of Education, Vol. L, No. 1, Bloomington, Indiana: Indiana University Press, 1954.

⁷⁵Bruce J. Biddle and William J. Ellena, Contemporary Research on Teacher Effectiveness, New York: Holt Rinehart and Winston, 1964, ch. 2 and 8.

⁷⁶Robert B. Howsam, "Teacher Evaluation, Facts and Folklore," National Elementary Principal, Vol. 43, No. 2, Nov. 1963, pp. 6-17.

⁷⁷S. J. Domas and D. Tiedman, "Teacher Competence: An Annotated Bibliography," Journal of Experimental Education, Vol. 19, 1950, pp. 101-218.

⁷⁸E. Morsh and E. W. Wilder, Identifying the Effective Instructor: A Review of Quantitative Studies, 1900-1952, Research Bulletin No. AFPTRC-TR34-44, San Antonio, Texas: USAF Personnel and Training Center, 1954.

studies, many of which are replicative, as well as those which were inadvertent duplications of previously or simultaneously conducted investigations. Domas and Tiedman⁷⁹ found that it was only during the 1940's that educators began to pay more attention to the relationship between teacher and pupil. Concern with interpersonal relationships in the classroom had virtually been overlooked in the past.

Washburne and Heil⁸⁰ trying to support the hypothesis that elementary teachers who deal with the same group of children all day have a definite and measurable influence upon the intellectual, social and emotional growth of their pupils discovered unmistakable evidence that the teacher's personality has a marked and measurable effect upon all of these phases of a child's growth and development. They also found evidence that the teacher had a measurable effect upon the children's emotional adjustment through different types of interactions and relationships depending on the type of teacher the children had.

That the teacher's attitudes are intervening variables in the learning process was shown by Torrance.⁸¹ His results show that although the teacher may try to inculcate the "right" attitudes, the teacher's real attitudes will show

⁷⁹Domas and Tiedman, op. cit.

⁸⁰C. Washburne and L. Heil, "What Characteristics of Teachers Affect Children's Growth?" The School Review, Winter, 1960, pp. 420-428.

⁸¹E. Paul Torrance, "Teacher Attitude and Pupil Perception," The Journal of Teacher Education, XI, March, 1960, pp. 97-102.

through. His conclusions illustrate the necessity of teacher education programs to attempt to develop in prospective teachers and in teachers in service those same attitudes teachers are expected to develop in their students. This is supported by Silberman who states that ".....even when the attitude is unconscious, the teacher cannot avoid communicating it to the children in some way or other."⁸²

Davis⁸³ further explores the relationship between particular attitudes held by the teacher and effective learning:

1. All school-learning is stimulated or hindered by the teacher's feelings toward the students. Each must have faith and trust in each other.
2. All school-learning is influenced by the cultural attitudes which the teacher has toward the student and which the student experiences toward the teacher. In rejecting the student's cultural background, the teacher often appears to reject the student himself as a human being. In return, and as early as the first grade, the student may reject the culture of the school and of the teacher. Both teacher and pupil must learn to respect the ability and position of the other.

Epley⁸⁴ reports that students with positive reactions to their teachers are more likely to grow tolerant than those with negative feelings, presumably because the former

⁸²Charles E. Silberman, Crisis in Black and White, New York: Random House, 1964.

⁸³A. Davis, "Changing the Culture of the Disadvantaged Student," in proceedings of the AHEA Workshop, Working with Low Income Families, Washington, D. C.: American Home Economics Association, 1965, pp. 22-23.

D. G. Epley, "Adolescent Role Relationships in the Dynamics of Prejudice" (unpublished Doctoral dissertation, Michigan State University, 1953).

are more receptive to the attitude of their teacher.

A student's beginning motivational attitude to respond to the guides given by the teacher is dependent upon the student's perceiving that the teacher likes and respects him and has confidence in his ability to learn. These attitudes of the teacher toward the student fulfill a need in the student and produce a reciprocal action by the student demonstrating to the teacher that he is liked and respected by the student. The student usually demonstrates these feelings in an attempt to learn what is being taught. The satisfaction of learning itself is rewarding to the student as he learns and becomes in itself a motivation to learn. Eventually, successful learning becomes a greater motivational factor than the initial one of pleasing the teacher.

If however, the teacher's attitudes are negative or perceived as negative by the student, the beginning motivational steps in learning are thwarted. Such students then become handicapped as they proceed through school, deficient in their mastery of the language of the teacher and deprived of the motivational stimulus of the teacher. Performance of such children generally becomes progressively worse until, in most cases, they drop out.

Wade summarizes the interaction between teacher and student in the learning process when he refers to the signs the teacher uses.

With an object present to his mind, the student acts to form his own taught knowledge; and the teacher, through his (selected) signs as logical instruments,

is the specific cause of his student's taught knowledge.⁸⁵

Wade concludes that if a teacher does not have trust and respect for his students, he is not teaching, but rather indoctrinating. For it is mutual trust and respect which unite the mind of the teacher and the taught on a common meeting ground. On the absence of this common meeting ground Wade comments:

Without such meeting ground, teacher and taught do not meet as minds; there is no ground for the student's assent. What is left the student is a pseudoground; that is, the teacher said so. Such a student, assenting on the word of the teacher, is indoctrinated, not taught. True, he gets something; but he gets it by hearing and holds it by memory and becomes a skilled repeater instead of a knowing man. His teacher goes on indoctrinating, whether aware or not, for there is no escape.⁸⁶

However, indoctrination is a very real possibility from teachers with vested interests in subject areas. But even with this in mind, it is generally accepted that students benefit more from exposure to teachers with strong educational backgrounds than they do from teachers with weak academic backgrounds.

Desirable Teacher Behavior

In his review of research studies on behaviors considered to be desirable behavior for teachers, Gage identified five dimensions of teacher behavior as desirable. The basis

⁸⁵Francis C. Wade, S. J., "Causality in the Classroom," Modern Schoolman, ed. George P. Klubertanz, S. J., Ann Arbor: Cusing-Mallory, Inc., August, 1955, Vol. 28, p. 145.

⁸⁶Wade, op. cit., p. 146.

for identifying them was their relationship to desirable aspects or outcomes of teaching. The five dimensions listed were: "warmth, cognitive organization, indirectness, orderliness and ability to solve instructional problems."⁸⁷

The first characteristic, warmth, is described as "the tendency of the teacher to be approving, provide emotional support, express a sympathetic attitude and to accept the feelings of pupils." Support for this as a desirable characteristic is found in studies by Cogan.⁸⁸ He suggests that warm teachers express an accepting feeling when their verbal behavior is studied using Flanders' Categories for Interaction Analysis; reflect a high degree of respect and sensitivity for the goals, interests and abilities of their students when rated according to Ryan's Teacher Characteristic Schedule; score high on the Minnesota Teacher Attitude Inventory; and score at the non-authoritarian end of the California F. Scale.

Heider⁸⁹ illustrates the importance of warmth when he shows that a student's tendency toward cognitive balance (tendency toward consistency and homogeneity in ideas) helps him like someone whom he perceives as liking him. In effect,

⁸⁷N. L. Gage, "Desirable Behaviors of Teachers," in M. Usdan and E. F. Bertolaet, Editors, Teachers for the Disadvantaged, Chicago: Follett Publishing Co., 1966, pp. 4-10.

⁸⁸M. L. Cogan, "The Behavior of Teachers and the Production Behavior of Their Pupils: I. 'Perception' Analysis; II. 'Trait' Analysis," Journal of Experimental Education, 1958, Vol. 27, pp. 89-105, 107-124.

⁸⁹F. Heider, The Psychology of Interpersonal Relations, New York: John Wiley and Sons, Inc., 1958, pp. 174-217.

students realize that the warm teacher likes them and they tend to like him in return. Because they like him, students tend to identify with the teacher, to adopt the teacher's values more readily and more than likely tend to learn subject matter from him more readily and effectively.

The second characteristic of desirable teacher behavior, cognitive organization, refers to having students acquire understanding or meaningful learning, rather than mere rote memory. The student should possess and demonstrate the type of intellectual grasp of his subject matter that Gage identifies as cognitive organization.⁹⁰ Unfortunately, a great deal of the research on these variables has not been directly concerned with teacher behavior. It has dealt, instead, with learning materials given to students. It is possible, however, to make inferences about desirable teacher behavior from the research. Although no unanimity exists as to the reasons for the findings or as to the definitive meaning of the words "meaningfulness" and "organization", certain broad premises concerning the value of these factors in learning are strongly established. Some of those who through research have established the prime importance of clear, logical and integrated organizations of ideas to the learning, retention and transfer of these ideas are Katona,⁹¹

⁹⁰Gage, op. cit.

⁹¹E. Katona, Organizing and Memorizing, New York: Columbia University Press, 1940.

Brownell and Moser⁹² and Ausubel.⁹³

Ausubel says,⁹⁴ "the art and science of presenting ideas and information meaningfully and effectively so that clear, stable and unambiguous meanings emerge and are retained over a long period of time as an organized body of knowledge is the principal function of pedagogy."

Indirectness, the third desirable teacher behavior identified, is the knowledge that the most effective method is not merely to tell students what they are supposed to know and understand but that the student must be an active participant in the learning process. It is better for the student to be active, to seek for himself, to participate fully in the interchange of ideas and to make some "provisional tries." A teacher utilizing the indirect approach must be willing to refuse to furnish the student with everything he needs to know. The teaching of concepts and generalizations by providing students with opportunities to utilize inquiry as a method of discovering underlying principles for themselves and by giving little or no direct guidance is also related to the concept of indirectness presently being discussed.

⁹²W. A. Brownell and H. E. Moser, Meaningful versus Mechanical Learning: A Study in Grade III Subtraction, Duke University Research Studies in Education, 1949, No. 8.

⁹³D. P. Ausubel, The Psychology of Meaningful Verbal Learning: An Introduction to School Learning, New York: Grune E. Stratton, 1963.

⁹⁴Ibid., p. 19.

Flanders⁹⁵ found that indirectness in teachers coincided with greater achievement on the part of their students. With teachers who exerted a pattern of direct influence over them, students more often learned less in such a situation. In Flanders' study of seventy-five urban junior high school mathematics, English and social-studies teachers, the following implications for the classroom teacher are shown:

Our theory predicts higher achievement and less dependence when goals are clarified by an indirect approach.... An indirect approach stimulated verbal participation by students and discloses to the teacher students' perceptions of the situation.... A direct approach increases student compliance to teacher opinion and direction.

In his review of the experiments with learning by discovery, Ausubel⁹⁶ concluded that:

Our theory suggests an indirect approach; most teachers use a direct approach.

The fourth characteristic of desirable teacher behavior, orderliness, is the teacher's tendency to be systematic and methodical in his self-management. Classroom management and the teacher's effectiveness in this matter is an aspect of this area.

Gage⁹⁷ defines the fifth characteristic of teacher behavior, the ability to solve instructional problems unique

⁹⁵N. A. Flanders, Teacher Influence, Pupil Attitudes and Achievement, Washington, D. C.: U. S. Department of Health, Education and Welfare, 1965, p. 116.

⁹⁶Ausubel, op. cit., p. 171.

⁹⁷Gage, op. cit.

to his work in a particular subdivision of the profession." Although much effort is still being expended in this area adequate support seems to exist for the proposition that good teachers possess the ability to solve technical problems of instruction.

In studies of teaching arithmetic with teachers and non-teachers, it was reported:

....problems showed some power to differentiate among teachers of varying training and experience...(and) teachers who were rated by supervisors significantly above average in skill in teaching arithmetic had significantly higher mean problem-solving scores and those students taught by high-scoring, problem-solving teachers achieved significantly more than pupils taught by low-scoring teachers.⁹⁸

Summary

In summary, the research reported in this chapter supports the following conclusions:

1. Effective teachers have more positive attitudes than less effective teachers.
2. Teacher attitudes are crucial to the learning process in all cases but especially so when dealing with minority group children.
3. Teacher participation in curriculum improvement practices increases the likelihood of the implementation of change.
4. Teacher participation in decision-making and their implementation fosters favorable attitudes.

⁹⁸N. A. Fattu, "Exploration of Interactions Among Instruction, Content and Aptitude Variables," Journal of Teacher Education, 1963, Vol. 14, pp. 245-246.

5. The principal's role in creating favorable attitudes is a critical one.
6. Teachers relate better to students with similar value and attitude orientations.
7. Colleges are making little or no impact on the attitudes of students.
8. Attitude change is possible in college.

CHAPTER III

THE RESEARCH PROCEDURE

Selection of School Systems

In selecting the school systems for this study, little selectivity was available. The choice of the Grand Rapids Christian School System was made on the basis of its size, availability and willingness to participate. This choice was further influenced by the author's interest and involvement as a teacher and parent in that system over a period of years. The choice of the Grand Rapids Public School System was then an obvious one. It too was available and expressed willingness to participate as well as being the equivalent public school system to the chosen non-public one.

Population and Sample

All regular, full-time, classroom teachers in each system were selected as the population for the study. After consultation with a research consultant of the Michigan State University Education Department, a sample size of sixty teachers from each of the three organizational levels was determined to be adequate for the purposes of this study.

Using the directories^{99,100} of each school system, each teacher meeting the criteria mentioned above was assigned a number. Using random number charts,¹⁰¹ a total of 360 teachers was selected as the sample to receive the questionnaire.

Selection of an Instrument

This study utilized a single questionnaire consisting of 90 items as the instrument. (Appendix B)

The instrument chosen was the Teacher Human Relations Questionnaire constructed and validated originally by Ralph Walker¹⁰². It was first utilized in the Kellogg Foundation Leadership Study at the University of Florida. George H. Goodwin¹⁰³ shortened the instrument from an original 120 items to the present 90 items. Using data obtained from a pilot study, Goodwin found that the revised instrument yielded a split-half reliability coefficient of .966.¹⁰⁴ At the time of Goodwin's study, it was agreed that an internal reliability correlation as high as .966 would be sufficient as

⁹⁹-----, Directory of the Grand Rapids Public Schools, Grand Rapids Board of Education, 1969.

¹⁰⁰-----, Directory of the Grand Rapids Christian Schools, National Union of Christian Schools, 1969.

¹⁰¹Wilfred J. Dixon and Frank J. Massey Jr., Introduction to Statistical Analysis, (New York: McGraw-Hill Book Company), 1957.

¹⁰²Walker, op. cit.

¹⁰³Goodwin, op. cit.

¹⁰⁴Ibid., p. 41.

a means of judging the instrument valid. This was supported by Remmers who wrote, "If we are interested only in knowing what the present attitudes of a given group are, we can equate validity with reliability."¹⁰⁵

Alam¹⁰⁶ established a reliability coefficient from his data of .987 using the Kuder-Richardson method of estimating the internal consistency of the instrument.

The work of Hines and Alexander summarized the reliability and validity of the instrument as follows:

"The THRQ was developed under the title Teacher Attitude Scale by Walker to describe the attitudes and feelings of teachers toward the principal, other teachers, pupils and other human relations aspects of their jobs. The version used in this study contained 90 items. Reliabilities obtained by split-halves and Kuder-Richardson methods have varied from .94 to .98. It has been used in a number of research projects at the University of Florida. Validity was based upon correlation with other instruments, predictions of observers about individuals and school faculties and item-test correlations."¹⁰⁷

¹⁰⁵H. H. Remmers, N. L. Gage and J. Francis Rummel, A Practical Introduction to Measurement and Evaluation, (New York: Harper and Brothers, 1960), p. 120.

¹⁰⁶Alam, op. cit.

¹⁰⁷Hines and Alexander, op. cit., p. 13

In as much as previous studies attempting to identify those personal characteristics that affect teacher attitudes have brought few results and the relationship of demographic data to teacher attitudes have been replicated several times in the public schools, these aspects were disregarded as purposes for the present study. For these reasons, and because it was felt that the participants would be more open and honest if anonymity were guaranteed, thus giving a more accurate study, it was decided that no identifying marks other than the school system and the organizational level of teaching would be utilized on the questionnaires. Although the preservation of anonymity seemed to guarantee more honest answers by the participants, it complicated the attempt to insure a substantial return.

The THRQ measures attitudes in six areas of human relations encountered by teachers by their responses to the 90 items making up the questionnaire. It measures factors such as how the teacher feels about teaching as a profession, other teachers, the administrator, the school, the community and students. Teachers indicate their attitudes by responding to one of three classifications on each item: agree, disagree or undecided. For the purposes of scoring, a numerical value was assigned each response as they fell into one of the three classifications. The response "undecided" was assigned a value of zero, "agree" was assigned a value of one and "disagree" was given a value of minus one.

Administration of the Instrument and Collection of the Data

After permission was obtained from the proper authorities in each school system, the selection of teachers within each teaching level was completed. After consultation with a Michigan State University Research Consultant, it was decided to administer the questionnaire to sixty teachers in each level for a total of 180 in each school system. Each teacher was assigned a number and a random sampling was completed using random number tables.

Due to particular regulations in one system, the procedures were slightly different in the two systems. The procedure in the Grand Rapids Christian School System consisted of a visit to each school during which the principal was given a copy of the questionnaire and the accompanying letter. (Appendix B) The materials were delivered in addressed separate envelopes for each participant at this time. A self-addressed, stamped envelope was enclosed with the materials to enable each participant to easily return it directly to the investigator. The return of the instrument was requested to be done within a week. At the end of that week, a follow-up letter was delivered to each school for all participants asking those who had not done so to return the instrument. (Appendix C)

The procedure was the same in the Grand Rapids Public School System with one exception. It was required in their policy that a letter go to every teacher and administrator in each school having participating teachers to explain to them

the general nature of the particular study. This was done approximately a week before the delivery of the questionnaires to the schools. (Appendix A)

Table 4.1 (page 63) shows the number of schools in each system involved in the study, the number of instruments distributed, the number returned and the percentage returned from each of the levels in each system.

Acting on the advice of the Doctoral committee, a series of interviews was made in the Christian School System. It was felt that this would add substance to the data obtained about the Christian School System. This was deemed important due to the lack of research in this particular area. A random sampling was obtained by using random numbers to select one out of each ten participants for a personal interview. An interview guide was developed to facilitate the interviews. Table 3.1 shows the interview guide utilized. A letter was sent to each of those chosen for an interview. (Appendix D) A telephone call was made to each of them and a time for the interview was arranged. The interviews were taped and are summarized and reported in Chapter IV.

Summary

A total of 360 teachers was selected through random sampling. The instruments were delivered by the investigator to each school and a conference was held with each principal to acquaint them with the material. The questionnaire was administered anonymously to them and they were returned directly to the researcher through the mail. A follow-up

TABLE 3.1
INTERVIEW GUIDE

The following is an outline of possible questions for interviews with participants in a study of teacher human relations.

TOPIC I

TEACHING AS A PROFESSION

1. Do you think teaching is a profession?
2. Why do you feel as you do about it as a profession?
3. What characteristics make it or would make it a profession?
4. What do you feel is the chief aim of education?
5. Are you able to foster this? If not, why not?
6. Are you able to be yourself? Are you forced to compromise what you think is important? If yes, why do you think this is so?
7. Why do you feel most people go into teaching?
8. Is teaching more or less of a profession today as compared to some years ago? Why?
9. Will the idea of negotiation change the concept of teaching as a profession? How?

TOPIC II

ATTITUDES TOWARD OTHER TEACHERS

1. Do you like to work with the teachers here?
2. What characteristics of the faculty do you value?
3. What characteristics of the faculty do you not value?
4. Do you feel you share a common outlook with the faculty?

5. Is this important to you?
6. Is this good or bad for the school?
7. Are diverse views readily allowed?
8. Do you feel well accepted, socially and professionally by the faculty?
9. Are there major divisions on the faculty?
10. What causes these divisions if they exist?
11. Does the faculty attack problems as a group?
12. Are they willing to change?
13. Can you openly express your opinions and be listened to by the faculty?
14. What could be added or changed to make things better?

TOPIC III ATTITUDES TOWARD THE PRINCIPAL

1. What is your view of the principal's job?
2. Does your principal fill that role? If not, why?
3. Are you able to openly disagree with him and/or his policies?
4. Is he a leader educationally?
5. Do you feel that you and he are a member of a team?
6. Does he deal with problems etc. openly and fairly?
What interferes with this if anything?
7. What type of morale does he encourage?
8. Is he supportive and helpful to you? If not, how could his role change?
9. Does he feel all students can achieve? Does this attitude help or hinder your teaching?
10. Has consolidation changed his role? If so, how?

11. Would negotiation change his role? If so, how?
12. What changes would you make if you were principal?
13. Why doesn't the principal make those changes?

TOPIC IVATTITUDES TOWARD THE COMMUNITY

1. Do you feel accepted by the constituency?
2. Does the constituency have too much control over the school?
3. Does the constituency restrict you in your teaching?
4. Do you feel the general public accepts you?
5. Does the school community allow and encourage involvement in the larger community?
6. Are you involved in community activities outside the Christian Reformed community? If so, how?
7. Do you feel the school contributes to divisiveness? If so, how?

TOPIC VATTITUDES TOWARD THE SCHOOL

1. Do you like the school in which you teach?
2. What do you like about it?
3. What do you dislike about it?
4. Does the closeness of the Board help or hinder?
5. Do you feel involved in the decision-making?
6. How does this affect your attitude toward the school?
7. Do you feel there is sufficient discipline?
8. What could be done in this area to help?
9. Do students enjoy coming to the school?
10. Is this feeling by students important?

11. What could be done to improve this feeling?
12. Does the school provide you with what you need?
13. Should there be changes made? Where? How?
14. Who should be involved in any decisions about change?

TOPIC VIATTITUDES TOWARDS STUDENTS

1. Are students here interested in learning?
2. What contributes to this interest or lack of it?
3. Is there a great deal of competitiveness present?
4. Are the classes student-centered or subject-matter centered? Do you agree with this emphasis? Why?
5. How do you feel about the students' acceptance of you?
6. Do you feel that individual views are encouraged or discouraged? If discouraged, why is this so?
7. Do you feel a common outlook is present, shared by students and faculty?
8. Are diverse views of students accepted by other students? By faculty?
9. Is the common culture etc. shared by the students good or bad for them in the school setting?
10. Are the students dependable and responsible?
11. How would you describe the student body generally?
12. Is discipline a major problem in the school?
13. Are all students given equal opportunities?
14. What changes would you make to create better attitudes toward students in your school?

letter was delivered to each teacher participating approximately one week after they originally received the instrument.

The instrument was judged valid and reliable on the basis of the antecedent studies reported in Chapter II. It was deemed particularly useful for this study in that it measured significant areas of professional human relations.

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CHAPTER IV

ANALYSIS OF DATA

Introduction

The purpose of this investigation was to explore the expressed attitudes of a random sample of the teachers in the Grand Rapids Public Schools and the expressed attitudes of a random sample of the teachers in the Grand Rapids Christian Schools in six areas of professional human relations in order to examine whether significant differences exist between the two groups of teachers.

A questionnaire of 90 items was administered and upon their return were scored by the author according to the "right" and "wrong" answers provided with the questionnaire. The answers do not, in reality, provide a score of right or wrong answers but rather positive or negative tendencies in attitude.

The scoring on the questionnaire ranges from -90 to +90 points. The closer the raw score to the positive extreme of the range, the more positive the attitudes expressed and conversely, the more negative the score, the more negative are the attitudes expressed.

Throughout this chapter, the designation Group I (Chr.) will refer to that group of teachers from the Grand Rapids Christian Schools completing the questionnaire.

Group II (Pub.) will refer to that group of teachers completing the questionnaire from the Grand Rapids Public Schools. The designations (El.), (J.H.) and (H.S.) will refer to the sub-groups within Group I (Chr.) and Group II (Pub.) separated by level taught i.e., elementary, junior high and high school.

The independent variables utilized in this study were the school district and the level taught. The main thrust of the study being a comparison of the attitudes expressed by the two groups of teachers, the majority of the analyses were made with the variable of school district as the most crucial of the variables. Comparisons were run within each group using the variable of level taught as the differentiating characteristic as well as between each group according to level taught. The dependent variables consisted of the series of scores obtained from the questionnaire.

Hypotheses Tested

Utilizing the Multivariate Analysis of Variance program developed by Jeremy Finn of the State University of New York at Buffalo, the following hypotheses stated in the null form were tested:

1. There will be no significant differences between the expressed attitudes of the two groups of teachers in the total area of professional human relations as expressed on the questionnaire.
2. There will be no significant differences between

the expressed attitudes of the two groups of teachers in each of the sub-test scores as expressed on the questionnaire.

3. There will be no significant differences between the expressed attitudes of the two groups of teachers when grouped according to level taught in the total area of professional human relations as expressed on the questionnaire.
4. There will be no significant differences between the expressed attitudes of the two groups of teachers when grouped according to level taught in each of the sub-test scores as expressed on the questionnaire.
5. There will be no significant differences between the expressed attitudes within each group of teachers when grouped according to level taught in the total area of professional human relations as expressed on the questionnaire.
6. There will be no significant differences between the expressed attitudes within each group of teachers when grouped according to level taught in each of the sub-test scores as expressed on the questionnaire.

Distribution of Questionnaires

The following table shows the number of teacher human relations instruments distributed, number of schools involved, number of instruments returned and the percentage

of instruments returned within each school system.

TABLE 4.1
QUESTIONNAIRE DISTRIBUTION AND RETURN

Level	Number of Schools	Number Distributed	Number Returned	Percentage Returned
Group I (Chr.)				
Elementary	7	60	44	73%
Junior High	6	60	52	87%
Senior High	2	60	46	77%
Total	15	180	142	79%
Group II (Pub.)				
Elementary	28	60	46	77%
Junior High	9	60	44	73%
Senior High	4	60	41	68%
Total	41	180	131	73%

Mean Scores

After return of the instruments, the author tabulated the data in terms of the scoring procedures for the THRQ. After the determination of raw scores, the mean scores were computed for the total test and for each of the six subtests within the questionnaire for each group of teachers. These mean scores are depicted in Table 4.2.

TABLE 4.2
MEAN SCORES

		Test	Test	Test	Test	Test	Test	Total
Level	N	1 \bar{X}	2 \bar{X}	3 \bar{X}	4 \bar{X}	5 \bar{X}	6 \bar{X}	\bar{X}
Group I (Chr.)								
El.	44	3.70	9.11	9.16	9.27	8.77	8.02	47.05
J.H.	52	3.44	11.02	13.16	9.37	10.13	8.23	55.35
S.H.	46	2.78	7.57	8.41	6.04	5.91	4.13	34.85
Total	142	3.31	9.31	10.38	8.29	8.34	6.84	46.47
Group II (Pub.)								
El.	46	1.78	9.00	9.43	5.59	6.19	4.50	36.50
J.H.	44	1.18	5.57	8.25	4.34	4.02	5.48	28.84
S.H.	41	0.07	3.76	8.29	2.00	5.46	3.54	23.12
Total	131	0.64	6.21	8.68	4.05	5.24	4.53	29.35

Legend: N = Number of teachers within category
 \bar{X} = Mean
 Test 1 = Attitudes toward teaching as a profession.
 Test 2 = Attitudes toward fellow teachers.
 Test 3 = Attitudes toward administrator.
 Test 4 = Attitudes toward students.
 Test 5 = Attitudes toward the school.
 Test 6 = Attitudes toward the community.

Examination of Table 4.2 reveals that Group I (Chr.) (teachers within the Grand Rapids Christian Schools) had a total test mean of 46.47 while Group II (Pub.) (teachers within the Grand Rapids Public Schools) had a total test mean of 29.35 indicating a more positive attitude expressed by Group I (Chr.). It can be seen that this is true in each of the sub-test mean scores also.

Examination of Questions

Question 1

What differences, if any, exist between the expressed attitudes of the two groups of teachers in the total area of professional human relations as expressed on the questionnaire?

The results of the total test scores of the two groups of teachers were treated by the statistical technique of Multivariate Analyses of Variance. If the analysis of this data yielded an F ratio which would occur by chance less than 5 times in 100 ($P < .05$), it was considered statistically significant.

The cell frequency and mean score of each group of teachers in relationship to Question 1 is depicted in the following table:

TABLE 4.3
MEAN AND CELL FREQUENCY TABLE FOR TOTAL SCORE
TOTAL GROUP

Source	N	\bar{X}
Group I (Chr.)	142	46.47
Group II (Pub.)	131	29.35

Legend: N = Number of teachers within that category.

\bar{X} = Mean

Examination of Table 4.3 reveals that the mean score of Group I (Chr.) is higher than the mean score of Group II (Pub.) in respect to the total test score. This indicates a more positive attitude expressed by Group I (Chr.) than by Group II (Pub.). A multivariate test of equality was run yielding an F ratio of 12.2409 indicating a statistically significant difference ($P < .0001$) exists between the two groups of teachers. It is reasonable to conclude therefore that teachers in the Grand Rapids Christian Schools have more positive professional human relations than those in the Grand Rapids Public Schools as expressed on the Walker Professional Human Relations Questionnaire.

Sub-Question 1.1

What difference, if any, exist between the expressed attitudes of the two groups of teachers in each of the sub-test scores as expressed on the questionnaire?

The cell frequency and mean scores of each group of teachers for the six sub-tests within the questionnaire are shown in Table 4.4.

TABLE 4.4
MEAN AND CELL FREQUENCY TABLE FOR SUB-TESTS
TOTAL GROUP

Source	N	Test 1 \bar{X}	Test 2 \bar{X}	Test 3 \bar{X}	Test 4 \bar{X}	Test 5 \bar{X}	Test 6 \bar{X}
Group I (Chr.)	142	3.31	9.31	10.38	9.29	8.34	6.84
Group II (Pub.)	131	0.64	6.21	8.68	4.05	5.24	4.53

Legend: N = Number of Teachers within category

\bar{X} = Mean

Test 1 = Attitudes toward teaching as a profession.

Test 2 = Attitudes toward fellow teachers.

Test 3 = Attitudes toward administrator.

Test 4 = Attitudes toward students.

Test 5 = Attitudes toward the school.

Test 6 = Attitudes toward the community.

A two-way multivariate test of analysis of variance was run on the mean scores for each dependent variable of the two groups of teachers. The results are depicted in the following table:

TABLE 4.5
(TWO-WAY) ANOVA TABLE FOR
TOTAL GROUP SUB-TEST SCORES

Variable	Between Mean Sq	Univariate F	P Less Than
Test 1	355.5174	56.0030	0.0001*
Test 2	676.2105	15.2348	0.0002*
Test 3	193.2378	4.0435	0.0454*
Test 4	1226.1642	35.7418	0.0001*
Test 5	640.5743	15.3837	0.0002*
Test 6	360.9790	15.0265	0.0002*

Legend: ANOVA = Analysis of Variance.
P = Probability
* = Statistically Significant.
Test 1 = Attitudes toward teaching as a profession.
Test 2 = Attitudes toward fellow teachers.
Test 3 = Attitudes toward administrator.
Test 4 = Attitudes toward students.
Test 5 = Attitudes toward the school.
Test 6 = Attitudes toward the community.

Examination of Table 4.4 and Table 4.5 reveals that Group I (Chr.) has a more positive score in expressed attitudes on each variable than does Group II (Pub.). These differences when examined through (two-way) ANOVA were found to be statistically significant at the $P < .05$ level in each instance.

Question 2

What differences, if any, exist between the expressed attitudes of the two groups of teachers on the total test score as expressed on the questionnaire when separated as elementary teachers?

The cell frequency and mean scores of each group of elementary teachers within the two groups of teachers in relationship to Question 2 are depicted in the following table:

TABLE 4.6
MEAN AND CELL FREQUENCY TABLE FOR TOTAL SCORE
ELEMENTARY TEACHERS

Source	N	\bar{X}
Group I (Chr.) El.	44	47.05
Group II (Pub.) El.	46	36.50

Legend: N = Number of teachers within the category

\bar{X} = Mean

Examination of Table 4.6 reveals that the mean score of Group I (Chr.) elementary teachers is higher than the mean score of Group II (Pub.) elementary teachers in respect to the total test score. This indicates a more positive attitude expressed by Group I (Chr.) than by Group II (Pub.). A multivariate test of equality was run yielding an F ratio of 5.0229 indicating a statistically significant difference ($P < .0001$) exists between the two groups of teachers when separated according to elementary level taught. It is reasonable to conclude that teachers on the elementary level in the Grand Rapids Christian Schools have more

positive attitudes than elementary teachers in the Grand Rapids Public Schools as expressed on the Walker Professional Human Relations Questionnaire.

Sub-Question 2.1

What differences, if any, exist between the expressed attitudes of the two groups of teachers in each of the sub-test scores as expressed on the questionnaire when separated as elementary school teachers?

The cell frequency and mean scores of each group of teachers separated as elementary teachers for the six sub-tests within the questionnaire are shown in Table 4.7.

TABLE 4.7
MEAN AND CELL FREQUENCY TABLE FOR SUB-TESTS
ELEMENTARY TEACHERS

		Test	Test	Test	Test	Test	Test
Source	N	1 \bar{X}	2 \bar{X}	3 \bar{X}	4 \bar{X}	5 \bar{X}	6 \bar{X}
Group I (Chr.)	44	3.70	9.11	9.16	9.27	8.77	8.02
Group II (Pub.)	46	1.78	9.00	9.43	5.59	6.19	4.50

Legend: N = Number of teachers within the category.
 \bar{X} = Mean
 Test 1 = Attitudes toward teaching as a profession.
 Test 2 = Attitudes toward fellow teachers.
 Test 3 = Attitudes toward administrator.
 Test 4 = Attitudes toward students.
 Test 5 = Attitudes toward the school.
 Test 6 = Attitudes toward the community.

A two-way multivariate test of analysis of variance was run on the mean scores for each dependent variable of

the two groups of elementary teachers. The results are depicted in Table 4.8.

TABLE 4.8
(TWO-WAY) ANOVA TABLE FOR
ELEMENTARY TEACHERS SUB-TEST SCORES

Variable	Between Mean Sq	Univariate F	P Less Than
Test 1	83.0704	13.0857	0.0004*
Test 2	0.2904	0.0065	0.9356
Test 3	1.7093	0.0358	0.8502
Test 4	305.5094	8.9054	0.0032*
Test 5	149.3558	3.5868	0.0594
Test 6	279.0783	11.6172	0.0008*

Legend: ANOVA = Analysis of Variance
P = Probability
* = Statistically Significant
Test 1 = Attitudes toward teaching as a profession.
Test 2 = Attitudes toward fellow teachers.
Test 3 = Attitudes toward administrator.
Test 4 = Attitudes toward students.
Test 5 = Attitudes toward the school.
Test 6 = Attitudes toward the community.

Examination of Table 4.7 and Table 4.8 reveals that Group I (Chr.) elementary teachers have a more positive expressed attitude as shown by the mean scores on Sub-tests 1, 2, 4, 5 and 6 while Group II (Pub.) elementary teachers had a higher mean score on Sub-test 3. These differences when examined through (two-way) ANOVA were found to be statistically significant in Sub-tests 1, 4 and 6.

Question 3

What differences, if any, exist between the expressed attitudes of the two groups of teachers on the total test score as expressed on the questionnaire when separated as junior high school teachers?

The cell frequency and mean scores of each group of junior high teachers within the two groups of teachers in relationship to Question 3 are shown in the following table:

TABLE 4.9
MEAN AND CELL FREQUENCY TABLE FOR TOTAL SCORE
JUNIOR HIGH TEACHERS

Source	N	\bar{X}
Group I (Chr.) J.H.	52	55.35
Group II (Pub.) J.H.	44	28.84

Legend: N = Number of teachers within that category

\bar{X} = Mean

Examination of Table 4.9 reveals that the mean score of Group I (Chr.) junior high school teachers is higher than the mean score of Group II (Pub.) junior high school teachers in respect to the total test score. This indicates a more positive attitude expressed by Group I (Chr.) than by Group II (Pub.). A multivariate test of equality was run yielding an F ratio of 5.6947 indicating a statistically significant difference ($P < .0001$) exists between the two groups of

teachers when separated according to junior high school teachers. It is reasonable to conclude that teachers on the junior high level in the Grand Rapids Christian Schools have more positive attitudes than junior high teachers in the Grand Rapids Public Schools as expressed on the Walker Professional Human Relations Questionnaire.

Sub-Question 3.1

What differences, if any, exist between the expressed attitudes of the two groups of teachers in each of the sub-test scores as expressed on the questionnaire when separated as junior high school teachers?

The cell frequency and mean scores of each group of teachers separated as junior high teachers for the six sub-tests within the questionnaire are shown in Table 4.10.

TABLE 4.10

MEAN AND CELL FREQUENCY TABLE FOR SUB-TESTS
JUNIOR HIGH TEACHERS

Source	N	Test $\bar{1X}$	Test $\bar{2X}$	Test $\bar{3X}$	Test $\bar{4X}$	Test $\bar{5X}$	Test $\bar{6X}$
Group I (Chr.)	52	3.44	11.02	13.16	9.37	10.13	8.02
Group II (Pub.)	44	1.18	5.57	8.25	4.34	4.02	5.48

Legend:

\bar{N}	=	Number of teachers within the category
\bar{X}	=	Mean
Test 1	=	Attitudes toward teaching as a profession
Test 2	=	Attitudes toward fellow teachers
Test 3	=	Attitudes toward administrators
Test 4	=	Attitudes toward students
Test 5	=	Attitudes toward the school
Test 6	=	Attitudes toward the community

A two-way multivariate test of analysis of variance was run on the mean scores for each dependent variable of the two groups of junior high teachers. The results are depicted in Table 4.11.

TABLE 4.11
(TWO-WAY) ANOVA TABLE FOR
JUNIOR HIGH TEACHERS SUB-TEST SCORES

Variable	Between Mean Sq	Univariate	P Less Than
Test 1	121.7839	19.1841	0.0001*
Test 2	708.1821	15.9551	0.0001*
Test 3	573.1370	11.9929	0.0007*
Test 4	601.6809	17.5386	0.0001*
Test 5	890.2984	21.3809	0.0001*
Test 6	180.6982	7.5219	0.0066*

Legend: ANOVA = Analysis of Variance
P = Probability
* = Statistically Significant
Test 1 = Attitudes toward teaching as a profession
Test 2 = Attitudes toward fellow teachers
Test 3 = Attitudes toward administrators
Test 4 = Attitudes toward students
Test 5 = Attitudes toward the school
Test 6 = Attitudes toward the community

Examination of Table 4.10 and Table 4.11 reveals that Group I (Chr.) junior high teachers have a more positive expressed attitude on each variable than does Group II (Pub.). These differences when examined through (two-way) ANOVA were found to be statistically significant at the $P < .05$ level in each instance.

Question 4

What differences, if any, exist between the expressed attitudes of the two groups of teachers on the total test score as expressed on the questionnaire when separated as senior high teachers?

The cell frequency and mean scores of each group of senior high teachers within the two groups of teachers in relationship to Question 4 are shown in the following table:

TABLE 4.12
MEAN AND CELL FREQUENCY TABLE FOR TOTAL SCORE
SENIOR HIGH TEACHERS

Source	N	\bar{X}
Group I (Chr.) S.H.	46	34.85
Group II (Pub.) S.H.	41	23.12

Legend: $\frac{N}{X}$ = Number of teachers within the category
 \bar{X} = Mean

Examination of Table 4.12 reveals that the mean score of Group I (Chr.) senior high school teachers is higher than the mean score of Group II (Pub.) senior high school teachers in respect to the total test score. This indicates a more positive attitude expressed by Group I (Chr.) than by Group II (Pub.). A multivariate test of equality was run yielding an F ratio of 7.3605 indicating a statistically significant difference ($P < .0001$) exists between the two groups of teachers when separated according to senior high teachers. It is reasonable to conclude that teachers on the senior high level

in the Grand Rapids Christian Schools have more positive attitudes than senior high teachers in the Grand Rapids Public Schools as expressed on the Walker Human Relations Questionnaire.

Sub-Question 4.1

What differences, if any, exist between the expressed attitudes of the two groups of teachers in each of the sub-test scores as expressed on the questionnaire when separated as senior high school teachers?

The cell frequency and mean scores of each group of teachers separated as senior high school teachers for the six sub-tests within the questionnaire are shown in Table 4.13.

TABLE 4.13
MEAN AND CELL FREQUENCY TABLE FOR SUB-TESTS
SENIOR HIGH TEACHERS

Source	N	Test 1 \bar{X}	Test 2 \bar{X}	Test 3 \bar{X}	Test 4 \bar{X}	Test 5 \bar{X}	Test 6 \bar{X}
Group I (Chr.)	46	2.78	7.57	8.41	6.04	5.91	4.13
Group II (Pub.)	41	0.07	3.76	8.29	2.00	5.46	3.54

Legend:

N	=	Number of teachers within the category
\bar{X}	=	Mean
Test 1	=	Attitudes toward teaching as a profession
Test 2	=	Attitudes toward fellow teachers
Test 3	=	Attitudes towards administrators
Test 4	=	Attitudes toward students
Test 5	=	Attitudes toward the school
Test 6	=	Attitudes toward the community

A two-way multivariate test of analysis of variance was run on the mean scores for each dependent variable of the two groups of senior high school teachers. The results are depicted in Table 4.14.

TABLE 4.14
(TWO-WAY) ANOVA TABLE FOR
SENIOR HIGH TEACHERS SUB-TEST SCORES

Variable	Between Mean Sq	Univariate F	P Less Than
Test 1	159.1406	25.0687	0.0001*
Test 2	314.5370	7.0864	0.0083*
Test 3	0.3140	0.0066	0.9355
Test 4	354.4313	10.3314	0.0015*
Test 5	4.3826	0.1052	0.7459
Test 6	7.6450	0.3182	0.5732

Legend: ANOVA = Analysis of Variance
P = Probability
* = Statistically significant
Test 1 = Attitudes toward teaching as a profession
Test 2 = Attitudes toward fellow teachers
Test 3 = Attitudes toward administrators
Test 4 = Attitudes toward students
Test 5 = Attitudes toward the school
Test 6 = Attitudes toward the community

Examination of Table 4.13 and Table 4.14 reveals that Group I (Chr.) senior high school teachers have a more positive expressed attitude on each variable than does Group II (Pub.). These differences when examined through (two-way) ANOVA were found to be statistically significant in sub-tests 1, 2 and 4.

Question 5

What differences, if any, exist between the expressed attitudes within the teachers of Group I (Chr.) on the total test score as expressed on the questionnaire when separated as elementary, junior high and senior high school teachers?

The cell frequency and mean scores of each group of teachers separated as to level taught within Group I (Chr.) in relationship to Question 5 are shown in the following table:

TABLE 4.15

MEAN AND CELL FREQUENCY TABLE FOR TOTAL SCORE
GROUP I (Chr.) SEPARATED BY LEVEL TAUGHT

Source	N	\bar{X}
Elementary	44	47.05
Junior High	52	55.35
Senior High	46	34.85

Legend: $\frac{N}{\bar{X}}$ = Number of teachers within the category
 \bar{X} = Mean

Examination of Table 4.15 reveals that the highest mean score within Group I (Chr.) when separated according to level taught was that of the junior high school teachers followed by elementary teachers and senior high teachers in that order. This indicates a more positive attitude expressed by the junior high teachers than either of the other two levels and that elementary teachers have a more positive attitude than senior high teachers. A multivariate test of equality

was run on each comparison of group mean scores. Between elementary and junior high teachers, an F ratio of 1.0744 was computed indicating that no statistically significant differences existed between those two groups ($P < .0855$).

In comparing elementary teachers to senior high teachers, the test yielded an F ratio of 3.0594 indicating that a statistically significant difference ($P < .0066$) exists between the two groups of teachers.

In comparing junior high teachers to senior high teachers, the F ratio obtained was 3.3737 indicating a statistically significant difference ($P < .0033$) exists between those two groups of teachers also.

It can be concluded therefore that elementary and junior high school teachers have more positive professional human relations than high school teachers within the Grand Rapids Christian Schools as expressed on the Walker Professional Human Relations Questionnaire.

Sub-Question 5.1

What differences, if any, exist between the expressed attitudes of elementary teachers and the expressed attitudes of junior high teachers as expressed on the questionnaire within Group I (Chr.)?

The cell frequency and mean scores of elementary and of junior high teachers within Group I (Chr.) in each of the sub-test scores within the questionnaire are shown in the following table.

TABLE 4.16

MEAN AND CELL FREQUENCY TABLE FOR SUB-TESTS
ELEMENTARY AND JUNIOR HIGH TEACHERS
GROUP I (Chr.)

Source	N	Test $1\bar{X}$	Test $2\bar{X}$	Test $3\bar{X}$	Test $4\bar{X}$	Test $5\bar{X}$	Test $6\bar{X}$
Ele.	44	3.70	9.11	9.16	9.27	8.77	8.02
J. H.	52	3.44	11.02	13.16	9.37	10.13	8.23

Legend: $\frac{N}{X}$ = Number of teachers within the category
 \bar{X} = Mean
 Test 1 = Attitudes toward teaching as a profession
 Test 2 = Attitudes toward fellow teachers
 Test 3 = Attitudes toward administrators
 Test 4 = Attitudes toward students
 Test 5 = Attitudes toward the school
 Test 6 = Attitudes toward the community

A two-way multivariate test of analysis of variance was run on the mean scores for each dependent variable of the two groups of teachers separated as elementary and as junior high teachers. The results are shown in Table 4.17.

TABLE 4.17
(TWO-WAY) ANOVA TABLE FOR
ELEMENTARY AND JUNIOR HIGH TEACHERS SUB-TEST SCORES
GROUP I (Chr.)

Variable	Between Mean Sq	Univariate F	P Less Than
Test 1	1.6390	0.2582	0.6118
Test 2	86.5457	1.9498	0.1638
Test 3	380.3340	7.9585	0.0052*
Test 4	0.2046	0.0060	0.9385
Test 5	44.2046	1.0616	0.3038
Test 6	1.0315	0.0429	0.8360

Legend: ANOVA = Analysis of Variance
P = Probability
* = Statistically significant
Test 1 = Attitudes toward teaching as a profession
Test 2 = Attitudes toward fellow teachers
Test 3 = Attitudes toward administrators
Test 4 = Attitudes toward students
Test 5 = Attitudes toward the school
Test 6 = Attitudes toward the community

Examination of Table 4.16 and Table 4.17 reveals that junior high teachers have generally a more positive attitude as expressed on the questionnaire. These differences were examined through (two-way) ANOVA and only the scores on sub-test 3 was found to be statistically significant at the $P < .05$ level.

Sub-Question 5.2

What differences, if any, exist between the expressed attitudes of elementary teachers and the expressed attitudes of senior high teachers as expressed on the questionnaire within Group I (Chr.)?

The cell frequency and mean scores of elementary and of senior high teachers within Group I (Chr.) in each of the sub-test scores within the questionnaire are shown in the following table.

TABLE 4.18

MEAN AND CELL FREQUENCY TABLE FOR SUB-TESTS
ELEMENTARY AND SENIOR HIGH TEACHERS
GROUP I (Chr.)

Source	N	Test $1\bar{X}$	Test $2\bar{X}$	Test $3\bar{X}$	Test $4\bar{X}$	Test $5\bar{X}$	Test $6\bar{X}$
Ele.	44	3.70	9.11	9.16	9.27	8.77	8.02
S.H.	46	2.78	7.57	8.41	6.04	5.91	4.13

Legend: N = Number of teachers within the category
 \bar{X} = Mean
 Test 1 = Attitudes toward teaching as a profession
 Test 2 = Attitudes toward fellow teachers
 Test 3 = Attitudes toward administrators
 Test 4 = Attitudes toward students
 Test 5 = Attitudes toward the school
 Test 6 = Attitudes toward the community

A two-way multivariate test of analysis of variance was run on the mean scores for each dependent variable of the two groups of teachers separated as elementary and as senior high teachers. The results are shown in Table 4.19.

TABLE 4.19
(TWO-WAY) ANOVA TABLE FOR
ELEMENTARY AND SENIOR HIGH TEACHERS SUB-TEST SCORES
GROUP I (Chr.)

Variable	Between Mean Sq	Univariate F	P Less Than
Test 1	19.1148	3.0111	0.0839
Test 2	53.9194	1.2148	0.2714
Test 3	12.5170	0.2619	0.6093
Test 4	234.5152	6.8360	0.0095*
Test 5	183.9094	4.4167	0.0366*
Test 6	340.7053	14.1826	0.0003*

Legend: ANOVA = Analysis of Variance
P = Probability
* = Statistically significant
Test 1 = Attitudes toward teaching as a profession
Test 2 = Attitudes toward fellow teachers
Test 3 = Attitudes toward administrators
Test 4 = Attitudes towards students
Test 5 = Attitudes toward the school
Test 6 = Attitudes toward the community

Examination of Table 4.18 and Table 4.19 reveals that elementary teachers have a more positive attitude as expressed on the questionnaire on each of the variables. These differences were examined through (two-way) ANOVA and only the scores on sub-tests 4, 5 and 6 were found to be statistically significant at the $P < .05$ level.

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Sub-Question 5.3

What differences, if any, appear between the expressed attitudes of junior high teachers and the expressed attitudes of senior high teachers as expressed on the questionnaire within Group I (Chr.)?

The cell frequency and mean scores of junior high teachers and of senior high teachers within Group I (Chr.) in each of the sub-tests within the questionnaire are shown in the following table.

TABLE 4.20

MEAN AND CELL FREQUENCY TABLE FOR SUB-TESTS
JUNIOR HIGH AND SENIOR HIGH TEACHERS
GROUP I (Chr.)

Source	N	Test 1 \bar{X}	Test 2 \bar{X}	Test 3 \bar{X}	Test 4 \bar{X}	Test 5 \bar{X}	Test 6 \bar{X}
J.H.	52	3.44	11.02	13.16	9.37	10.13	8.23
S.H.	46	2.78	7.57	8.41	6.04	5.91	4.13

Legend: N = Number of teachers within the category
 \bar{X} = Mean
 Test 1 = Attitudes toward teaching as a profession
 Test 2 = Attitudes toward fellow teachers
 Test 3 = Attitudes toward administrators
 Test 4 = Attitudes toward students
 Test 5 = Attitudes toward the school
 Test 6 = Attitudes toward the community

A two-way multivariate test of analysis of variance was run on the mean scores for each dependent variable of the groups of teachers separated as junior high teachers and as senior high teachers. The results are shown in Table 4.21.

TABLE 4.21
(TWO-WAY) ANOVA TABLE FOR
JUNIOR HIGH AND SENIOR HIGH TEACHERS' SUB-TEST SCORES
GROUP I (Chr.)

Variable	Between Mean Sq	Univariate F	P Less Than
Test 1	10.6225	1.6733	0.1970
Test 2	291.1945	6.5605	0.0110*
Test 3	548.5786	11.4790	0.0009*
Test 4	269.3456	7.8512	0.0055*
Test 5	434.9942	10.4466	0.0014*
Test 6	410.3682	17.0824	0.0001*

Legend: ANOVA = Analysis of Variance
P = Probability
* = Statistically significant
Test 1 = Attitudes toward teaching as a profession
Test 2 = Attitudes toward fellow teachers
Test 3 = Attitudes toward administrators
Test 4 = Attitudes toward students
Test 5 = Attitudes toward the school
Test 6 = Attitudes toward the community

Examination of Table 4.20 and Table 4.21 reveals that junior high teachers have a more positive attitude as expressed on the questionnaire on each of the variables. These differences were examined through (two-way) ANOVA and were found to be statistically significant at the $P < .05$ level in each instance except Test 1.

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Question 6

What differences, if any, exist between the expressed attitudes within the teachers of Group II (Pub.) on the total test score as expressed on the questionnaire when separated as elementary, junior high and senior high school teachers?

The cell frequency and mean scores of each group of teachers separated as to level taught within Group II (Pub.) in relationship to Question 6 are shown in the following table.

TABLE 4.22

MEAN AND CELL FREQUENCY TABLE FOR TOTAL SCORE
GROUP II (Pub.) SEPARATED BY LEVELS TAUGHT

Source	N	\bar{X}
Elementary	46	36.50
Junior High	44	28.84
Senior High	41	23.12

Legend: $\frac{N}{\bar{X}}$ = Number of teachers within the category
 \bar{X} = Mean

Examination of Table 4.22 reveals that the highest mean score within Group II (Pub.) when separated according to level taught was that of the elementary teachers followed by junior high school teachers and senior high school teachers in that order. This indicates a more positive attitude expressed by the elementary school teachers than either of the other two levels and that junior high school teachers have a more positive attitude than do senior high school teachers.

A multivariate test of equality was run on each comparison of group mean scores. Between elementary teachers and junior high teachers, an F ratio of 2.4940 was computed indicating that a statistically significant difference ($P < .0231$) exists between these two groups at the $P < .05$ level.

In comparing elementary teachers to senior high teachers, the test yielded an F ratio of 5.9234 indicating that a statistically significant difference ($P < .0001$) exists between the two groups of teachers.

In comparing junior high teachers to senior high teachers, the F ratio obtained was 3.8981 indicating a statistically significant difference ($P < .0010$) exists between those two groups of teachers also.

It can be concluded therefore that elementary teachers have more positive professional human relations as expressed on the Walker Professional Human Relations Questionnaire than either junior high teachers or senior high school teachers within the Grand Rapids Public Schools. It can further be concluded that junior high school teachers in the Grand Rapids Public School System have a more positive view of professional human relations than do senior high school teachers.

Sub-Question 6.1

What differences, if any, exist between the expressed attitudes of elementary teachers and the expressed attitudes of junior high teachers in each of the sub-test scores as expressed on the questionnaire within Group II (Pub.)?

The cell frequency and mean scores of elementary and of junior high school teachers within Group II (Pub.) in each of the sub-test scores within the questionnaire are shown in the following table.

TABLE 4.23
MEAN AND CELL FREQUENCY TABLE FOR SUB-TESTS
ELEMENTARY AND JUNIOR HIGH TEACHERS
GROUP II (Pub.)

Source	N	Test $1\bar{X}$	Test $2\bar{X}$	Test $3\bar{X}$	Test $4\bar{X}$	Test $5\bar{X}$	Test $6\bar{X}$
Ele.	46	1.78	9.00	9.43	5.59	6.19	4.50
J.H.	44	1.18	5.57	8.25	4.34	4.02	5.48

Legend: $\frac{N}{\bar{X}}$ = Number of teachers within the category
 \bar{X} = Mean
 Test 1 = Attitudes toward teaching as a profession
 Test 2 = Attitudes toward fellow teachers
 Test 3 = Attitudes toward administrators
 Test 4 = Attitudes toward students
 Test 5 = Attitudes toward the school
 Test 6 = Attitudes toward the community

A two-way multivariate test of analysis of variance was run on the mean scores for each dependent variable of the two groups of teachers separated as elementary and as junior high teachers. The results are shown in Table 4.24.

TABLE 4.24
(TWO-WAY) ANOVA TABLE FOR
ELEMENTARY AND JUNIOR HIGH TEACHERS SUB-TEST SCORES
GROUP II (Pub.)

Variable	Between Mean Sq	Univariate F	P Less Than
Test 1	8.1173	1.2787	0.2592
Test 2	264.8601	5.9672	0.0153*
Test 3	31.5679	0.6606	0.4171
Test 4	34.9170	1.0178	0.3140
Test 5	106.1836	2.5500	0.1115
Test 6	21.4783	0.8941	0.3453

Legend: ANOVA = Analysis of Variance
P = Probability
* = Statistically significant
Test 1 = Attitudes toward teaching as a profession
Test 2 = Attitudes toward fellow teachers
Test 3 = Attitudes toward administrators
Test 4 = Attitudes toward students
Test 5 = Attitudes toward the school
Test 6 = Attitudes toward the community

Examination of Table 4.23 and Table 4.24 reveals that elementary teachers generally have a more positive attitude as expressed on the questionnaire than do junior high teachers. These differences were examined through (two-way) ANOVA and only the scores on sub-test 2 were found to be statistically significant at the $P < .05$ level.

Sub-Question 6.2

What differences, if any, exist between the expressed attitudes of elementary teachers and the expressed attitudes of senior high teachers within Group II (Pub.) as expressed on the questionnaire?

The cell frequency and mean scores of elementary and of senior high school teachers within Group II (Pub.) in each of the sub-test scores within the questionnaire are shown in the following table.

TABLE 4.25
MEAN AND CELL FREQUENCY TABLE FOR SUB-TESTS
ELEMENTARY AND SENIOR HIGH TEACHERS
GROUP II (Pub.)

Source	N	Test $\bar{1X}$	Test $\bar{2X}$	Test $\bar{3X}$	Test $\bar{4X}$	Test $\bar{5X}$	Test $\bar{6X}$
Ele.	46	1.78	9.00	9.43	5.59	6.19	4.50
S.H.	41	0.07	3.76	8.29	2.00	5.46	3.54

Legend: \bar{N} = Number of teachers within the category
 \bar{X} = Mean
 Test 1 = Attitudes toward teaching as a profession
 Test 2 = Attitudes toward fellow teachers
 Test 3 = Attitudes toward administrators
 Test 4 = Attitudes toward students
 Test 5 = Attitudes toward the school
 Test 6 = Attitudes toward the community

A two-way multivariate test of analysis of variance was run on the mean scores for each dependent variable of the two groups of teachers separated as elementary and as senior high teachers. The results are shown in Table 4.26.

TABLE 4.26
(TWO-WAY) ANOVA TABLE FOR
ELEMENTARY AND SENIOR HIGH TEACHERS SUB-TEST SCORES
GROUP II (Pub.)

Variable	Between Mean Sq	Univariate F	P Less Than
Test 1	63.3474	9.9788	0.0018*
Test 2	596.1172	13.4303	0.0003*
Test 3	28.2768	0.5917	0.4425
Test 4	278.9168	8.1302	0.0047*
Test 5	11.6232	0.2791	0.5978
Test 6	20.1210	0.8376	0.3610

Legend: ANOVA = Analysis of Variance
P = Probability
* = Statistically significant
Test 1 = Attitudes toward teaching as a profession
Test 2 = Attitudes toward fellow teachers
Test 3 = Attitudes toward administrators
Test 4 = Attitudes toward students
Test 5 = Attitudes toward the school
Test 6 = Attitudes toward the community

Examination of Table 4.25 and Table 4.26 reveals that elementary teachers have a more positive attitude as expressed on the questionnaire on each of the variables. These differences were examined through (two-way) ANOVA and only the scores on sub-tests 1, 2 and 4 were found to be statistically significant at the $P < .05$ level.

Sub-Question 6.3

What differences, if any, exist between the expressed attitudes of junior high teachers and the expressed attitudes of senior high teachers within Group II (Pub.) as expressed on the questionnaire?

The cell frequency and mean scores of junior high school teachers and of senior high school teachers within Group II (Pub.) in each of the sub-tests within the questionnaire are shown in the following table.

TABLE 4.27

MEAN AND CELL FREQUENCY TABLE FOR SUB-TESTS
JUNIOR HIGH AND SENIOR HIGH TEACHERS
GROUP II (Pub.)

Source	N	Test 1 \bar{X}	Test 2 \bar{X}	Test 3 \bar{X}	Test 4 \bar{X}	Test 5 \bar{X}	Test 6 \bar{X}
J. H.	44	1.18	5.57	8.25	4.34	4.02	5.48
S. H.	41	0.07	3.76	8.29	2.00	5.46	3.54

Legend: N = Number of teachers within the category
 \bar{X} = Mean
 Test 1 = Attitudes toward teaching as a profession
 Test 2 = Attitudes toward fellow teachers
 Test 3 = Attitudes toward administrators
 Test 4 = Attitudes toward students
 Test 5 = Attitudes toward the school
 Test 6 = Attitudes toward the community

A two way multivariate test of analysis of variance was run on the mean scores for each dependent variable of the groups of teachers separated as junior high and as senior high teachers. The results are shown in Table 4.28.

TABLE 4.28
(TWO-WAY) ANOVA TABLE FOR
JUNIOR HIGH AND SENIOR HIGH TEACHERS' SUB-TEST SCORES
GROUP II (Pub.)

Variable	Between Mean Sq	Univariate F	P Less Than
Test 1	26.0858	4.1092	0.0437*
Test 2	69.6906	1.5701	0.2113
Test 3	0.0387	0.0008	0.9774
Test 4	116.3019	3.3901	0.0667
Test 5	44.0511	1.0579	0.3047
Test 6	79.9335	3.3274	0.0693

Legend: ANOVA = Analysis of Variance
P = Probability
* = Statistically significant
Test 1 = Attitudes toward teaching as a profession
Test 2 = Attitudes toward fellow teachers
Test 3 = Attitudes toward administrators
Test 4 = Attitudes towards students
Test 5 = Attitudes toward the school
Test 6 = Attitudes toward the community

Examination of Table 4.27 and Table 4.28 reveals that junior high teachers have a more positive attitude as expressed on the questionnaire on four of the variables. These differences were examined through (two-way) ANOVA and were found to be statistically significant at the $P < .05$ level only in the case of Test 1.

Results of Personal Interviews

As an attempt to add substance to the statistics in this study, particularly in the area of the Christian schools, interviews were conducted with 1 out of every 10 teachers in the Christian school sample. These teachers were randomly selected as the original population was chosen. A total of 18 interviews was conducted in eight schools including elementary, junior high and senior high teachers. The interviews were keyed to the six sub-test areas included in the questionnaire. The following is a summary of the significant points brought out in the interviews.

Sub-Test 1

The teachers interviewed unanimously felt that teaching was a profession. Reasons given for that feeling included: the type of service they render; attitudes held by the individual make it a profession for him; the education required to be a teacher makes it a profession; and, teachers perform a unique type of work.

They generally agreed that there were inhibiting factors prohibiting the fuller development of teaching as a profession. It was felt that implementing means to eliminate these factors would raise the perception of teaching as a profession. The principal idea raised in this regard was that teachers themselves do not set the standards for entering the profession. By involving teachers in this

process, it was felt that a more realistic program of requirements could be developed rather than relying on only course requirements. It was further felt that this would help make teachers more personally aware of the demands of the profession.

The idea of negotiations while temporarily an inhibiting factor held hope for the future for many of the teachers. It was felt that this would eventually eliminate the "servitude" concept of teaching. The increase in pay would provide a better self-image for the average teacher.

Finally, negotiations held the prospect of giving teachers a greater voice in determining their role thus helping the status of the profession in their eyes.

It was generally felt that teachers could be themselves. Teaching did not force them to compromise what they believed nor did it force them into a role called "teacher" that was not an accurate portrayal of their attitudes and belief system. There was some indication that this was less true for teachers as their students became older although even in high school they did not perceive this as a major problem.

Sub-Test 2

It was generally felt by those interviewed that they enjoyed working with their fellow teachers. A feeling of "team effort" was revealed in the responses of those

interviewed. These attitudes were based to a large degree on the perception of the teachers that the faculty was interested in helping students. They felt that they were able to function as a group in solving problems as they arose and that there were no major divisions in the faculties.

There is a general idea that these efforts and attitudes were helped by the commonality of outlook and goals as perceived by the faculty. This was reinforced by the feelings expressed that teachers who differed a great deal from the majority, whether in appearance, liberal views or innovative ideas might suffer a lack of acceptance by the other teachers and that in some instances this had actually happened.

Sub-Test 3

The ideal role of the principal as perceived by those interviewed was that of educational leader. They saw him as a coordinator, a problem-solver, an innovator and as a helper. His role was seen as one that was actively and intimately involved in the educative process.

The teachers saw this role as being seriously hampered by the administrative activities that removed him from the process. They mentioned this removal from the process as inhibiting the principal from initiating change. Further, it was felt that the role encouraged dealing only with crises as they occurred rather than

attempting to forestall them before they arose.

Perhaps the major criticism was that the administrator tends to react to pressure and thus make decisions based on "who yells loudest" rather than on educational principles.

The new role demands caused by the consolidation of the schools were seen as further contributing to this removal from the process of education.

Sub-Test 4

The major feeling arising from this area deals with equal opportunities for young people. The emphasis is still heavily weighted to the traditional college-bound program. This encourages the question of competition for grades etc.

The feeling was expressed that this is improving and the fact that it was recognized as a problem is encouraging to the idea that this will change.

It was felt further that indoctrination was lessening and that individual opinions were encouraged more and more. The commonality of students and teachers undoubtedly encourages the positive attitudes expressed. There were expressions of feelings that given the diversity of opinions and behaviors of young people in the public school, the attitudes of those teachers in the Christian school would be considerably less positive.

Sub-Test 5

The major concept expressed in this area that contributed to the positive attitudes expressed was involvement in decision-making. They felt that the involvement of teachers in decisions affecting them both on the school level and on the board level was the major factor contributing to their attitudes.

Sub-Test 6

Community interest in the school and the consequent "team" feeling that it engendered created the feelings expressed by the teachers. Community control and its resulting close relationship between parents and teachers was an important item to those interviewed.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this investigation was to examine the expressed attitudes of the teachers in the Grand Rapids Public Schools and the expressed attitudes of the teachers in the Grand Rapids Christians Schools. Data were gathered to: (1) determine the expressed attitudes of the two groups of teachers in each of six areas of professional human relations; (a) how they feel about teaching as a profession; (b) how they feel about fellow teachers; (c) how they feel about the principal; (d) how they feel about students; (e) how they feel about the school; and, (f) how they feel about the community; (2) determine what significant differences, if any, appear between the two groups of teachers in each of the six areas considered; and, (3) to determine what significant differences, if any, appear within each group of teachers separated according to level taught in each of the six areas considered.

The resolution of these objectives was sought by administering and scoring the Walker Professional Human Relations Questionnaire.

The population consisted of all regular classroom teachers in the two school systems studied. The sample was

composed of 180 teachers from each system divided into groups of 60 from elementary, junior high and senior high levels. The sample was chosen using random number tables. Of the 180 who received the questionnaire, 142 were returned from the Grand Rapids Christian Schools for a return rate of 79% and 131 were returned from the Grand Rapids Public Schools for a return rate of 73%.

The independent variables in this study were the school system in which the teacher taught and the organizational level on which he taught. The individual's scores on the total test and on each sub-test within the questionnaire were the dependent variables. Mean scores on the WTHRQ were computed for each level of the independent variables. The Finn program of multivariate analysis of variance was then computed to determine whether observed differences between means were statistically significant at the .05 level.

The analyses of the mean scores in relation to the independent variables of school system and level taught revealed nine significant differences in the total test mean scores. The only comparison not statistically significant was within the Grand Rapids Christian Schools between elementary and junior high teachers. The comparison between sub-test scores revealed statistical differences ranging from one sub-test to all six sub-test scores.

Conclusions

The research findings of this investigation support the following conclusions:

(1) The WTHRQ total test mean scores for Group I (Chr.) vs. Group II (Pub.) was statistically significant at the .0001 level indicating that Group I (Chr.) had more significantly positive attitudes than did Group II (Pub.) as expressed on the questionnaire.

(2) The WTHRQ total test mean scores for Group I (Chr.) elementary teachers vs. Group II (Pub.) elementary teachers was statistically significant at the .0001 level indicating that elementary teachers in Group I (Chr.) had a significantly more positive attitude than did Group II (Pub.) as expressed on the questionnaire.

(3) The WTHRQ total test mean scores for Group I (Chr.) junior high teachers vs. Group II (Pub.) junior high teachers was statistically significant at the .0001 level indicating the junior high teachers in Group I (Chr.) had a significantly more positive attitude than did Group II (Pub.) as expressed on the questionnaire.

(4) The WTHRQ total test mean scores for Group I (Chr.) senior high teachers vs. Group II (Pub.) senior high teachers was statistically significant at the .0001 level indicating the senior high teachers in Group I (Chr.) had a significantly more positive attitude than did Group II (Pub.) as expressed on the questionnaire.

(5) The WTHRQ total test mean scores for Group I (Chr.) elementary teachers vs. Group I (Chr.) junior high teachers was not statistically significant at the .0855 level indicating that no significant differences existed between elementary and junior high teachers within Group I (Chr.) as expressed on the questionnaire.

(6) The WTHRQ total test mean scores for Group I (Chr.) elementary teachers vs. Group I (Chr.) senior high teachers was statistically significant at the .0066 level indicating the elementary teachers had a significantly more positive attitude than did senior high teachers within Group I (Chr.) as expressed on the questionnaire.

(7) The WTHRQ total test mean scores for Group I (Chr.) junior high teachers vs. Group I (Chr.) senior high teachers was statistically significant at the .0033 level indicating the junior high teachers had a significantly more positive attitude than did senior high teachers within Group I (Chr.) as expressed on the questionnaire.

(8) The WTHRQ total test mean scores for Group II (Pub.) elementary teachers vs. Group II (Pub.) junior high teachers was statistically significant at the .0231 level indicating the elementary teachers had a significantly more positive attitude than did junior high teachers within Group II (Pub.) as expressed on the questionnaire.

(9) The WTHRQ total test mean scores of Group II (Pub.) elementary teachers vs. Group II (Pub.) senior high teachers was statistically significant at the .0001 level

indicating the elementary teachers had a significantly more positive attitude than did senior high teachers within Group II (Pub.) as expressed on the questionnaire.

(10) The WTHRQ total test mean scores for Group II (Pub.) junior high teachers vs. Group II (Pub.) senior high teachers was statistically significant at the .0010 level indicating the junior high teachers had a significantly more positive attitude than did senior high teachers within Group II (Pub.) as expressed on the questionnaire.

(11) The significantly more positive attitudes expressed by teachers in Group I (Chr.) on the questionnaire are a result of the greater satisfaction and comfort resulting from the homogeneity of the members of the group and the pupils and parents served by the school.

(12) Public school teachers have a less positive attitude toward teaching as a profession than do Christian school teachers as expressed on the questionnaire. Examining the statements in this section of the questionnaire, one finds that they are concerned with the structure as it is imposed on teachers within the system. Teacher involvement in decisions affecting their role within the profession have a direct relationship to their perception of teaching as a profession.

(13) Group I (Chr.) teachers showed a more positive attitude toward their fellow teachers than did Group II (Pub.) teachers as expressed on the questionnaire. The scores reflect the assumption that Group I (Chr.) teachers value the homogeneous attitudes of their group but deny the assumption that

Group II (Pub.) teachers value a diversity of outlooks in their membership. The results add weight to Davis' study cited in the review of the literature that people do not value diversity but tend to like those that are like themselves. The results were reinforced by the interviews with teachers in Group I (Chr.) as they supported the view that teachers in that system that differed from the norm in theology, politics or other areas of life style were not readily accepted if at all.

(14) Teachers in Group I (Chr.) have a more positive attitude toward the administrator than do teachers in Group II (Pub.) as expressed on the questionnaire. The most significant behavior differentiating the public school administrator from the Christian School administrator is the question of negotiations. The study suggests that this element (negotiation) has widened the gap between teacher and administrator.

(15) Teachers in Group II (Pub.) had a more negative attitude toward their students than did Group I (Chr.) teachers as expressed on the questionnaire. This was supported by the results of the personal interviews with the teachers in the Christian School System. Teachers, like other human beings, tend to like those that share their views and cultural way-of-life. The results in this area seriously question the concept of the "melting pot" within the public school.

(16) Attitudes toward the school in which they teach were more positive in Group I (Chr.) than in Group II (Pub.) as expressed on the questionnaire. The interviews suggested

that this is directly related to the amount of participation in decisions concerning the school by those teachers.

(17) Teachers in Group I (Chr.) were more positive in expressed attitudes about the community as shown by the questionnaire than were teachers in Group II (Pub.). The interviews revealed that teachers in the Christian Schools do not see themselves as divisive; that they are involved in non-Christian School community affairs; and, that they do not perceive others as seeing Christian school teachers as divisive. This conclusion should be qualified in as much as the teachers in Group I (Chr.) may have interpreted "Community" to mean the segment served by the Christian Schools.

Recommendations from the Study

The recommendations in this section are based upon the review of the literature made for this study and the analysis of the data obtained.

As the research is reviewed and the schools themselves as well as their products (graduates) and by-products (drop-outs and alienated youth) are examined, it becomes obvious, even to the casual observer, that schools are in serious trouble. The seriousness of the problem is further illustrated by the knowledge that schools by dealing with the youth of the nation are also dealing with the nation's future as well as the loss of the human potential involved. Human interpersonal relations are at the center of that which transpires within the schools and therefore less positive attitudes of the magnitude revealed in this study are contributing

factors to the difficulties within the school if not, in fact, the major factor. It is the author's contention that this contempt for and lack of acceptance of one's fellows, both peers and students, by teachers is at the heart of the problems of the schools as well as of society as a whole.

The underlying principle of the following recommendations is that people are the most important element in our society. It follows from this principle that a philosophy based on the worth and dignity of each human being will make a difference in our society.

(1) The implication inherent in this study is that a wide-ranging, in-service program to foster attitude change must be developed within our schools. The situation is critical. Sensitivity sessions, group discussions and brainstorming sessions might well assist in this regard. Teacher involvement in decision-making would foster this change also.

(2) The role of the principal must change. The perceptions of the teachers reflect the change of the principal's role from one of educational leader to one of greater and greater separation from the educational process. He must be free from "trivia" of administrative duties to become more involved in the educational process.

(3) Teacher negotiation must begin to concern itself with items such as curricula, role determination and a voice in selecting those entering the profession. These are items that will give a more positive attitude toward the profession rather than an emphasis on salary.

(4) The more positive attitudes of Christian School teachers seem to arise from the involvement of the constituency with them in the schools. This would indicate that a greater emphasis on community involvement and control of schools is important.

(5) The interviews conducted in the Christian Schools by the author revealed that it was important to them that youngsters enjoyed coming to school. This gave them a more positive attitude toward the school. Therefore, it is important that schools be organized and structured so that "happiness is being in school." This could be partially achieved by widening the options for children, individualizing the experiences and giving teachers more freedom and encouragement to develop an "emerging Curriculum" with their students. In as much as happiness can be structured and children can be made to be happy, great care must be taken that it is the real freedom of self-determination and self-actualization.

(6) The continuing problem of the school being asked to provide a program for the college-bound and for the non-college-bound requires that schools really work at providing alternate routes and activities for those with different life goals. This is particularly crucial in the Christian School System.

(7) The fact that attitudes in the high schools are less positive than those in lower levels points out a need for humanizing the high schools. The high schools must provide more opportunities for student and teacher to know

each other and to arrive at mutual appreciation of the values held by each. This would require a change in the method of instruction in most classes. The lecture or active teacher-passive learner method would have to be lessened in emphasis. A method with more learner involvement would have to be substituted.

(8) The schools must provide an evaluative system for the students that is basically one of measuring progress against themselves rather than one that compares student against student or student against some mythical standard or norm. The interviews revealed that this was felt to be a problem in the Christian Schools and there is ample evidence that this is true in the public schools also. The competition for grades is a self-defeating activity in that it concentrates on the reward rather than on learning and thus encourages doing of tasks for the sake of doing them rather than for the sake of what is learned from the experience.

Recommendations as seen by the Author

The recommendations in this section are aimed at the areas within this study and are the concluded judgment of the author.

Alexis de Tocqueville wrote, "What we call necessary institutions are often no more than institutions to which we have grown accustomed." The "necessity" that makes American schools what they are and what they will continue to be is primarily the "necessity" that arises from unexamined assumptions and unquestioned behavior. The fact that attitudes held

by teachers affect the learning process has been documented. The first step in solving problems caused by these attitudes is to be aware of the attitudes actually held. This study attempted to show to some degree the lack of positive attitudes held by teachers. The next step is to begin to offer means of improving conditions caused by the attitudes expressed. Attitudes can be changed. The question is, How? The following recommendations are those that the author sees as helping in this area.

(1) Greater efforts must be given to develop methods and procedures for selecting those individuals that enter teacher education programs. To simply allow anyone into the program and, after completion of a prescribed program, to give them a certificate allowing them to teach young people is a serious error.

(2) Once admitted into a teacher education program, the prospective teacher must be given planned experiences to enable him to examine his value system and the implications this has for his views of others rather than leaving it to chance if indeed it happens at all.

(3) Teacher education programs must be structured to provide self-evaluation and recognition of the prospective teacher's strengths and weaknesses. Exposure to small group interaction, diagnostic testing, sensitivity training as well as to culturally different experiences is crucial. Weaknesses in the individual's attitudes must be discovered and strengthened if he is to be successful as a teacher.

(4) Teacher education programs must develop a continuing evaluation of their programs for evaluation of their goals and objectives, the strategies used to gain them as well as the success in reaching them. In light of our rapidly changing society, this is especially critical.

(5) Teacher education programs must provide the two experiences to the students in the program that the research shows changes attitudes most readily. They are early and frequent exposure to young people and professors that model the type of education they teach about.

(6) The schools must develop a more open atmosphere. Much of the alienation of youth derives from our "lockstep" system and the imposition of teacher and societal values on them. The system must provide an institution that allows students a greater variety of options in the choice of subjects. They must be involved in decisions affecting them and with the teachers, develop a "team" attitude.

(7) The schools must provide opportunity for students to be exposed to and involved in experiences with other life styles. This is especially true in the Christian Schools with its homogeneity of people.

(8) Schools must teach what is common to all man rather than differences. This could involve a greater emphasis on anthropology instead of geography.

(9) The perception of teachers that the administrator's job is to see that the school runs smoothly must change. This encourages maintaining the status-quo and hinders the

facilitating of new ideas. It might be wise to rotate the job on an elective basis. Certainly the teachers and parents must demand more than an "oiler of the school ship."

(10) Universities must develop a program of experiences for those who desire to become administrators that deals with the issues of this study.

(11) In any in-service programs aimed at changing values of the teachers, the administrators, both principal and superintendent, must be actively involved if it is to succeed.

Recommendations for Future Research

(1) Which experiences in the teacher education program produce more positive attitudes?

(2) What alternatives are there to our present teacher education program?

(3) What kinds of in-service programs produce favorable attitude change in teachers?

(4) Are the attitudes identified in this study typical of attitudes held by teachers in other areas of the country?

(5) Do individual teacher attitudes change over the course of several years?

(6) Is there a significant difference in attitudes between those actively engaged in professional activities and those not involved in such activity?

(7) What types of student-teacher experiences foster more positive attitudes toward children?

(8) Does the increase of post-graduate course requirements for teachers result in more positive attitudes?

(9) What changes in the school structure and organization produce more positive attitudes?

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APPENDICES

APPENDIX A

ANNOUNCEMENT LETTER TO ALL
PERSONNEL IN PARTICIPATING PUBLIC SCHOLS

To: Principals and teachers involved in a study of expressed attitudes about the teaching profession.

From: Patrick Rode, Investigator.

The basis of the study involves a questionnaire about the work of teaching and the school. Statements are based on attitudes about six areas of professional human relations; i.e., the teaching profession, teachers, principals, children, the school and the community. The procedure follows:

1. The investigator will contact the principal and deliver the questionnaires with a designated time for their use. Teachers will participate by completing the questionnaire.
2. A time element of approximately fifteen minutes is needed to complete the questionnaire.
3. Teachers will be randomly selected to participate in the study. A stamped envelope will be furnished to return the instrument to the investigator. Questionnaires will not be identified to insure anonymity of those participating.

The purposes of the study are varied. A few possible outcomes are:

1. Provide an opportunity for teacher self-assessment.
2. Contribute to the body of knowledge about attitudes held by teachers in service.
3. Provide data illustrating similarities and differences between groups of teachers on different levels.
4. Provide data useful in preparing prospective teachers in a professional teacher education program.

Any comments on the operation of this study will be appreciated.

Thank you for your time and cooperation.

APPENDIX B
QUESTIONNAIRE AND COVER LETTER

Dear Colleague:

The enclosed questionnaire, concerned with teacher professional human relations, is part of a study being made at Michigan State University. The study is concerned specifically with examining the present expressed attitudes of teachers in the schools of Grand Rapids. The results of this study will provide an opportunity for teacher self-assessment, information useful in preliminary efforts to assess teacher attitudes and their effects on aspects of the profession and information aiding the teacher education program at Michigan State University.

We are particularly desirous of receiving your responses as they will contribute significantly to the success of the study. The enclosed questionnaire has been tested and revised in order to make it possible for us to obtain all necessary data while requiring a minimum of your time. The average time required in the past to complete the instrument was twelve minutes. Please react to the questions as they are posed. We realize the difficulties that some present but it is important to the success of the study that you answer them as they stand.

It will be greatly appreciated if you will complete the questionnaire prior to February 6, 1970 and return it in the stamped envelope enclosed. Other phases of this research cannot be carried out until we complete the analysis of the questionnaire data. We would welcome any comments you might have concerning any aspects not covered in the instrument. We will provide each school with a summary of the questionnaire results when the study is completed.

In order to preserve complete anonymity of those taking part, each questionnaire is marked only by a number which identifies your school system and the level on which you teach. Because of this, each person participating in the study will receive a follow-up letter intended only as a reminder to those not returning the questionnaire.

Permission to circulate this instrument has been obtained from your central office and your building principal has been informed of the study and given a copy of the questionnaire.

Again, may I request your cooperation in taking time to complete the questions and returning them as soon as possible. Thank you for your cooperation in this project.

K. Patrick Rode
Research Investigator

MICHIGAN STATE UNIVERSITY
East Lansing, Michigan

TEACHER HUMAN RELATIONS QUESTIONNAIRE

The following statements are designed to allow you to indicate how you feel about your job and your school. Read each statement and indicate your agreement and disagreement with the statement by writing the appropriate number from the answer scale in the blank provided at the left. It is important that you try to answer each question in terms of how you feel about the statement.

_____ School System

_____ Level Taught

Answer Scale

- | | | |
|--------------|---------------|-----------|
| (1) Disagree | (2) Undecided | (3) Agree |
| <hr/> | | |
- _____ 1. I believe we should give more attention to teaching the three "R's".
 - _____ 2. I do not believe in a lot of "frills" in the classroom.
 - _____ 3. Some children in my classes should never have been passed from the previous grade.
 - _____ 4. Much of the material I have to cover is so dull that my children are bored with it.
 - _____ 5. The teaching profession does not allow me to make full use of my abilities.
 - _____ 6. Teaching requires that I compromise some of my real values.
 - _____ 7. Teachers are essentially selfish.
 - _____ 8. Teachers here are wonderful to work with.
 - _____ 9. Teachers here are too set in their ways.
 - _____ 10. There is at least one teacher here whose personal habits I simply cannot tolerate.

- | | | |
|---------------------|----------------------|------------------|
| <u>(1) Disagree</u> | <u>(2) Undecided</u> | <u>(3) Agree</u> |
|---------------------|----------------------|------------------|
-
- ___11. I find it easy to accept everyone on this faculty.
 - ___12. Some teachers here think they have all the answers.
 - ___13. Teachers here willingly accept their share of the responsibilities of the school.
 - ___14. Most of our teachers have a real understanding of how to work with children.
 - ___15. There are people on this faculty who are a discredit to the teaching profession.
 - ___16. I feel as though I "belong" socially and professionally with this faculty.
 - ___17. At faculty meetings I feel free to express my opinions because I know that the other teachers will give me a fair hearing even when they disagree with me.
 - ___18. Certain faculty members seem to have more influence with the principal than I do.
 - ___19. Some teachers are kept on the faculty only because they have influence with powerful people in the community.
 - ___20. Teachers here form in groups of personal friends in the lunchroom, at faculty meetings and the like.
 - ___21. This faculty gives a teacher the sense of belonging and being needed.
 - ___22. Teachers are jealous of new teachers who join the staff.
 - ___23. Teachers on this faculty work well together.
 - ___24. Whenever this faculty attacks a problem as a team they get the job done.
 - ___25. The principal never acts impulsively or emotionally.
 - ___26. The principal deliberately dodges issues.
 - ___27. When teachers oppose policies formulated by the principal they do not hesitate to tell him so.
 - ___28. The principal has the school well organized and it runs smoothly.

- | | | |
|--------------|---------------|-----------|
| (1) Disagree | (2) Undecided | (3) Agree |
|--------------|---------------|-----------|
-
- ___29. I feel that the principal tries to escape or shift to others responsibilities that are rightfully his.
- ___30. The principal leads the faculty into developments which they do not favor when he thinks these will help the school make a good impression.
- ___31. It is difficult to know just what to expect because the principal is always making changes.
- ___32. Certain people on this faculty have more influence over school affairs than the principal does.
- ___33. The principal never calls a teacher down in front of others.
- ___34. During faculty meetings the principal discusses mistakes that individual teachers have made without naming the offending teacher.
- ___35. Teachers feel that they will be penalized in some way if they displease the principal.
- ___36. In faculty meetings the principal is skilled at giving the appearance of agreement when actually there is no agreement.
- ___37. The principal does not usually praise teachers for good work done.
- ___38. Most of the small irritations that disturb teachers in this school are caused by the principal.
- ___39. The principal has favorites among the staff who get special treatment from him.
- ___40. The principal will listen to my ideas.
- ___41. I think our principal is a wonderful person.
- ___42. The principal is genuinely interested in me and in what I am doing.
- ___43. There are students in my classes who cannot be taught anything because they are not capable of learning.
- ___44. Students here do not want to study, they only want to have a good time.
- ___45. I have too many children who do not want to learn.

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|---------------------|----------------------|------------------|
| <u>(1) Disagree</u> | <u>(2) Undecided</u> | <u>(3) Agree</u> |
|---------------------|----------------------|------------------|
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- ___46. Too few of my students are really working up to their ability.
 - ___47. My students are very cooperative.
 - ___48. Students in this school are very selfish.
 - ___49. Our students display plenty of school spirit.
 - ___50. Students here are really working together to make this a better school.
 - ___51. Students are willing and capable of accepting responsibility.
 - ___52. Students here are careless with library books and frequently lose them.
 - ___53. I find that my students can be depended upon to do the jobs they have agreed to do.
 - ___54. Students here tend to think that the school belongs to them and that we of the faculty just work here.
 - ___55. Students in our school are well trained and it shows up in the orderly quiet way they conduct themselves in rooms, halls and on the playground.
 - ___56. If I were free to choose pupils, I would select all the same students I now have.
 - ___57. Too Many of our students do not act their age.
 - ___58. Upperclass students tend to corrupt the younger students by undermining their standards of conduct.
 - ___59. Teachers enjoy working in this school.
 - ___60. Conditions in this school are static; we do not seem to be making any progress.
 - ___61. There is an undercurrent of discontent among faculty members in this school.
 - ___62. If I were free to choose, I would remain at this school in my present position.
 - ___63. This school is not as good as people think.
 - ___64. I would make many changes in this school if I were principal.

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|--------------|---------------|-----------|
| (1) Disagree | (2) Undecided | (3) Agree |
|--------------|---------------|-----------|
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- ___65. People outside this school do not know what it is really like.
- ___66. Certain departments get first consideration for funds and materials.
- ___67. We do not have sufficient faculty meetings to allow discussion of all the things that need to be discussed.
- ___68. Too much time is spent discussing petty matters at faculty meetings.
- ___69. This school is organized so that teachers always know what is expected of them.
- ___70. Some teachers here bring pressure on the others to keep things going their way.
- ___71. This school fosters a strong feeling of belonging in its teachers.
- ___72. A strong point about our school is in the fact that children are given opportunity to develop leadership ability.
- ___73. It is difficult to plan and work with my classes because extra-curricular activities take up so much of the children's time.
- ___74. In general I am satisfied with the equipment and materials provided for my department.
- ___75. People who live in this community are vitally interested in the school and what it is trying to do.
- ___76. There are courses we should teach in this school, but the community will not approve.
- ___77. The community fully appreciates the work the school is doing.
- ___78. Some people in this community have too much influence in school affairs.
- ___79. The morals in this community are not as high as they should be.
- ___80. Parents in this community are too strict on their children.
- ___81. Parents in this community are vitally interested in their children.

(1) Disagree(2) Undecided(3) Agree

- ___82. Too many people in this community snoop into other people's affairs.
- ___83. This is the best community I have ever worked in.
- ___84. There are certain reasons why I do not feel accepted in this community.
- ___85. This community puts the same standards on the personal life of the teacher as on any other citizen.
- ___86. Unmarried teachers do not feel free to date in this community.
- ___87. Teachers are looked on with respect in this community.
- ___88. Many social organizations, clubs and thelike are not open to teachers in this community.
- ___89. What teachers say and think is heard with respect in this community.
- ___90. The community provides many social opportunities for teachers.

APPENDIX C
FOLLOW-UP LETTER

February 17, 1970

Dear Colleague:

In the last week or so, you received a questionnaire from me on Professional Human Relations that you were asked to complete. There were no identifying marks on the instrument other than the school system and the organizational level on which you teach. Therefore, I have no way of knowing which participants have returned it and which have not. This was done to promote openness and to insure your privacy by guaranteeing anonymity. I am forced by this situation, however, to send this second request to each of you who received the questionnaire originally. As of this time, I have received approximately 60% of them in the mail. This is encouraging but to improve the statistical treatment of the data, a larger return would help.

May I ask those who have not found the time to complete the questionnaire to take a few moments and complete it. I would appreciate it very much. To those of you who have returned it, pardon the interruption. And to all of you, thank you for your cooperation and assistance.

Sincerely,

Patrick Rode
Research Investigator

APPENDIX D
INTERVIEW LETTER

April 27, 1970

Dear Colleague:

Some weeks ago, you, along with many of your colleagues, received a questionnaire dealing with teacher attitudes. These questionnaire responses form the data on which my Doctoral dissertation is based. As part of the study, it is necessary that I interview personally one out of every ten teachers that received the questionnaire. The teachers selected for this interview, one of which is you, were selected at random from those that were part of the original study.

This letter is to inform you that I will be contacting you soon concerning this interview. Obviously it is purely voluntary on your part although I hope you are willing to meet with me. Your replies will be confidential and the interviewees will not be identified in the study personally or by school. The only identification will be that 18 teachers from various levels took part in the interviews.

I would like to meet with you at school during a preparation period, recess, lunch hour, after school or any other time convenient to you. I will contact your building principal and inform him of the purpose of the meeting prior to contacting you.

Thank you for your time and cooperation. I am almost finished with the study and should have the results to each school in early June so you will be able to see the completed study. Thanks again and you'll be hearing from me soon.

Sincerely,

K. Patrick Rode

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