CLASSROOM BEHAVIOR STYLES REPORTED BY TEACHERS OF EMOTIONALLY DISTURBED CHILDREN

Thesis for the Degree of Ed. D.

MICHIGAN STATE UNIVERSITY

John Lemuel Johnson

1965

THESIS

This is to certify that the

thesis entitled

CLASSROOM BEHAVIOR STYLES REPORTED BY TEACHERS
OF EMOTIONALLY DISTURBED CHILDREN

presented by

John Lemuel Johnson

has been accepted towards fulfillment
of the requirements for

Ed. D. degree in Special Education

M. VERNON HICKS
Major professor

Date August 2, 1965

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ABSTRACT

CLASSROOM BEHAVIOR STYLES REPORTED BY TEACHERS
OF EMOTIONALLY DISTURBED CHILDREN

by John Lemuel Johnson

The purpose of the study is the description of personality characteristics of teachers of emotionally disturbed children. The personality of the teacher of disturbed children is assumed from the literature, to be an important variable in the educative process with disturbed children in both open and closed treatment settings. An extensive review of the literature shows that little research on teacher personality has been carried out for special education teachers or teachers of disturbed children. The study uses Ryans' information systems model as the theoretical framework and "teacher behaving style" is used as the conceptual basis for determining the reported classroom styles of the teachers.

The population for the study is drawn from teachers from the five defined types of treatment settings noted below:

Setting	Number of Teachers
State Mental Hospitals	22
Intensive Treatment, Training & Research	32
Residential Treatment Centers	22
Training Schools for Delinquents	33
Public School Special Classes	9

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Also part of the population is a contrast group which consists of both undergraduate (N=20) students who are preparing to become teachers of disturbed children and graduate students (N=9) enrolled in a class on the education of emotionally disturbed children. A purposive sampling method is used for selection of the population and anonymity of both individual and treatment setting is preserved.

The data are collected mainly by means of two instruments: The Teacher Preference Schedule (TPS), a validated measure of presumed unconscious motives, and the Theoretical Orientation to Teaching Emotionally Disturbed Children Questionnaire (TOQ). The data collected on each participant: a measure of the strength of ten presumed unconscious motives, a choice of educational framework, and a choice of classroom approach. Possible theoretical choices are: psychiatric-dynamic, psycho-educational, psychological-behavioral, and educational.

Configurational analysis procedures are used to obtain patterns of response to the TPS and the TOQ. McQuitty's Method of Pattern Analysis, Hierarchial Classification by Reciprocal Pairs (HICLASS), is used on TPS data by the Michigan State University CDC 3600 Computer and types are isolated. Types of response patterns are generated from TOQ data by response comparison. Frequency distributions, percentages and correlation coefficients are used, along with nonparametric statistics, when applicable, to test for

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sample differences. Behaving styles are formulated, according to the magnitude of the types derived from the HICLASS analyses, for teacher and contrast groups, for each treatment setting group, for TOQ profile groups, and by sex.

Discernable differences exist between teacher behaving styles within each group and among groups. The styles tend to have primary and secondary patterns with the child-centered, permissive pattern being the most dominant and the teacher-centered, structured pattern being secondary, in strength of need. The focal motives in the permissive style tend to be high nondirectiveness and nurturant in combination with low motives dominance and orderly. There is no clear dichotomy between the patterns although there is evidence of a constricted, controlling teacher pattern. Various treatment setting groups have various styles among the teachers composing the group. The highest number of styles within a specific group is two. One significant finding concerns differences between male and female teachers. Both have patterns which emphasize high motives nurturant and nondirective but males tend to be more organized and self-assured. One female style is constricted.

The study has implications for continued research on teacher personality of special education teachers, using theoretical models from general education, for the relevance of differing behaving styles for other special teachers in terms of the selection process, and for continued research in classroom process with disturbed children.

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CLASSROOM BEHAVIOR STYLES REPORTED BY TEACHERS OF EMOTIONALLY DISTURBED CHILDREN

By

John Lemuel Johnson

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

Department of Elementary and Special Education

1965

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The writer wishes to express his sincerest appreciation to all those persons whose time, effort, and thought made doctoral study and this culminating research possible.

First, to those members of his doctoral committee: Drs. G. Marian Kinget, Norman Kagan, and Douglas Gilmore.

Second, to the thesis director and chairman of his doctoral committee: Drs. Ted Ward and W. Vernon Hicks, both of whom inherited the writer as a doctoral student.

Third, to those who made important contributions as committee members during the course of doctoral study: Drs. Walter Stellwagen and James Crowner.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF TABLES Con't.

LIST OF TABLES Con't.

Figure

LIST OF FIGURES

Figur

21.

22.

23.

LIST OF FIGURES Con't.

LIST OF APPENDICES

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CHAPTER I

DESCRIPTION AND STATEMENT OF THE PROBLEM

Special education has become recognized, by virtue of its goal of helping the less fortunate achieve full status in democratic society, as an authentic member in the American educational system. This field within education has developed techniques and methods for teaching children with physical and mental impairments. Provisions for including these children in the general educational framework have been made through modification of existing school law, increased financial support and para-educational services, separate administrative responsibility, and an altered learning environment, all based upon the goal of maximum habilitation for these children.

It has naturally followed that special education would be the field looked to for the development of techniques and methods for teaching children with emotional and social maladjustments. "In more recent years, because of the increased urbanization, because of frequent breakdown of the family structure, because of disturbances related to disruption caused by war, and because of advances in psychology and psychiatry, more extensive interest has

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been taken in this large group of children." (Cruickshank, 1958, p. 48) Programs have been established throughout the country in hospitals, clinics, private institutions, and in school systems for the detection and treatment of children with emotional and social maladjustments. Educational provisions of various forms and degrees have been made in recognition that a specially designed learning environment contributes immeasurably to the success of the various therapies and in some instances are the foundation of the process by which these children achieve emotional, social, and vocational stability.

A primary concern in the establishment of special education procedures for these exceptional children has been the provision for specially selected and specially trained persons who establish the curriculum, employ specialized methods, and utilize unique materials to the benefit of the particular type of child in their classroom. The need for a specially selected and specially trained teacher is all the more necessary in work with distrubed children. "The person who plays the role of teacher in this instance is handling that most exquisite of structures, the human mind." (Jordan, 1962, p. 29) Rabinow (1960) verifies this concern:

> This is a field which is singularly attractive to crackpots--the adults with severe personality problems, severe authority problems, severe sexual problems, a need for living out their own rebellion through the anti-social behavior of children.

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The teacher of disturbed children then, must be a person who by virtue of his own emotional stability, his understanding of dynamic psychology, his therapeutic management of the classroom, and his empathic regard for the feelings of his charges, fosters the establishment of a growth producing atmosphere, often in the midst of painful and long-standing pathology. It is in this highly personal manner that the teacher of disturbed children must perform his function.

The clientele served and the ranges of attitudes demanded of these teachers, underscores the concern pertaining to special selection and special training. The emotionally disturbed child is the withdrawn and the highly aggressive, the child with a transient situational reaction and the child with fixed personality disturbances, those with primary and secondary disorders, and both the over-indulged and the deprived. The teachers attitudes and actions are often defined as instructional and therapeutic, permissive and structured, remedial and enriching, desensitizing and socializing, and his orientation must be toward children and adolescents. "If the transaction between teacher and disturbed students should be mutually satisfying in a natural, spontaneous exchange, what special needs in teachers have been identified which can facilitate this type of reciprocity?" (Rabinow, 1964, p. 16) Nowhere else in education are such diverse demands placed upon the teacher

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nor is there the need for such thorough scrutiny of the personality of those persons who choose to become professionally prepared to work with disturbed children in school settings.

Background of the Problem

The personality of the teacher is a significant variable in the educative process and has long been of concern to those who have the responsibility for educational administration and supervision. The educational researcher, likewise, has devoted considerable time and attention to this concern and the "growing body of research" represents the importance of the teachers personality characteristics. (Getzels & Jackson, 1963)

The personality of the teacher of exceptional children,[1] like all teachers, is recognized as a significant variable in the provision of educational services of a special nature for children who otherwise might not develop to their maximum capacity. It appears, though, that the importance of the personality of the special teacher is given only intuitive, descriptive recognition by special

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[1]Teacher of exceptional children herein refers to persons who are specially trained and are now in-service teachers of children who attend special classes. These are the teachers of the child with a visual loss, a hearing loss, a physical handicap, mental retardation, or an emotional disturbance.

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educators. Cruickshank, a well known special educator, states:

> The teacher of exceptional children must be the most secure individual who can be found. The teacher of exceptional children must be the most patient individual who can be located, for young minds are often times perplexingly inconsistent. . . There is a harmony of ideas and of personality characteristics which must be sought within any individual before he can be adjudged as one in whom democracy can place its trust for future development and security. (Cruickshank, 1958, p. 139)

Harrie M. Selznick, the current president of the Council for Exceptional Children, has written:

> As a local administrator, I have been experiencing an increase in employment applications from persons who by personality, motivation, and training have no right to assignment in a responsibility with children. (Selznick, 1964)

The concern about the identification and selection of persons who will be able, by virtue of these personal characteristics and training, to fulfill the growing demands for manpower in special education has become a critical problem to university faculties. It is the university faculty in whom the trust is placed for the selection and training of these teachers. Even greater responsibility is now placed upon the university with the advent of federal programs such as Public Act 88-164 in which considerable public funds are being expended to train teachers to work with exceptional children. The problem for university faculties seems to center upon selection procedures and characteristics of persons who will make good teachers of exceptional children.

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While great importance has been placed upon the personality characteristics of the teacher of exceptional children, it has become increasingly evident that little is known about the make-up of the personality of this teacher. A comparison of the quantity of research on personality of regular teachers and personality of special teachers suggests that the personality characteristics of the special teacher is virtually a neglected entity. At most, the evidence describing special teacher personality is contained in the positive-ideal opinions of experts such as Cruickshank or in the negative-pragmatic opinions of administrators such as Selznick.

The apparent lack of empirical understanding of the importance of the personality of the special educator can be further demonstrated by a cursory review of the so-called survey texts of special education. In only one such text (Jordan, 1962) is the teacher of exceptional children given separate attention (a full chapter) as an important aspect of the educative process. Even in this single, separate reference the special teacher is described as "a person qualified by temperament and training to deal with those children who have not prospered in the regular program . . ." (Jordan, 1962, p. 21) and as one who possesses ". . . zeal, a sense of conviction, a burning desire to help that transcends the daily problems of teaching." (Jordan, 1962, p. 23) These descriptions hardly qualify as descriptions

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of personality characteristics, in the psychological sense. He has given considerable attention to the identification of four types of teachers, according to their duties, rather than definable personality characteristics.

Samuel Kirk (1962) in Education of Exceptional Children devotes one page to the topic of "General Personal Qualification" in which he reports some survey research and his own opinions from earlier writings. Mackie, Dunn, and Cain (1959) state that (as Cruickshank implied) special teachers need personal characteristics different in kind and degree from those of regular teachers, but they only report the opinions of teachers of exceptional children.

That the personality characteristics of the teacher of exceptional children is a relatively unstudied problem is further demonstrated by Laird and Ellis (1962). They report on doctoral studies in teacher education in the Journal of Teacher Education and note that the cross reference listing for "Teachers of Exceptional Children" has been dropped because "there were no studies that could be easily classified under these topics." A review of this same regular section of the Journal for the past ten years reveals that a significant dearth does exist.

The teacher of emotionally disturbed children, the major subject of this study, is likewise first neglected and then characterized in highly opinionated language. It would seem that the personality characteristics of this

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teacher should come under particular scrutiny because of the nature of the child this teacher deals with and the absolute necessity that persons assuming this teaching role be able to bring emotional stability to their classrooms.

In an early "survey" text on special education, Lord and Kirk (1940) have a chapter on education of teachers of special classes. It is significant that while they outline (by professional judgment) qualities of these teachers and necessary course subjects for university preparation programs, there is only cursory note of teachers of disturbed children and no note of the authors' notions of personal qualities or preparation programs.

Berkowitz and Rothman (1961, p. 129) describe a "strange, hybrid creature" while Glaser (1959) attempts to relate her internal flow of experiences in teaching disturbed children to the growth of her personality. Haring and Phillips (1962, p. 110) in a section entitled "personality factors" list such factors as "a firm belief in the potential of all children" and "a healthy and enthusiastic outlook upon living and working." Mackie, Kvaraceus, and Williams (1957, p. 13) under the heading "Personal Qualities of the Teacher" (suggested by a committee of experts) state:

> The personal qualities of the teachers of socially maladjusted or emotionally disturbed children are as important as their competencies. Children always learn more by example than by precept. They should be people of good judgment, possess a sense of humor, have the ability to place people and events in proper perspective, have adaptability and

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> flexibility of mind, be conscious of their own limitations, and idiosyncrasies, and have a normal range of human contacts outside the daily task of working with problem children.

In addition to this general description, they offer similar descriptions of personal characteristics of teachers who work in residential settings and teachers who work in day school settings. They note that there is some overlap and that research and evaluation is needed.

Morse and Dyer (1963) report that there have been no depth studies of the characteristics of teachers of the disturbed and under the heading, "Training of Teachers" they report several published articles concerning the teachers role in various treatment settings. A perusal of these articles reveals, again, highly opinionated observations based on the personal experience of the particular author, but relatively high feeling that the characteristics of the teacher vary according to the type of setting in which he teaches. These opinions are confusing since authors from same and different types of settings sometimes list opposite characteristics and sometimes the same characteristics. (LaVietes, 1962) (Douglas, 1961) There is relative agreement, though, that different settings require specific personality characteristics within the general type: teachers of emotionally handicapped children.

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Importance of the Study

There has been much precedent for the desire to understand the interaction of personality factors (personal characteristics, personal traits, needs, etc.) and the choices made by individuals for their life work.

> A better understanding of the ways different personality traits relate to different kinds of intellectual pursuits would not only provide a sounder basis for selection of students but also for counseling the individual student in his choice of a field of study. Guiding the student toward a field that best suits his present characteristics tends to preserve the status quo both in the individual and in the field he enters. Ideally the student ought to pursue the curriculum that would produce in him the most beneficial growth, even if it meant taking a course in which he did badly and had a very trying time . . . (Bereiter and Freidman, 1962, p. 589)

Nowhere is this importance more amplified than in teaching. The "half century of prodigious research effort" noted by Getzels and Jackson (1963) would seem to verify this. On the other hand, Getzels and Jackson (1963) also point out that "very little is known for certain about the nature and measurement of teacher personality . . ." In special education there is, based upon the complex role of the teacher of disturbed children, a more pressing need to provide for a better understanding of this interaction.

In special education it has been noted that opinion dominates the current state of knowledge about the characteristics of teachers, while at the same time great emphasis is placed upon the requirement that these same teachers

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possess "more of" or "different" characteristics than other teachers. A study of special teacher characteristics which is grounded in a solid theoretical framework would, at this time, be a significant contribution to special education. The concern raised by Duncan and Frymer (1960), in their model for research in teacher education would certainly apply to this study, in that the need for this study can be justified in its contribution as basic research (reality division: "those studies which are attempts to discover the nature of the situation, to describe what is") (Duncan and Frymer, 1960, p. 358) which has an ideological orientation.

It has been estimated that within the next decade, the need for teachers of disturbed children will triple (Haring and Phillips, 1962) and much of the responsibility for selection and preparation of suitable candidates will fall upon established teacher education programs. Federal monetary support, as previously noted, is ample evidence of the increasing interest in providing rehabilitative service, through education, to disturbed children. It seems urgent that investigation be pursued to examine the characteristics of these prospective teachers, much as psychologists did when federal funds were being utilized to prepare needed personnel. (Kelley and Fiske, 1951) Knobloch (1963), in his article on factors which influence programming for disturbed children, states:

> . . . There has virtually been no attempt to isolate important variables related to selection of prospective teachers of disturbed children and their subsequent effectiveness.
>
> It is hoped that within the next few years investigations will direct their attention to selection studies grounded in theoretical frameworks and away from the unreliable methods which are generally employed. . .

The information to be gained from studying teachers of disturbed children should then aid in the empirical identification of the qualities of persons engaged in this work. The need to look at the qualities of these persons according to the setting in which they teach and the clientele of the setting is also of importance.

A final consideration of importance is the contribution this study of teachers of disturbed children would make to all educational practice. It is possible that through the study of the atypical or abnormal that we come to a greater understanding of individual differences and their meaning to educational practice. This initial step should eventually aid in our understanding of teacher behavior with all children and of the teaching-learning process. The sharing of such understanding would certainly be to the benefit of both exceptional and non-exceptional children, and in particular to disturbed children.

Statement of the Problem

The problem under study in this dissertation is concerned with identification of the personality characteristics of teachers of emotionally disturbed children. The need for

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specially selected and specially trained teachers who serve children with emotional problems has been established primarily from expert opinion but no empirical system exists whereby special selective procedures can be employed. It has also been suggested that there may be specific personality characteristics for persons who teach in certain treatment settings while other sets of characteristics are specific to different treatment settings.

A sub-problem in this dissertation is investigation of the relationship between the theoretical orientations of the teachers in this sample and their personality characteristics. Taken together, the problems give rise to the following purposes:

1. To ascertain if there are identifiable personality characteristics which are common to teachers of disturbed children.

2. To ascertain if there are identifiable personality characteristics for teachers of disturbed children according to the setting in which they teach.

3. To ascertain whether or not a relationship exists between the personality characteristics of the teacher and his choice of educational framework and classroom approach.

Scope and Limitations

A basic procedure of the research was to derive a descriptive typology of in-service teachers of emotionally disturbed children in five types of treatment settings.

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Contrast groups consisting of undergraduate students preparing as teachers of disturbed children and graduate students who were enrolled in a course on education of disturbed children made up the remainder of the study population.

A complete range of treatment settings was in existence in the State of Michigan[1] thereby providing sufficient numbers of certified teachers of disturbed children as subjects for the study. One treatment setting outside the State of Michigan was chosen because of its well-established, high-quality school program which had teachers who were not specially trained, in university programs, to work with disturbed children. This setting was included because its total emphasis very closely fit the academic description of the particular type of treatment setting.

The general criteria for definition of treatment settings was formulated from the description given by Alt (1960) and from the description of public school programs given by the Michigan Department of Public Instruction, Bulletin 365 (Michigan Department of Public Instruction, 1964). The names and descriptions of these treatment settings are given in the list which follows.

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[1]Michigan is considered to be an exceptional state in total mental health programming for children. In particular three areas in child mental health are noted: 1) the number and excellence of child treatment and research facilities under state, local, and private control; 2) the provision for state reimbursement for public school classrooms for disturbed children; and 3) the number of undergraduate and graduate training programs for teachers of disturbed children. Of some twelve approved university and college training programs in the United States, three are in Michigan.

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Classification of Treatment Settings

1. State Mental Hospital

This setting is designed to accommodate children who require long-term treatment (two years or more). The characteristic clientele are children who are a danger to themselves and who cannot be cared for without more restraint than it is desirable in other settings.

2. Intensive Treatment, Training, and Research

This setting is designed to accommodate a small number of specifically defined children who require from six months to one year of treatment. The staff-to-patient ratio is frequently very high and qualitative treatment through individual and milieu design shares priority with training and research goals.

3. Residential Treatment

This setting is designed to accommodate children who require intermediate treatment (one to three years). Emphasis is placed upon the creation of a total therapeutic situation for rehabilitation of the disturbed child. The elements of treatment are usually: a) a conditioned or controlled environment, b) an individual life situation, and c) a healthful milieu.

4. Training School for Delinquents

This setting is designed to separate children from adults in carrying out provisions of the penal code and for re-education. The major goals are custody and treatment

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of juvenile offenders. Counseling and academic-vocational education form the elements of the re-education process.

5. Public School Class for Disturbed Children

This setting is designed to accommodate children who can remain in public schools but who require a specially adjusted school program and an altered classroom schedule. The characteristic clientele are children who are not profiting from their educational experiences and/or are disturbing to their groups because of an emotional problem.

The population of teachers was generated according to treatment setting with the exception of subjects from public school settings. These were selected arbitrarily from the list of Department of Public Instruction program approval applications available during February, 1965. In view of the descriptive goal of this study, every attempt was made to obtain as many subjects as possible in order to strengthen the nature of these descriptions, particularly in view of the method of analysis of data which is being utilized. In this regard, only minimums were suggested and in most groups these were met with little difficulty. The over-all procedure for choice of the study population is a modification of non-probability purposive sampling in which an objective basis (the classification of treatment settings) and the benefits of professional experience in several treatment settings were utilized to draw subjects which were satisfactory to the purposes of the study (Selltiz, Jahoda, Deutsch, and Cook, 1961, Appendix B).

One limitation was, in fact, the procedure for choice of subjects. Rather than explicit choice of subjects by sampling procedures, treatment programs were selected and potential subjects within programs were asked to volunteer their services. In most every defined treatment setting group there were individuals who did not wish to participate in the study and in at least one instance an entire institutional group did not wish to participate in the study. The problem of non-response is briefly discussed by Cornell (1961) in relation to educational research and the general implications, in light of the purposive representation of both treatment settings and individuals is to be found in the possible introduction of an experimental effect which would signal caution in generalizability of results. The descriptive goal of this study, the strength of the basic data, and the adequacy of configurational analysis would serve to eliminate the possible effect of sampling as a vitiating factor. In sum, the external validity of this study should be sound.

Another limitation is in relation to the choice of and administration of the instruments used in this study. The general regard for caution in utilizing projective self-reports would apply, particularly in view of the applicability of the chosen instruments, to a reasonably psychologically sophisticated population of teachers. The possibility of individual and group response sets is taken into account in the configurational analysis, in that it is patterns

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which will be sought. The publication describing development of these instruments (Stern and Masling, 1958) and the study of Travers, Wallen, Reid, and Wodtke (1961) give sufficient evidence for the use of these instruments and the treatment of data under both configurational and variance analysis.

A final limitation of a general nature is in the attempt to generalize from the present (patterns of responses on instrumentation) to the future (performance in the classroom). This presents various problems in educational-psychological research. Ryans (1964) has given a five-point exposition of this particular limitation and he expands the delimiting factor to include generalization to individuals. Ryans (1963a) discusses these from the standpoint of the shortcomings of past research. In this study there is no intent to define "effectiveness," "success," or "failure" of any group. "So many studies have overlooked both the complexity of interactions involved in teacher behavior and the complexity of the criterion. Somehow they have assumed that teacher competency could be easily defined and as easily judged once the magic words and devices were somehow stumbled upon." (Ryans, 1963a, p. 106) Any attempt to define such with teachers of disturbed children would severely violate this logic. It is proper, within the framework of this study, to infer behavior utilizing the concept of underlying needs (Murray, 1938) (Travers, Wallen, Reid,

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and Wodtke, 1961) in that the teacher's expressed needs or motives can be considered to represent potential behavior in the classroom. Considerable emphasis is to be placed upon this method and the descriptive goal of the study will serve as the primary focus. In this regard in general education (and in view of the pressing need for a beginning of theoretical research in special education), Ryans has stated:

> One factor impeding understanding of teacher behavior has been the failure to recognize that before progress can be made in any field of science, and before phenomena can be explained and their influencing conditions discovered, there must be a long period of investigation devoted to identifying the elements or components that make up the behavior under consideration. (Ryans, 1963a, p. 106)

One final specific limitation exists in that it was not possible for contrast group subjects to respond to one section of the Theoretical Orientations to Teaching Emotionally Disturbed Children Questionnaire. Since most were full-time students rather than in-service teachers, there is no response nor provision for analysis of them on the dimension of current classroom approach.

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CHAPTER II

REVIEW OF THE LITERATURE, THEORETICAL FRAMEWORK, AND DEFINITIONS

The first section of this chapter will give pertinent background and serve as a review of previous scientific and professional literature pertaining to the study of personality and personal characteristics in education. The second section of this chapter will be the formulation of the theoretical framework which guides the study. The third section will be specific assumptions and definition of terms and concepts utilized in the study.

Review of the Literature

There will be four subdivisions of the review, demonstrating the character of research on personality differences in professions in general, teachers in general, special education teachers, and teachers of disturbed children.

Personality Manifestations of Professional Groups

Several studies have been carried out in which personality characteristics of persons in various professional groups, exclusive of education, were studied. Roe (1953) (1956) studied social scientists and physical scientists and

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concluded that the personality differences were related to the person's field of specialization. She based her studies on psychoanalytic theory and found contrasts between the social scientists who had a concern for people and the physical scientists who had a concern for things; both concerns were based upon the individual's experiences in early family life. Gough and Woodworth (1960) utilized descriptive statements of stylistic concepts in their study of research scientists. They utilized a factor analysis to identify eight types of scientific styles among the scientists. Kelley and Fiske (1951), in the Veterans Administration study of clinical psychologists, utilized a number of academic and personality measures to predict what they had defined as clinical competence (ability in diagnosis and psychotherapy). Their findings were inconclusive due to the unreliability of certain criteria.

There have been a considerable number of studies of college students in various academic fields, excluding education. Sternberg (1955), utilizing patterns of test scores, found differences between groups of male college students. He concluded that these "differences were in accord with what might be termed 'logical expectations,' that is, there appeared to be a logical relationship between a pattern characteristic of a particular major group and the need satisfactions which would probably be found in the study field or in related occupations." (Sternberg, 1955, p. 17)

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Bereiter and Freedman (1962) (1960) studied female college students and found differences in such attitudes as unconventionality and social confidence, and behavior such as emotional stability. These differences were significantly related to field of study. They stated: "Whatever the reason, it does appear that some fields are relatively more attractive than others to liberal-minded people and some more attractive to conservative-minded people." (Bereiter and Freedman, 1962, p. 569)

Other studies compare various professional groups including teachers or persons preparing to become teachers. Blum (1947), utilizing the Minnesota Multiphasic Personality Inventory (MMPI) and the Strong Vocational Interest Blank, studied personality differences of 125 male college students in education, law, journalism, medicine, and engineering. He found greatest differences in vocational and avocational interest tendencies rather than personality traits. His findings may reflect the focus of the MMPI upon pathological personality traits rather than positive personality manifestations. Adams, Blood, and Taylor (1957) found what they termed a docility pattern, the strength of which differed between groups of experienced teachers, student teachers, and arts and science students. Cook, LeBold, and Linden (1963) found patterns of differences between education and engineering student responses to the Edwards Personality Preference Schedule and the Guilford Zimmerman Temperament Survey.

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Personality Manifestations of Teachers Other Than Special Education

There have been several reports which provide a general rationale for the study of personality of teachers. Symond's (1954) work has become well known and his studies support the contention that teaching is a function of personality and that other factors such as college preparation have only superficial influence. There has been wide testing of the influence of personality when compared with other factors and in the literature there are studies concerned with psychophysiology (Schwartz, 1950) and more recently with race (Pace, 1960). In general, much of the research has accpeted the contention that personality affects teaching and studies have been carried out in which persons who were not teachers were asked to give a picture of teachers as they knew them. (Saltz, 1960) The result was a pseudo-personality description. Another study attempted to link teacher and pupil personality (Amatora, 1954) and suggested that the well-adjusted teacher was important to the development of wholesome personality in children. Tanner (1945) described the pathological personality characteristics of persons rated as superior or inferior teachers based upon their student teaching ratings. Few conclusions can be drawn as none of the experimental evidence is given.

Several reviews of the literature or summaries of groups of studies exist. Barr's (1948) summary of the Wisconsin studies reports much of the work done prior to

that date. More recently the existing research on teacher personality and characteristics in relation to teachers in general has been summarized by Getzels and Jackson (1963). They point out the fact that there are varying conceptions of personality and that researchers fail to distinguish between them. Another significant note in their review is the failure of researchers to distinguish between sub-groups of the general teacher population, thus there is little reported research on teachers of exceptional children. Durflinger's review (Durflinger, 1963) of research on teacher characteristics reflects a similar attitude, even though there are several reported studies of teacher sub-groups. There appears to be considerable overlap between these reviews and Ryans' (1963) review of research on teacher behavior. Ryans utilized a taxonomy and thus, logically classified each study rather than merely reporting what had been done. The April, 1963 issue of Theory Into Practice presented the major issues involved in the perception of the teacher as a person. Most of the articles maintain a personality-characteristic orientation and many suggest that there are varying qualities to be found in teachers.

The positive suggestion of variance in teacher characteristics has been noted. In the summary of the "Wisconsin Studies of the Measurement and Prediction of Teacher Effectiveness," Worchester (1961) discussed personality of teachers and concluded that there was little attempt in

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these studies, to find if there were "patterns of personality traits of teachers especially effective with pupils who present particular patterns of personality." He indicated that some provision may be looked into wherein classes would be made up according to the characteristics of the pupils, "and teachers assigned whose own characteristics are appropriate for these children." Worchester further indicated that it may be desirable to employ teachers with different patterns of personality, different degrees of intelligence and so on for different grades and different fields of subject matter on the chance that each child will encounter some teacher whose specifications will fit his. Dugan's (1961) article, based upon her observation of teachers, gives further credence to the need to understand variance in teacher personality. She concluded that there may be no single personality factor which can be found. She suggested that a constellation of personality factors exists. "Personality is complex and dynamic, and is more than a sum total of personality factors for each individual; it is also the organization of these factors and the effect of them on other people. (Dugan, 1961, p. 334)

More variations are suggested in several studies which note differences between more specific groups of general educational workers. One such study is that by Wolfson (1957) who was moderately successful in differentiating between personality variables of teachers and guidance

counselors. This would seem to verify the statement by Callis (1950) that: "Individuals who choose to teach special subjects are basically different in attitude structure from other teachers." Stern (1963) cited several such studies in his discussion of methods of differentiating among teachers. Wandt (1954), in a sub-study from the data of the American Council on Education study of teacher characteristics, found differences in attitude patterns between elementary, mathematics-science, and English-social studies teachers, while Powell's (1950) study was in a similar direction. Garrison and Scott (1961) conducted a study in which differences were noted between upper elementary, general secondary, and special education college students. They found significant differences between secondary students and elementary students on measures of achievement and nuturance needs. They also found that special education college students displayed a greater achievement need than did the other groups of students. Southworth (1962) found significant differences, on measures of needs and values, of teachers who preferred early and later elementary. In the well known teacher characteristics study, Ryans (1960) reported differences in personal qualities and observable classroom behavior of elementary and secondary teachers. Specific patterns were reported for elementary, mathematics-science, and English-social studies teachers in addition to the general elementary and secondary pattern.

These findings are in agreement with those of Wandt (1954) which were previously cited.

A number of studies have been directed toward determination of qualitative properties of personality of teachers rather than magnitude of differences. These studies differ from others previously cited in that they represent findings in clearly differentiated patterns of response. Levin, Hilton, and Lederman (1957) in their summary of the Harvard Teacher Education Project report studies on authoritarianism and need satisfaction. Also reported was a dichotomy between interests of elementary student teachers and secondary student teachers. The dichotomy of interests was one of children versus subject matter. Jackson and Guba (1957) in an excellent analysis of Edwards Personal Preference Schedule (EPPS) scores of 118 male and 248 female in-service teachers, generated need profiles of both groups. Their study would seem to provide an excellent normative base for comparisons of needs in studies such as Southworth's (1962) and Garrison and Scott (1961). Barr (1960) discussed the importance of the teacher's personality and reported the development of a ranking method for assessment of personality characteristics. He outlined fifteen qualities and used synonyms thought to be associated with each quality as a description of the quality. He was able to generate patterns of response for a small group of teachers but no further definitive results were given nor were the patterns specifically named. Cook,

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Linden, and McKay (1961) utilized factor analysis of two personality measures given to teacher trainees and identified six factors: Docility, Dependency, Authoritarianism, Compulsive Conformity, Introversion-Extroversion, and Avoidance. They also found a discrepancy between the subjects idealized and observed personality. Lang (1959) reported the findings of his study of motives in which he utilized a non-standardized scale along with the EPPS. There was some reason to suspect acquiescense, however, he reported motives related to mothering for elementary teachers and motives related to academic and intellectual activity for secondary teachers. Stern, Masling, Denton, Henderson, and Levin (1960) reported on their development of two scales for the measurement of motivations for teaching. Their scales give ten motives which can be formulated into patterns which purport to describe particular types of teachers. The specific findings will be described in section three of this chapter and the instruments will be described in Chapter III of this study. Finally, in this group is Wandt's (1952) study which utilizes measures of attitudes to "study the relationships between teachers verbalized attitudes and various overt behavior." A factor analysis showed variation in patterns of response between elementary and secondary teachers on attitudes toward pupils and toward non-teaching personnel. The elementary teachers generally had more favorable attitudes. Other differences in patterns were toward parents and toward democratic classroom procedures.

Another group of studies, including some previously cited, give descriptive classifications of teachers based upon either patterns of responses to personality measures, analysis of classroom ovservations, or a combination of both. These studies are significant because of their seemingly educationally functional descriptions, their sound theoretical approach, and the strength of the particular measuring devices and analysis procedures which were utilized. Table 1 gives a condensed summary of the studies in this group. Other similar and more extensive classifications are reported by Ryans in the Review of Educational Research (1963c) and in the Journal of Teacher Education (1963b).

In all of the studies thus far, except Garrison and Scott (1961), the special teacher was either systematically omitted or purposely not considered in the study population. Several studies inferred that special qualities may be required by persons who teach divergent groups. Heil, Powell, and Feifer (1960) and Ryans (1960) considered the behavior of pupils in their overall study formulations and both specifically focused upon relationships between teacher personality and types of students in their discussion of future research. Heil, Powell, and Feifer (1960), in their discussion of groupings in elementary school classes stated:

> The findings of this study might be used to postulate children-teacher personality as a different kind of basis for grouping and, as a variation of this, intelligence-personality grouping. (p. 80)

TABLE 1

DESCRIPTIVE CLASSIFICATIONS OF TEACHER PERFORM

TABLE 1

DESCRIPTIVE CLASSIFICATIONS OF TEACHER PERSONALITY-BEHAVIOR TYPES BY DIFFERENT RESEARCHERS

Researcher	Personality-Behavior Type	Instrumentation	Primary Analysis
Heil, Powell, and Feifer (1960) Washburn and Heil (1960)	1. turbulent 2. self-controlling 3. fearful 4. intellectualization of feelings 5. feeling 6. self-confidence, self-assertive	1. Classroom observation 2. Teacher Education Examination 3. Personality self report: Maniford Interest Schedule 4. Role playing performance	Profile analysis Correlation Analysis of Variance Descriptions
Ryans (1960)	1. understanding, friendly vs. aloof, egocentric, restricted 2. responsible, businesslike, systematic vs. evading, unplanned, slipshod 3. stimulating, imaginative, surgent or enthusiastic vs. dull, routine	1. Classroom observation record 2. Direct attitude assessment 3. Indirect assessment of classroom behavior	Factor analysis Criterion scores (p. 113)
Stern and Masling (1958) Stern, Masling, Denton, Henderson and Levin (1960)	1. teacher centered; practical; dominant, orderly and dependent 2. child centered: exhibitionistic; nuturant; pre-adult fixated and non-directive	1. Teacher Preference Schedule Attitudes Gratifications	Pattern analysis Analysis of variance

TABLE I Cont'd.

TABLE 1 Con't.

DESCRIPTIVE CLASSIFICATIONS OF TEACHER PERSONALITY-BEHAVIOR TYPES BY DIFFERENT RESEARCHERS

Researcher	Personality-Behavior Type	Instrumentation	Primary Analysis
Masling and Stern (1963)	3. mixed: status-striving; critical (professional) identification) and exhibitionistic.		
Travers, Wallen, Reid, & Wodtke (1961)	A. 1. achievement need 2. affiliation need 3. recognition need 4. control need B. 1. warm, permissive-cold, controlling 2. quiet controlled, dull-stimulating, active 3. high ego strength-low ego strength 4. spends much time alone- little time alone 5. little concern with academic achievement-much concern	1. Utah Study of Behavior 2. Teacher Preference Schedule 3. Indirect assessment of classroom behavior 4. Classroom observation	A. 1. Pattern Analysis 2. Conventional Need Scores 3. Descriptions B. 1. Q Sort 2. Factor Analysis
Soloman, Bendik, and Rosenberg (1964)	1. permissiveness vs. control 2. lethergy vs. energy 3. aggressiveness vs. protectiveness 4. obscurity, vagueness vs. clarity expressiveness	1. Student Questionnaire 2. Classroom observation 3. Content analysis of tape recordings	1. Factor Analysis

TABLE I Con't.

DESCRIPTIVE CLASSIFICATIONS OF TEACHER PERSONALITY-BEHAVIOR TYPES
BY DIFFERENT RESEARCHERS

TABLE 1 Con't.

DESCRIPTIVE CLASSIFICATIONS OF TEACHER PERSONALITY-BEHAVIOR TYPES BY DIFFERENT RESEARCHERS

Researcher	Personality-Behavior Type	Instrumentation	Primary Analysis
	5. student participation vs. lecturing 6. dryness vs. flamboyance 7. warmth vs. coldness		

> Two special groups that have been considered as problems also come to mind:
> a) Disturbed or difficult children and
> b) Gifted children who are "underachievers."

Ryans (1963c) suggested that a similar study with teachers of "atypical pupils, such as the gifted, the retarded, and the handicapped" would be a possible direction of future research. There appears to be some beginning research in this vein as studies of structured and unstructured teaching methodology and its interaction with specific types of pupils (Grimes and Allinsmith, 1961) and the relationship between teacher personality and learner-supportive or threatening classroom structures. (Spaulding, 1963)

Personality Manifestations of Special Education Teachers

It has been suggested, from intuitive sources, that teachers of exceptional children are subject to diverse demands which necessitate divergence in specific personality characteristics. It appears though that personality characteristics of teachers of exceptional children, as a subject for empirical research, is only an emerging topic for research. Much of the literature is in the form of opinion or performance descriptions, from which personality can be inferred. One such source permeates the literature. Mackie, Dunn, and Cain (1959) in a nation-wide study of competencies needed for teachers of exceptional children, noted that "the personality of the teacher is of utmost importance. Many studies have been made and considerable research has been

done on personality characteristics of teachers in general, and so it was decided not to use the resources of this project to make a thorough study of this admittedly important factor in teaching success." They reported the opinions of a committee of experts and the opinions of their sample of 740 in-service teachers of exceptional children. A series of similar studies was carried out for each area of deviation and opinions about personality characteristics were gathered in the same manner. It is noteworthy that no documentation is given to support any of the opinions about personality.

The need for empirical research on teachers of exceptional children has been supported by Cain (1964, p. 211-212) who stated that: "The development of conceptual constructs and the testing of hypotheses have been subordinated to meet urgent needs which often require information that can be obtained from the collection of status data, by appraisal of the consensus of expert opinion, and by descriptions of programs in operations."

A beginning in empirical research on personality characteristics of exceptional children has apparently been made by Cawley (1963). His study examined "selected personality and interest characteristics of individuals oriented toward mental retardation." The results appear to be contaminated by poor design and inaccurate definitions, but they indicate that there may be patterns of personality

characteristics specific to persons "oriented toward mental retardation." The findings also were, based upon MMPI profiles, that there were no clinically deviant patterns although there was evidence of individual differences. Another study, utilizing the MMPI compared with subjective success-criteria is that of McBride, Hammill, and Gilmore (1964). They found five MMPI scales to be related to supervisor-rated "successful teaching" in a population of teachers of multi-handicapped children.

Personality Manifestations of Teachers of Disturbed Children

The same relative paucity of empirical research exists for teachers of disturbed children. Mackie, Kvaraceus, and Williams (1957), utilizing the same format as the previously cited Mackie, Dunn, and Cain (1959) reported the opinions of a committee of experts and a sample of in-service teachers of disturbed children. A list of nine personal qualities for teachers of disturbed children in day schools was given and a list of nineteen personal qualities which are important to the degree that they were suggested ". . . in addition to, or in greater degree than, those previously listed." In addition, the authors stated: "That teachers are needed who have the skill to develop a flexible pupil-centered, rather than a subject-centered curriculum." It is interesting that other, more recent research (non-special education) (Ryans, 1960) (Heil, Powell and Feifer,

1960) have found this to be a functional personality characteristic rather than a skill. Dorwald (1963), in a partial replication of the Mackie, Kvaraceus, and Willaims (1957) study, compared competencies but there was no note of personality characteristics.

Rabinow (1964) suggested that teachers of disturbed children should be classified as either task-oriented and person-oriented, although he gives no evidence of empirical assessment of either pattern. Berkowitz and Rothman (1960) described a permissive type educational program based upon need-acceptance theory. In their formulation the child is the focus of the teacher's activity and the teacher's principle role is toward acceptance and non-directiveness. Haring and Phillips (1962) described a structured type educational program based upon interference theory. In their formulation the structure of the program was the focus of the teacher's activity and the teacher's principle role was toward maintaining order and dominance. Haring and Phillips (1962) conducted a study of the differential therapeutic value of permissive and structured classrooms. They utilized the findings of Heil, Powell, and Feifer (1962) as the rationale for the selection of the teachers for their structured classes. They suggested that there was a causal relationship between the characteristics of the teacher and the maintainence of a structured classroom.

In a lay survey of the problems of obtaining treatment for disturbed children, Smith (1964) described the

educational program in three residential centers. Her descriptions vividly portray the variance of personalities required by these different educational programs.

Morse and Cutler (1964) under the auspices of the Council for Exceptional Children, conducted a nation-wide survey of public school classes for disturbed children. Through a factor analysis of the Ryans (1960) Teacher Characteristics Schedule and other data, they were able to describe, tentatively, the qualities of "the poor teacher," "the good teacher," and "the protective teacher."

Summary of the Literature

The review of the literature consists of four subdivision and reports research on personality manifestations in professions, teachers in general, special education teachers, and teachers of disturbed children. One general finding was the existence of personality differences between varying groups. Another finding was the relationship of the variations to the nature of the group, both for professions and teachers, such that it appears that persons of certain personality types are relatively more attracted to certain fields.

In special education, the empirical literature is sparse but reflects, both in opinion and experimental studies, the varying nature of personality characteristics by disability grouping. It appears though that personality

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characteristics of teachers of disturbed children, as a subject of empirical research, is virtually neglected.

Theoretical Framework and Definitions

Teachers personality characteristics, as previously noted, have not been well defined and much of the research on these characteristics has been carried out in a theoretical vacuum and in a fragmentary manner. (Ryans, 1963a) To help fill this vacuum, Ryans (1963 b;c) (1960) has formulated a theoretical model upon which research on teacher characteristics can be based. This investigation will utilize Ryan's theory of the teacher as an informative system and teacher behavior as information processing for its theoretical foundation.

> . . . the teacher may be considered an information-processing system that functions for the purpose of aiding the pupil in acquiring an appropriate behavior repertoire.
>
> Teacher behavior is defined genotypically by reference to a set of hypothetical constructs which have their focus in teacher decision making. These constructs are assumed to characterize the teacher system. They are postulated to interact with and mediate between (a) the conditions (i.e., inputs) influencing the teacher and (b) the observable teaching response in a particular situation. The functioning of the teacher-system we describe as "teacher information processing." (Ryans, 1963b, p. 274)
>
> In this discussion, a "system" will be defined simply as any identifiable assemblage of complexity organized elements of sub-systems (e.g., which may be behavior variables characterizing an individual group, etc.) which are interdependent and united by a common information network, which are characterized by a regular (i.e., lawful or orderly) form of

> interaction, and which function as an organized whole to attain some objective or produce some effect or end product uniquely characteristic of the system operating as a unit. (Ryans, 1963b, p. 277)

The role of personality characteristics and inferences about subsequent classroom behavior can logically be included in this formulation.

In Ryans' systems model there are three sub-systems which allow for the transmission of information both within and between the sub-systems. These sub-systems are:

a) Teacher capabilities and characteristics. (inputs)

b) Operating conditions and situational characteristics. (mediators)

c) Major classes of teacher (teaching) behavior. (outputs)

Thus, according to Ryans (1963b), the possibility of transmission (communications, exchange) of information between the sub-systems allows for the postulation of a meaningful association between inputs and outputs, both of which are observable. The mediating function is usually inferred "from analysis of the observable inputs, observable outputs, concomitants, and known sub-systems and their discernable interdependence." (Ryans, 1963b, p. 278)

One of the implications of this model for the understanding of teacher behavior is that it "directs attention to the importance of behaving styles of teachers . . . in facilitating information transmitted and subsequent pupil

learning." (Ryans, 1963b, p. 281) According to Ryans, teacher behaving styles "might be thought of as 'teaching styles' or as personal-social behavior patterns of teachers." (Ryans, 1963b, p. 284) It is an input dimension within the sub-system of teacher capabilities and characteristics and is further defined as "personal-social characteristics contributing to such behavior patterns as warm-understanding, responsible-systematic, stimulating-original, and attractive-articulate." (Ryans, 1963b, p. 280) This is consistent with the discussion of Getzels and Jackson (1962, p. 574) concerning the need to clarify the term personality when used in reference to teachers:

> There are profound differences in what is meant by the term personality. Despite its widespread use--surely no psychological term is more popular--personality is an inordinately elusive concept. Definitions are often contradictory, and observations based on one definition will contradict observations based on another definition. In general, the more common definitions may be classified into three main categories: (1) behavioral definitions, that is personality is the totality of a person's usual behavior; (2) social-stimulus definitions, that is, personality is defined by the response made by others to the individual as a stimulus; (3) depth definitions, that is, personality is the dynamic organization within the individual that determines his unique behavior. The problem is not that there are different conceptions of personality, but that researchers fail to distinguish one conception from another, and the data obtained in terms of one definition are not differentiated from the data obtained in terms of another.

The second definition (behavioral) is especially consistent with the concept of teacher behaving style and the instruments

to be utilized in measurement of the styles of teachers of disturbed children.

Ryans, utilizing this model, has classified much of the significant research on teachers and teaching as it fits into the model. His taxonomies (Ryans, 1963b;c) include as teacher behaving styles, sets of teacher behavior in which the teacher may be viewed from a behavioral frame of reference as Heil, Powell, and Feifer (1960) and as Ryans himself has suggested. (Ryans, 1960) Within the five sets of characteristic behaving styles, set five contains those "similar appearing" behavioral constructs which are hypothesized to influence the teacher to be "teacher centered" or "child centered" as a characteristic behaving style. These behavioral constructs are the result of the work of Stern, Masling, Denton, Henderson, and Levin (1960). (See also Stern and Masling, 1958) The assumption on which the work of Stern, et al., is based is that the behavior of the teacher is influenced by unconscious motives (Masling and Stern, 1963) or non-cognitive variables (Stern, 1963).

They are termed non-cognitive variables so that they may be distinguished from the more "consciously organized conceptual schema associated with measures of intelligence, aptitude, achievement, or performance." (Stern, 1963) Stern (1963) suggests that these variables may be related to creative type activity and are "measures of individual differences in attitudes, values, interests,

appreciations, adjustments, temperament, and personality." (Stern, 1963, p. 400) The assessment of these variables is described by Stern and he notes that the particular techniques for multivariate assessment are attributable largely to the innovations of H.A. Murray (1938).[1] "The purpose of Murray's constructs is to provide ways of describing dimensions of personality and environment as they are revealed in the characteristic strivings of the individual and his perceptions of the interpersonal world." (Stern, 1963, p. 407)

In reference to teacher behavior, the organization of underlying motives of the teacher is certainly a determinent of behavior. Individual motives are considered to represent trends in behavior that could be aroused by the presence of certain environmental cues and the strength of the particular motives can be related to the behavior of the teacher in the classroom. This formulation is entirely consistent with Ryans (1963b) conception of the teacher as an information processing system and within the systems model, unconscious motives are maintained as information input while patterns of these motives can then be described as characteristic teacher behaving styles. This rationale has been utilized, in a slightly different manner, by Travers, et al. (1961) and Wodtke, et al. (1963) to predict

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[1] See page 54-129, "The concept of need," including Murray's definition of need on page 123. Another well known application of Murray's need-press schema is: Stern, G.G., Stein, M.I., & Bloom, B.S., Methods in Personality Assessment. Glencoe, Ill.: Free Press, 1956.

teacher behavior in the classroom. The instrument used to measure these unconscious motives was the Teacher Preference Schedule (Stern, et al., 1960). In their own research, Stern and Masling formed three distinctive teacher behaving styles, two of which have relevance to teachers of disturbed children. The Stern Masling child-centered style corresponds with Berkowitz and Rothman's (1962) description of the teacher's behavior in their need-acceptance framework while the Stern-Masling teacher-centered style corresponds with Haring and Phillips' (1963) description of the teacher who functions in their structured setting. Both represent major theoretical approaches to teaching emotionally disturbed children and suggest several hypotheses which will be elaborated in Chapter III.

Definition of Specific Terms

In this study the following definitions will apply:

Teacher characteristics will refer to those observable inputs within the information system model. (Ryans, 1963b)

Characteristic teacher behaving style will refer to those personal-social characteristics contributing to certain behavior patterns (Ryans, 1963b;c) as measured by patterns of obtained scores on the Teacher Preference Schedule (TPS). (Stern, et al., 1960) The TPS booklet and its separate answer sheets are Appendix B.

Underlying or unconscious motives will refer to the obtained scores on the measures of ten individual motives of the TPS. A list of these motives, and their descriptions is attached as Appendix A.

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Teacher of disturbed children will refer to persons who are in-service teachers in one of the treatment settings described in Chapter I.

Graduate student will refer to persons who were enrolled in Education 882 - Seminar on Education of Emotionally Disturbed Children at Michigan State University during the winter term of 1965.

Undergraduate student will refer to persons who were declared majors (who were not engaged in student teaching with disturbed children) in special education for disturbed children. Included are all levels, freshman through senior.

Educational framework will refer to a teacher of disturbed children's choice of one of the four descriptions on Form I of the Theoretical Orientations to Teaching Emotionally Disturbed Children Questionnaire (TOQ) and Classroom Approach will refer to a teacher of disturbed children's choice of a description contained in Form II of the TOQ. The TOQ is attached as Appendix C. The titles of the individual paragraphs of the TOQ are as follows:

Form I - (Educational Framework)

Paragraph 1 - Psychiatric Dynamic
Paragraph 2 - Psychological Behavioral
Paragraph 3 - Psycho-educational
Paragraph 4 - Educational

Form II - (Classroom Approach)

Paragraph A - Structured, Interference Oriented
Paragraph B - Permissive, Need-Acceptant Oriented

CHAPTER III

PROCEDURE AND METHODOLOGY OF THE STUDY

The procedure and methodology of this study is based upon the descriptive method of research. Analytic description, as a sub-form of the descriptive method, is especially appropriate to fulfilling the general purposes of this study, since by its very nature, it is most appropriately utilized in discovery of the underlying nature of educational and psychological phenomena.

In the analysis of dynamic structures such as teacher behaving styles, it is certainly appropriate that the study take on a descriptive emphasis, which will be of great value by providing research results and information about a phenomena which at best can only be termed as non-quantitative. Such non-quantitative data as teacher behaving styles and underlying motives can be analyzed, from a research standpoint, through valid descriptive statements of the nature of its components which when meaningfully fitted together make up a conceivable and important whole. This formulation of research methodology is consistent with the need for a sound theoretical foundation noted in the previous chapter, the concern which must be paid to the nature of the study population, the complex nature of the

raw data, and the necessary requirement that the potential findings be of such depth that they provide extensive possibility for future study. These justifications are all in keeping with the nature of general educational research, and all research on human behavior, that of giving direction rather than scientific law giving.

The descriptive method in no way precludes the use of conventional forms of measurement and experimentation. Both are consistent with descriptive analysis and in this study are considered at specific levels, maintaining, therefore, an overall consistency with the purposes of the study and the assumptions required by the particular nature of the data generated in this study. This contention also holds in relation to the specific methods used for analysis of the data. Where appropriate, measurement and quantification are utilized, however, specific, non-numerical techniques are employed to increase the strength of the findings and to complement the nature of the data.

Objectives and Basis for Hypotheses

The objectives of this study are threefold:

First, to determine the characteristic teacher behaving styles (as previously defined) of persons who teach emotionally disturbed children.

Second, to determine the characteristic teacher behaving styles of persons who teach disturbed children in specific treatment settings. These settings have been defined in Chapter One.

Third, to ascertain whether or not characteristic teacher behaving style and stated theoretical orientation (educational framework and classroom approach) are related. A subsidary objective is to ascertain the relationship between current theoretical orientation (educational framework) and ideal theoretical orientation (educational framework).

Several hypotheses are advanced about behaving styles of teachers of disturbed children. These hypotheses are formulated from professional experience, observation of teachers in various treatment settings, and from the literature. The major implication to be drawn from the literature is that teachers of disturbed children should exhibit a different behaving style from other teachers. The two styles most frequently noted were the "structured" and the "permissive." It is possible that other characteristic behaving styles do exist, but little empirical evidence is given to demonstrate their existence.[1]

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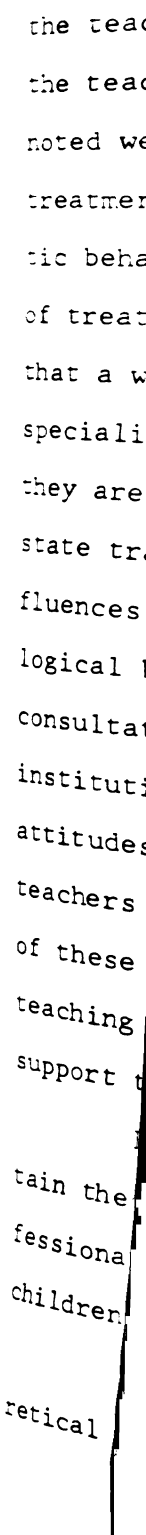
[1]Morse, Cutler, and Fink (1964) give a categorization of program types (p. 28) including those with dynamic substrata (psychiatric-dynamic, psychoeducational, and chaotic) and those with specific learning or conditioning theory substrata (psychological behavioral, educational, and primitive) and a third category of circumstantial (naturalistic type programs). They state ". . . a multitude of dimensions ran through the complex characteristics of the several programs, and that no single dimension or set of categories sufficed for their description. Certain extremes were clear, but no single continuum encompassed the variation." In this study, much the same rationale was utilized for differentiation of "permissive" and "structured." Specifically, "permissive" will refer to dynamic oriented choices of the TOQ and "structured" will refer to the learning or conditioning theory choices on the TOQ.



It has also been implied that the behaving style of the teacher should differ according to the setting in which the teacher teaches. The two settings most frequently noted were the open treatment (public school) and the closed treatment setting. It is likely that there are characteristic behaving styles which are specific to particular types of treatment settings. Intuitively, it is to be expected that a wide difference exists in style between teachers in specialized treatment, research, and training settings when they are compared to teachers in public school settings or state training school settings. Specific examples of influences likely to influence style are: (a) type of pathological behavior exhibited in the classroom, (b) amount of consultation and reciprocal valuing of staff roles, (c) the institutional attitude toward etiology, and (d) the teacher's attitudes toward the target children. Observation of teachers in several settings seems to support the validity of these differences. The functional descriptions of teaching roles, as found in expert opinion, also seem to support this contention.

Finally, professional experience suggests that certain theoretical orientations have an aura of pseudo-professional attractiveness to many who teach disturbed children.

It would seem that the value of a preferred theoretical orientation is often based upon the presence of or

lack of ideal conditions rather than its potential effectiveness with a specific group of disturbed children, showing specific symptoms, and modes of pathology. In many instances a continuing controversy exists as to the use of "permissive" or "structured" classrooms for disturbed children without cognizance of the typology of the children. Thus, teachers who have large classes of potentially aggressive and destructive children will maintain (because of professional attractiveness) that they prefer one orientation but that the setting in which they work will not allow it. If this is actually the case one would expect congruence between choice of ideal theoretical orientation, and the teacher's underlying motives rather than congruence between current theoretical orientation and underlying motives.

Research Hypotheses

Three main hypotheses are advanced on the premise that there would be observed differences in patterns of underlying motives, as measured by the Teacher Preference Schedule, and in theoretical orientation to teaching emotionally disturbed children, as measured by the TOQ. A further premise is that the patterns of motives observed could be formulated into characteristic teacher behaving styles which would be unique for teachers of emotionally disturbed children, and thus provide a meaningful typology. The first hypothesis was tested for the entire population and all others were tested for each treatment setting group within the total population.

Hypotheses were stated as follows:

1. There will be describable teacher behaving styles for the total population of teachers of emotionally disturbed children.
2. There will be describable teacher behaving styles for each of the treatment setting groups.
3. There will be a positive relationship between stated theoretical orientation and teacher behaving style.

One sub-hypothesis, pertaining to behaving styles of teachers was stated, since it related directly to the study and could be readily tested.

4. There will be separate, describable teacher behaving styles for male and female teachers.

Population and Sample

The population included persons who were in-service teachers of disturbed children in the five representative types of treatment settings described in Chapter One. The first four treatment settings (State Mental Hospital, Intensive Treatment, Residential Treatment, and Training Schools) will be referred to as closed treatment settings and the public school classes as open treatment settings. This dichotomy is in keeping with the classification suggested by Alt (1960). A complete range of treatment settings was available and were very much like the descriptions given.

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All but one of the settings was within the State of Michigan. The out-state treatment setting was included because it had a sufficiently large number of teachers who were, in contrast to other settings, generally not graduates of special education programs. A final reason for selection of this setting was its reputation for excellence of educational programming for disturbed children. Two contrast groups of students from Michigan State University were included in the population. The first consisted of undergraduate students who were enrolled in the special education for emotionally disturbed children curriculum. The second consisted of graduate students who were enrolled in a graduate course on education of emotionally disturbed children.

The method of choosing the sample for this study was a form of non-probability purposive sampling as described by Selltiz, Jahoda, Deutsch, and Cook (1961, pp. 520). Through professional judgment, representative settings were chosen and all persons who were teaching in that setting were invited to participate in the study. The actual method of selection was: (a) the educational supervisor or a responsible teacher-in-charge was contacted by personal letter which explained the general purpose of the study, gave the population of the study, and the time involved for each person. The letter also specified anonymity for all persons and settings and asked the supervisor to solicit his teaching staff as participants in the study. A return postcard was included upon which the supervisor indicated the

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number of teachers who were actually willing to participate. Upon receipt of the return post-card the investigator mailed dated sets of schedules to the responding supervisor along with directions for their return at no cost to the treatment setting. Personal telephone calls were made to each participating setting and the mailing procedure was re-explained along with stress upon the need to refrain from coercing teachers to participate in the study. Reassurance of the preservation of anonymity of teachers and settings was also given.

The rationale for choice of the settings was formulated to provide for a full range of types of treatment settings, accounting for all possible variations. Included in the selection of closed settings were, for example, both public and private settings; settings serving only boys and only girls and others serving both sexes; settings which had old, well-established programs and those with new and developing programs; and finally, those with specially trained teachers and those without specially trained teachers. The number of settings chosen within a particular type was based upon the need to maintain, in so far as possible, equal numbers of teachers in each group. In some instances the choice of settings exhausted the universe and in others it did not, as several possible settings were not included. The investigator's professional knowledge and judgement of the quality of educational program was, in

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all cases, the deciding factor in choice of a particular setting.

(b) A list of Michigan Department of Public Instruction approved public school programs for emotionally disturbed children was obtained and all classroom teachers who were listed on the approval application forms were included in the population for that group. The same personal letter - return post-card mailing system as described under (a) above was utilized. In this group all persons were contacted as individuals rather than through administrative channels.

(c) Undergraduate students were asked to read a two paragraph description of the study during enrollment appointments with their academic advisor. Those who wished to participate were asked to sign a list and subsequently were contacted by the investigator who arranged for each participant to receive a dated set of schedules along with instructions for their return to the College of Education at Michigan State University.

(d) Graduate students were read a two paragraph description of the study during one of their regularly scheduled class meetings of Education 882 - "Seminar on Education of Emotionally Disturbed Children" and were asked to participate if they chose. The instructor of the course made dated sets of schedules available and asked that they be returned at a future class meeting. The completed schedules were then turned over to the investigator.

Follow-up of initial non-respondents was by both letter and telephone, where appropriate. After a potential participant group or individual failed to respond to a second personal letter with another return post-card they were no longer considered for participation. In one instance an educational supervisor responded to the initial invitation by asking that his teachers (after discussion) be excluded from participation because of a previous commitment to another research project. Two other educational supervisors failed to respond to any communication. Cooperation was judged to be generally good except for those in the public school and graduate student groups, who in effect, were most difficult to contact and who were not part of an established group, but rather responded as individuals.

Follow-up of participants who had received dated schedules but who had not returned them by the specified date was by way of telephone call to educational supervisor in closed settings and through a general acknowledgement and request-for-return letter to individuals. In some cases up to two letters were sent and when possible telephone calls were utilized to effect return of outstanding schedules. This procedure was carried out with caution, as every possible effort was made to maintain anonymity and to preserve an attitude of freedom from coercion among the participants.

Table 2 gives the combined data on potential number of participants, the replies to invitations to participate in the study, and the numbers of completed schedules returned. The actual number of completed schedules returned was 148 which represented 88% of the schedules sent out and 78% of the potential participants, based upon the purposive sampling method.

Instrumentation and Data

The selection of instruments for assessing personality characteristics was influenced by four issues relevant to the purposes of the study. Substantial consideration was given first to the behavioral definition of personality and the non-cognitive formulation of the dimensions of teacher behavior advanced in Chapter II. This formulation necessitated an instrument which would yield objective assessment of "healthy, positively oriented" personality characteristics rather than those of the "pathological, negatively-oriented" types. A second consideration was the particular population under study and the need for differentiation among types of teachers. An instrument which gave assessments which were functionally congruent with the performance expected of the study population, as teachers, was required. Third, the results of previous studies and the ability of the instruments used in them to communicate information which was tenable data for the determination of teacher

TABLE 2

NUMBER OF TEACHERS CONTACTED, RESPONSE TO INVITATIONS TO PARTICIPATE AND RETURN OF COMPLETED SCHEDULES

Treatment Setting Group	Potential Number of Participants in This Study	Reply to Invitation			Schedules Sent Out	Completed Schedules Returned
		Willing to Participate	Not Willing	No Response		
Mental Hospital						
Unit A	6	6			6	6
Unit B	13	12	1		12	9
Unit C	7	7			7	7
Sub-Total	26	25	1		25	22
Intensive Treatment						
Unit D	6	6			6	6
Unit E	2	2			2	2
Unit F	12	12			12	12
Unit G	12	12			12	12
Sub-Total	32	32			32	32
Residential Treatment						
Unit H	10	9	1		9	8
Unit I	3	3			3	3
Unit J	13	13			13	10
Unit K	3	3			3	1
Sub-Total	29	28			28	22
Training School for Delinquents						
Unit L	16	16			16	16
Unit M	20	20			20	13
Unit N	5	5			5	5
Sub-Total	41	41			41	34

TABLE 2 Con't.

NUMBER OF TEACHERS CONTACTED, RESPONSE TO INVITATIONS TO PARTICIPATE AND RETURN OF COMPLETED SCHEDULES

Treatment Setting Group	Potential Number of Participants in This Study	Reply to Invitation			Schedules Sent Out	Completed Schedules Returned
		Willing to Participate	Not Willing	No Response		
Public School	31	9	2	21	9	9
Undergraduate Student	26	26			26	20
Graduate Student	20	20			20	9
TOTAL	204	180	5	21	181	148

behavior. Of particular concern was the need to utilize an assessment device with sufficient projectivity that important descriptive data could be obtained about the functioning or "psychological roles" (Redl and Wattenberg, 1959) of teachers of disturbed children. Finally, consideration was given to practical variables such as administration and scoring procedures, cost, and the availability of normative and validational data. A special consideration was the need to utilize an existing standardized instrument rather than undertake to develop an instrument.

A number of instruments were examined and discarded since they failed to meet one or more of the previously stated considerations:

1. The Minnesota Multiphasic Personality Inventory, a self-report test for clinical description of abnormal personality patterns.
2. The 16PF Test, a self-report test which has several advantages for research purposes and yields sixteen scores on traits which were derived from factor analytic methodology.
3. The Edwards Personal Preference Schedule, a paired-comparison self-report test which yields scores on fifteen needs which are useful to counselors.

4. The Guilford-Zimmerman Temperament Survey, a self-report test which measures ten relatively independent traits which were derived from factor analytic methodology.

The instruments selected for use in the study were the Teacher Preference Schedule (TPS) (Stern and Masling, 1958) and the Theoretical Orientations to Teaching Emotionally Disturbed Children Questionnaire (TOQ). Copies of both tests and their separate answer sheets are included as Appendices B and C. The data upon which these tests were developed was derived from a number of different sources including cognitive formulation of teacher motivational types, intensive interviews and individual projective tests of teachers who were thought to represent the various motivational types. The TPS consists of a measure of gratifications found in teaching (Form G) and a measure of attitudes about educational practices (Form A). Each form consists of 100 items distributed in blocks of ten, corresponding to the list of motives given in Appendix A. Appendix D gives a list of motives and item numbers for the G Form which was the main instrument used in the study. Stern and Masling have given the following description:

> These two tests are self-administering, following instructions reproduced with the question booklets, and require from 25 to 40 minutes to complete. Both forms require responses to be made on a sixpoint scale, ranging from "strong dislike, disapproval" to "strong liking, preference, approval" in the case of the gratification items, and "strong

> disagreement" for the attitude items. A special answer sheet was designed for this purpose. . . (Stern and Masling, 1958, p. 37)

The scoring procedure provides for a score of one (1) for strong rejection and a score of six (6) for strong acceptance. The total score per scale, then, can range between a minimum of ten (in the case of all ten items being strongly rejected) to a maximum of sixty (all ten items being strongly accepted).

The tests were validated on two independent samples through the use of item-discrimination analyses and inter-scale relationship tests. There was generally a high level of discrimination for all items. The range indices was from -.11 to +1.00, with a median of +.43 and the lowest scale average was +.26, well above the value indicating a significant discrimination. The inter-scale relationship tests were carried out through tetrachoric correlation and cluster analysis of the two scales. The correlations were generally positive and extensive tabular data is given to support the reliability of the scales. (Stern and Masling, 1958, pp. 43-48) An analysis of variance (samples, forms, and scales) yielded significant differences above the .001 level giving additional confidence that there were significant differences between Forms G and A and between the ten scales in each form. Travers, Wallen, and Wodtke (1963) substantiate these normative and validational indexes in their study of teacher needs in which they utilized the TPS as a criterion instrument.

The TOQ consists of four separate one (1) paragraph descriptions of specific educational frameworks and classroom approaches which are often associated with teaching disturbed children. The particular descriptive paragraphs utilized in this study were adapted from a study of programs for disturbed children completed by Morse, Cutler, and Fink (1964) in which they formulated seven descriptions of programs. Only four were utilized in development of the TOQ. The descriptions for classroom approach were generated from the previously discussed notions of permissive and structured programs. The teacher is asked to choose an educational framework which is most and least descriptive of the manner in which he functions in the classroom under both current and ideal conditions. The teacher is also asked to make a choice of classroom approach on a four-point scale which ranges from permissive-need acceptant to structured-interference oriented. Corresponding titles for descriptions of educational framework and classroom approach were given in Chapter I.

The TPS was scored by hand with stencils made for each scale from blank TPS answer sheets. The scores for each item on both forms of the TPS, the total score for each scale from the TPS, and the five choices form the TOQ along with the teachers identifying number and sex were transferred to an 8 X 11 summary sheet, which was then the source of the raw data for analysis. A check for accuracy of scoring and transfer was performed by taking a twenty per cent random

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sample of the summary forms and rescoring them by hand, making note of the number of errors. It was found that the amount of scoring error was negligible.[2]

Procedures for Analysis

In keeping with the purposes of the study, the previously stated rationale for descriptive analysis, and the goal of inferring to classroom behavior from assessment of underlying needs, it was decided to emphasize configurational analysis rather than conventional statistical procedures as the method for analysis of the data. To some degree the non-linear and inter-dependent nature of the data itself required a form of analysis where the usual statistical assumptions need not apply, and yet an effective analysis could be carried out. The use of configurational methodology has been reviewed by Gaier and Lee (1953) particularly in relation to personality profiles. They contend that "there is a growing belief that a configuration is important in its own right," and that "the discriminatory power of a prognostic instrument is partially a function of

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[2]In this test for accuracy of scoring, the sample of summary forms consisted of thirty (30) forms in which there were a total of 6000 scoring operations required. The total number of errors was twenty-one which is less than one half of one per cent error (the actual per cent was .35) in the hand scoring. This low per cent of error is an indication that there was a high degree of accuracy in the scoring phase of the study.

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how it is scored, and that an analysis which takes into account patterns of responses may have more predictive usefulness than the traditional total-score approach." (Gaier and Lee, 1953, p. 142) Cronbach and Gleser (1953) have discussed methods of forming descriptive indices applicable to the purpose of this study and they have formulated what they term "A Generalized Concept of Pattern Similarity." (p. 459)

The use of configurational or pattern analysis has been discussed by Travers, Wallen, Reid, and Wodtke (1961) in their study of teacher classroom behavior. They supported the view that the validity of analysis of variables such as underlying needs could be enhanced through use of pattern analysis.

> . . . pattern analysis procedure lends itself logically to the prediction of complex behavior based upon need theory. In a situation as complex as that of the classroom it is probable that needs interact in various ways in determining behavior. . .
>
> . . . in predicting the classroom behavior of a teacher one might expect the patterns of his needs to predict his classroom behavior at least as well, and perhaps better, than the absolute strength of the single needs. (Travers, et al., 1961, p. 601)

Travers , et al. (1961) as previously stated, utlized the TPS and found it to be a better predictor, with pattern analytic methodology, than other similar instruments. Overall, they found that independent need scores (from a battery of tests) predicted classroom behavior as well as pattern scores. This method was not a formal configurational analysis and some problems were encountered in defining strength of

needs. There was also evidence of inter-correlations between the pattern and conventional scores. Their results do, however, support the usefulness of the TPS as a predictor of classroom behavior when pattern analysis is the method of data analysis.

The specific method utilized in the study was Hierarchial Classification by Reciprocal Pairs (HICLASS) through which it was possible to classify the persons who participated in the study into types, or clusters, according to McQuitty's specific definition of a type. McQuitty has described a type and the methods for generating types as follows:

a) McQuitty's definition of a type:

> . . . every 'member' of a cluster is more like every other 'member' of a cluster than it is like any 'member' of any other cluster. 'Member' is here used in the first level of classification to refer to the items; but in the second it refers either to a reciprocal pair of items, or an item with a reciprocal pair of items, or an item with a reciprocal pair, or an item with an item, and in a later level it refers to a reciprocal pair of pairs of items, etc.; 'member' refers to the variables between which the indices mediate at any level of classification. The classification proceeds by selecting the reciprocal pairs from every matrix at every level of classification until the classification is completed. (McQuitty, 1964, p. 451)
>
> Hierarchial Classification by Reciprocal Pairs possesses at least three unique advantages: (a) it classifies all data into clusters which are redefined and presumably become more dependable as the analysis proceeds, (b) it does not superimpose the form of the structure, and (c) it indicates whether the classification is dimensional or typal. (McQuitty, 1964, p. 452)

b) Description of the method:

> Hierarchial Classification by Reciprocal Pairs is a statistical method for classifying people (institutions or other objects) into a hierarchial system based on indices of association between them. (McQuitty, 1964a, p. 1)
>
> The method selects initial pairs of objects which are indicative of types in terms of common characteristics and generally expands and improves the types by incorporating additional objects and by eliminating characteristics which are irrelevant to the description of the types. The method realizes both types of any size and successive levels of classification while at the same time limiting itself to reciprocal pairs. (McQuitty, 1964a, p. 1)

A matrix of interassociations between each variable and every other variable (item scores from the TPS, by groups) was generated. The measures of association used were agreement scores computed as part of the program for HICLASS available at the Michigan State University Computer Laboratory. All of the HICLASS procedures were performed on the Control Data Corporation 3600 Computer operated by the Laboratory. (Michigan State University: Computer Institute for Social Science Research, 1964).

Several HICLASS analyses were performed to meet the tests of the stated hypotheses. HICLASS analysis was performed for teacher and contrast groups, for the individual sub-groups by treatment setting, for sub-groups according to TOQ profile, and by sex. Table 3 gives a presentation of the analysis populations, the sub-groups involved, and the respective numbers of respondents in each group.

TABLE 3

GROUPS INCLUDED IN HICLASS ANALYSIS AND NUMBER IN EACH SUB-GROUP

TABLE 3

GROUPS INCLUDED IN HICLASS ANALYSIS AND NUMBER IN EACH SUB-GROUP

Population	Number in Group
Analysis 1 - HICLASS, Total Group	
Teachers of Disturbed Children	119
Student Contrast Group, all	29
Analysis 2 - HICLASS, Treatment Sub-Groups	
Teachers - Mental Hospitals	22
Teachers - Intensive Treatment	32
Teachers - Residential Treatment	22
Teachers - Training Schools	33[a]
Teachers - Public Schools	9
Students - Undergraduate	20
Students - Graduates	9
Analysis 3 - HICLASS, TOQ Profiles Sub-Groups	
Teachers - Structured Profile	40
Teachers - Unstructured Profile	18
Teachers - Mixed Profile, all	58
Teachers - Structured Educational Framework and Unstructured Classroom Approach	13
Teachers - Unstructured Educational Framework and Structured Classroom Approach	45
Analysis 4 - HICLASS, SEX	
Teachers - Male	62
Teachers - Female	57

[a]One respondent was eliminated because of incomplete response to the TPS.

The output from the computer program was inspected for accuracy by checking the original matrices and examing them for reciprocal pairs. Notation was made of the numbers of reciprocal pairs and the number of agreements for each reciprocal pair at each hierarchial level in order to determine the point at which the obtained patterns (hierarchial types) were most valid, and to determine the common characteristics for each reciprocal pair, by level, in each of the typal analyses. In this manner it was possible to order the emergent types by magnitude on a continuum as either (a) very strong (the type with the highest number of level one and level two reciprocal pairs), (b) strong (the type with the next highest number of level one and level two reciprocal pairs) and so forth including, (c) weak, and (d) insignificant. No descriptions were made for specific plots in which there was no pattern or type.

When the types within each analysis group were identified by structure (number of persons composing the type) and by magnitude (number of reciprocal pairs) (McQuitty, 1964a, p. 3), the various styles were formulated by plotting the mean TPS scores (the ten underlying motives listed in Appendix A according to the format utilized by Stern, et al. (1960) in their development of the TPS. The first four motives form the "child centered (permissive)" behaving style and the last four form the "teacher centered (structured)" behaving style with motives critical and status

striving falling into either of the two basic behaving styles. (Stern, et al., 1960, p. 43) On each plot the TPS scores (range 10 to 60) were marked to indicate low and high motive, thus giving a measure of strength of behaving style for each of the analysis sub-groups.

No further analysis, beyond use of mean scores, was attempted in view of the nature of the data generated by use of the TPS. This is in keeping with the preservation of the underlying order of the data as suggested by Lorge (1950). The configurational analysis was of sufficient strength that it was possible to formulate the behaving styles and remain within the framework of descriptive analysis which was specified in the initial section of this chapter.

One method of analysis of responses to the TOQ was by frequency distributions and percentage representations of the choices of the various groups of teachers.[3] Another method of analysis of responses to the TOQ was by determining the relationships between choices of current and ideal educational frameworks. This analysis was by Pearson product moment correlation performed on the Control Data Corporation 3600 Computer operated by the Michigan State University Computer Laboratory. (Michigan State University:

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[3]Analysis of the TOQ responses was carried out for the teachers only since it required responses based upon current performance in a classroom for disturbed children.

Agricultural Experiment Station, 1963). The procedure for test of significance of correlation coefficients according to McNemar (1949) was also utilized. Finally, the TOQ responses were formulated into three basic patterns based upon the combinations of responses to choice of educational framework and classroom approach. The titles of the individual paragraphs of the TOQ were listed in Chapter II, under Definitions of Specific Terms. In the formulation of the three basic patterns, paragraph 1 (Psychiatric Dynamic) and paragraph 3 (Psycho-educational) of Form I: Educational Framework and paragraph B (responses 1 and 2) of Form II: Classroom Approach were denoted as representing the unstructured (permissive) orientation while paragraph 2 (Psychological-Behavioral) and paragraph 4 (Educational) of Form I: Educational Framework and paragraph A (responses 3 and 4) of Form II: Classroom Approach were denoted as representing the structured orientation. A category of mixed Educational Framework and Classroom Approach was also denoted. On the basis of these derived profiles the third HICLASS analysis, previously noted, was generated. Finally, various frequency distributions and percentages of TOQ responses were utilized where they would enhance the basic analysis scheme.

The final HICLASS analysis procedure was according to sex of the teacher group. In the initial stages of the analysis it was determined that the number of male teachers in this study (and by inference, the percentage teaching

emotionally disturbed children) was much higher than the percentage of male teachers in the total teaching profession.[4] It was decided to include the sex dichotomy as part of the total analysis.

The specific statistical procedures utilized were the Mann-Whitney U Test (Siegel, 1956) and the Kruskal-Wallis One Way Analysis of Variance (H) (Siegel, 1956). The U is a nonparametric statistical test for two independent samples when at least an ordinal level of measurement has been achieved and the H is utilized for independent samples. These tests were used to test the null hypothesis that there were no statistical differences between identified behaving styles, where magnitudes were equal. The .05 level of significance was set as significant for acceptance or rejection of the null hypotheses. The achieved level of significance is reported for all of the statistical tests which were carried out.

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[4]In this study there were 52.1 per cent males and 47.8 per cent females in contrast to the national average for all classroom teachers reported by the National Education Association (1963). "In 1950, only 21.3 per cent of the public school teachers were men. The percentage has been increasing since the low of 14.1 per cent in 1919-20. Currently 31.3 per cent of the public school teachers are men." (National Education Association, 1965)

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

In this chapter the data gathered by the procedures described in Chapter III is presented, analyzed, and interpreted. The two basic sources of data for the study were teacher's responses to the TOQ and teacher's and contrast group responses to the TPS. The sequence of presentation of data will be first, to present the results of the analysis of the teacher's responses to the TOQ and then the results of the HICLASS which was partially based upon the profiles generated from TOQ data. This procedure for presentation and analysis appears to enhance the descriptive emphasis of the study and also, to allow for testing of the main hypotheses of the study.

Analysis of TOQ Responses

The first procedure was to attempt to determine the predominant choices teachers made in response to the TOQ. It was possible to categorize responses to the TOQ as either "permissive" or "structured" orientations according to the previously noted criteria concerning dynamic or learning theory substrata. These criteria have been noted in Chapter II and in Chapter III. The teacher's responses to Form I

(Educational Framework) represents a theoretical choice pertaining to methods of teaching disturbed children and Form II (Classroom Approach) represents a similar choice pertaining to the process of teaching. Thus, by tallying the teacher's choice of current educational framework (EF) and classroom approach (CA), by group, a measure of consistency of theoretical approach was generated. Table 4 presents the combined data on "current-most" educational framework and classroom approach for all teachers and for each treatment

TABLE 4

NUMBERS AND PERCENTAGES OF TEACHER RESPONSE TO TOQ CURRENT EDUCATIONAL FRAMEWORK AND CLASSROOM APPROACH ACCORDING TO THE PERMISSIVE-STRUCTURED DICHOTOMY

Group	Educational Framework				Classroom Approach[a]			
	Permissive		Structured		Permissive		Structured	
	N	%	N	%	N	%	N	%
Teachers, All	62	53	54	46	31	26	84	73
Mental Hospital	14	63	8	36	2	9	20	90
Intensive Treatment	20	63	12	37	7	22	24	77
Residential Treatment	10	45	12	54	4	18	18	81
Training School	15	48	16	51	15	48	16	51
Public School	3	33	6	66	3	33	6	66

[a]one teacher did not respond to this form.

setting group. On the whole, more teachers choose the permissive mode of educational framework (method of teaching) while fewer teachers choose the permissive mode of classroom

approach (process of teaching). The respective percentages from the table are 53 per cent and 26 per cent. The opposite pattern of choice exists for the structured approach with 46 per cent of the teachers choosing the structured educational framework and 73 per cent choosing the structured classroom approach. These percentages would seem to indicate that teachers of disturbed children make a definite separation between the methods of teaching and the process of teaching. The percentage differences seem to substantiate this finding for the total group of teachers. A similar comparison can be made for each treatment setting group from the data within Table 4. These frequencies and percentages give, in effect, a measure of consistency of choice for each treatment setting group. A group can be termed consistent in method and process where its collective percentages for permissiveness or structure are uniformly high on both dimensions and inconsistency is noted where a group's collective percentages are high on one dimension and low on another. In Table 4 the mental hospital and intensive treatment groups have higher EF permissive percentages and higher CA structured percentages indicating a mixed pattern which is inconsistent in terms of total theoretical orientation. The training school and public school groups have the reverse mixed pattern with concomitant inconsistency. The residential treatment group is completely consistent. This trend seems to reflect a preference by teachers in training schools

and public schools special classes for the structured, learning theory mode within a permissive classroom atmosphere while the mental hospital and intensive treatment groups prefer permissive methods within a structured classroom atmosphere. The residential treatment group prefers uniform structure. The training school and public school groups are, by tradition and purpose (see descriptions in Chapter II), oriented toward continuing academic performance and re-education (both have learning theory substrata) while the mental hospital and intensive treatment (the group with the largest percentage differences) are oriented, in theory, toward therapeutic education (dynamic substrata) and re-education, within the concept of psychiatric team treatment of disturbed children. The residential treatment group is appropriately between the two major orientations as its description and purposes indicate.

The teacher's responses to the TOQ included choices of both current and ideal educational framework which was most and least descriptive of their classrooms. This format generated a measure of the relationship which existed between the educational frameworks in which the teachers perceived themselves as most and least comfortable. Pearson product moment correlations (r) were computed, on the Michigan State University Computer Laboratory CDC 3600 Computer, for both sets of measures. The resulting r's were tested for significance according to the procedure recommended by McNemar (1949) wherein the t-test with N-2 degrees of freedom

was computed for samples with N<30 and a critical ratio (CR) was computed for samples with N>30. Where the CR was greater than 2.58 the corresponding r was denoted as significant. Table 5 presents the correlation between current and ideal EF which are most and least descriptive for all teachers and for each treatment group. The level of significance, where appropriate is also indicated for each r. These r's served as an additional indication of consistency of response to the TOQ by separate groups and also as an index of the relative group satisfaction with current program. Where the r for most descriptive ("What I do now and what I would like to do.") is lower than that for least descriptive ("What I do not do and what I would not do."), an assumption of satisfaction can be made for the group. Only the intensive treatment group reflects definite dissatisfaction. The trend toward dissatisfaction is strong for all teachers, for the mental hospital and public school groups (where both r's are significant) and more limited for other groups.

The final procedure for analysis of the TOQ was by formulation of the choices from Form I and Form II into patterns which would be consistent for each individual within treatment groups. This was accomplished by dichotomizing the teacher's responses into the previously noted permissive and structured modes and then combining the EF and CA dichotomized responses into consistent patterns for each individual within the various treatment setting groups. Thus,

TABLE 5

CORRELATIONS BETWEEN CURRENT AND IDEAL EDUCATIONAL FRAMEWORK WHICH ARE MOST AND LEAST DESCRIPTIVE FOR ALL TEACHERS AND FOR EACH TREATMENT GROUP

Group	N	Most Descriptive		Least Descriptive	
		r	CR or t	r	CR or t
Teachers, All	119	.30	3.33*	.61	6.77*
Mental Hospital	22	.38	1.83[a]	.74	4.91[b]
Intensive Treatment	32	.59	5.37*	.39	2.16
Residential Treatment	22	.008	N.S.	.48	2.44[c]
Training School	34	.23	1.32	.55	3.15*
Public School	9	.66	2.32[d]	.81	3.65[e]

*Significant CR
a. $p > .10 < .05$; b. $p > .01$; c. $p > .05 < .02$
d. $p = .05$; e. $p > .01$

when an individual teacher's response to EF and CA were both structured choices it could be assumed that his stated orientation to teaching disturbed children follows those approaches which have learning theory substrata, and similarly, the reverse, for those with the permissive orientation. A third group of teachers was also identified. They were termed eclectic or mixed as their choices relect either the structured mode of educational framework and the permissive mode of classroom approach or the opposite pattern. The first mixed group (structured EF and permissive CA) will be referred to as "Mixed-Orientation A" and the second mixed group (permissive EF and structured CA) will be referred to as Mixed-Orientation B." Table 6 presents the grouped data for teachers choices of structured, permissive and mixed theoretical orientations.

TABLE 6

NUMBERS AND PERCENTAGES OF TEACHERS CHOOSING STRUCTURED, PERMISSIVE, OR MIXED THEORETICAL ORIENTATIONS (EF AND CA)

Group	Group N	Structured N	Structured %	Permissive N	Permissive %	Mixed N	Mixed %
Teachers, All	117[a]	40	34	19	16	58	49
Mental Hospitals	22	7	32	1	4	14	64
Intensive Treatment	31	8	26	4	12	19	61
Residential Treatment	22	11	50	3	14	8	36
Training School	33	9	27	9	27	15	45
Public School	9	5	55	2	22	2	22

[a]Two respondents did not respond to both EF and CA

The majority of all teachers (58) preferred the mixed orientation when the responses are taken as a whole. No group has a majority choice of the permissive approach while the mental hospital and intensive treatment groups have more than fifty per cent choice of the mixed approach. The residential treatment and public school groups have more than fifty per cent choice of the structured approach. The training school group tends toward the mixed approach although a relatively high percentage of teachers in that group choose the permissive approach. It is to be noted that training school teachers choose the permissive approach more than any other group. To some degree these results are consistent with those derived from Table 4. The mental hospital and intensive treatment responses for method and process choices are consistent in their collective advocation of a mode which emphasizes treatment and education.

The residential treatment group continues in its structured orientation as in the previous analysis. The training school group continues as mixed in orientation. However, the public school group now becomes structured in its total orientation. Table 7 summarizes the highest percentage choices from both analyses and indications are given of the size of the per cent, where appropriate.

TABLE 7

SUMMARIZATION OF HIGHEST PERCENTAGES OF GROUP CHOICE OF THEORETICAL ORIENTATION TO TEACHING EMOTIONALLY DISTURBED CHILDREN

Group	Dichotomized Only (Table 4)		Dichotomized and Combined, (Table 6)
	EF	CA	
Teachers, All	Permissive	Structured	Mixed**
Mental Hospital	Permissive	Structured	Mixed**
Intensive Treatment	Permissive	Structured	Mixed*
Residential Treatment	Structured	Structured	Structured*
Training School	Structured	Permissive	Mixed**
Public School	Structured	Permissive	Structured*

* 50% choice by total group
** 45% choice by total group

This final form of patterns by structured, permissive, and mixed was utilized for a HICLASS analysis which included a further differentiation of the mixed pattern although no further frequency analysis was computed for the mixed group.

Results of HICLASS Pattern Analysis of TPS Data

Sixteen separate HICLASS were carried out on the data from the TPS. The method for determining the level at which

the obtained patterns (hierarchical types) were most valid, and for determining the common characteristics for each reciprocal pair, by level, for each of the analyses was given in Chapter III. The corresponding tables for numbers of reciprocal pairs and mean number of agreements by level are given below.

TABLE 8

NUMBER OF RECIPROCAL PAIRS AND MEAN NUMBER OF AGREEMENTS BY HIERARCHICAL LEVEL . . .

8a . . . For Teacher and Contrast Group

Hierarchical Level	Teacher Group; N=119		Contrast Group; N=29	
	Reciprocal Pairs	Agreements	Reciprocal Pairs	Agreements
1	18	44.2	6	46.6
2	8	40.1	2	39.5
3	11	38.9	2	40.0
4	8	37.3	1	39.0
5	7	30.7	2	27.5
6	4	29.2	2	20.5
7	3			
Total	56	40.4	15	38.4

8b . . . For Groups According to Treatment Setting

Hierarchical Level	Mental Hospital		Intensive Treatment		Residen. Treatment		Training School		Public School	
	P	$\bar{X}$	P	$\bar{X}$	P	$\bar{X}$	P	$\bar{X}$	P	$\bar{X}$
1	5	37.4	4	43.5	4	38.7	4	41.7	2	38.0
2	2	35.5	4	39.0	4	31.7	2	41.0	1	30.0
3	2	29.0	3	35.6	2	26.0	4	35.5	1	28.0
4	1	27.0	3	31.3			3	32.3		
Total	9	38.1	14	37.3	10	33.4	13	37.5	4	33.5

8c . . . For Groups According to TOQ Profiles: Structured and Permissive

Hierarchical Level	Structured Orientation		Permissive Orientation	
	Pairs	Mean	Pairs	Mean
1	7	40.1	5	37.4
2	5	34.4	2	29.0
3	1	36.0	2	25.1
4	3	32.3		
5	2	25.5		
6	1	29.0		
Total	19	35.0	9	32.8

8d . . . For Groups According to TOQ Profiles: Mixed

Hierarchical Level	Mixed Orientation, all		Mixed-1		Mixed-2	
	Pairs	Mean	Pairs	Mean	Pairs	Mean
1	12	42.0	3	38.0	10	41.1
2	7	37.5	3	31.0	5	35.2
3	4	33.7			1	36.0
4	3	29.0			2	32.0
5					2	26.5
Total	26	38.0	6	34.5	20	37.0

8e . . . For Male and Female Teachers

Hierarchical Level	Male Teachers		Female Teacher	
	Pairs	Mean Agreements	Pairs	Mean Agreements
1	8	44.5	11	39.7
2	5	39.4	5	36.6
3	7	36.8	2	37.5
4	3	35.3	4	33.7
5	3	33.6	2	33.0
6	1	36.0	4	28.7
7	2	26.0		
8	2	26.0		
Total	30	37.3	28	36.1

While there is no specifically advocated point at which patterns cease to be valid, in this study no further members were included in a pattern when the number of agreements were below thirty at a particular level. This, by professional judgment, represented a sufficient number of agreements within a matrix which was built on a 100 item test. The HICLASS method itself emphasized selection of the common characteristics of types and the elimination of characteristics which are irrelevant to the type, thereby giving additional assurance of the validity of the obtained patterns.

1. Behaving Styles for Teachers and Contrast Groups

The analyses were carried out for groups as indicated in Chapter III. The first analysis was for all teachers and contrast groups. Eleven types of teacher responses and three types of contrast group responses were identified along with two separate types for under graduates and one for graduate students. Table 9 presents the Mean TPS Scale scores for type identified, the magnitude of the type, and the number in each type for all teachers. One additional type with very low magnitude is not included in the table. The analysis for all teachers yielded one very strong type, three strong types, five weak types, and two insignificant types. The very strong and strong types are the basis for formulation of behaving styles I through IV for all teachers. Figures 1 - 4 present pictorial representations of the

behaving styles which were formulated. Behaving Style-I gives a picture of a relatively higher permissive orientation than structured although all scores fall within the median range on the scale. Attention is called to motives (M) rebellious and status-striving, both of which become part of the permissive style, thereby indicating a teacher who looks for change, possibly through innovation and who finds considerable identification with education as the profession in which this gratification is found. This general style might well be denoted as one which emphasizes moderate permissiveness and change. Other features of this style are its low M dominance and its higher M dependency giving a picture of relative assurance of personal value but a need for support from appropriate authority. The second behaving style gives a picture of strong acceptance of the permissive orientation and yet relatively closely following acceptance of the structured orientation particularly M orderliness and dependency. Included in this picture is the lower acceptance of M preadult-fixated. Once again, M rebellious and status-striving fall into the permissive orientation and together take on an innovative effect. This pattern reflects a teacher who recognizes the need for structure and dependence within an innovative, nurturant atmosphere yet maintaining appropriate status as an adult. This pattern is a reflection of a strongly therapeutic teacher, one who must maintain structure and yet rely

TABLE 9

MEAN TPS SCALE SCORES BY TYPE AND MAGNITUDE[a] FROM HICLASS ANALYSIS: ALL TEACHERS: N=119

TPS Scales	Type Identified, Magnitude, and Number of Persons in Each Type										
	I, VS N=18	II, S N=13	III, S N=8	IV, S N=6	V, W N=22	VI, W N=15	VII, W N=6	IIX, W N=6	IX, W N=6	X, In N=8	XI, In N=6
1. Practical	32.2	33.6	32.6	35.1	30.3	31.4	32.0	31.3	31.8	32.5	34.0
2. Status-Striving	43.6	49.3	43.7	41.3	42.5	50.2	42.3	39.1	44.8	41.6	44.6
3. Nurturant	44.8	47.9	46.2	46.8	43.7	47.6	37.0	42.0	45.3	43.7	40.8
4. Nondirective	43.7	47.1	40.8	43.6	45.0	47.0	44.5	40.0	41.1	38.7	40.8
5. Rebellious	42.0	43.5	31.5	35.8	33.6	41.6	38.0	24.3	35.5	36.6	35.5
6. Preadult-Fixated	39.5	40.1	39.3	47.5	38.9	42.3	36.0	39.0	44.3	36.5	38.5
7. Orderliness	33.0	34.6	33.2	37.0	24.0	31.2	32.3	30.0	33.8	30.8	34.1
8. Dependency	34.0	36.0	35.3	38.1	30.4	37.8	30.8	31.1	36.6	33.2	36.0
9. Exhibitionistic	40.4	48.9	44.3	43.8	41.0	47.3	41.8	40.0	44.8	36.6	40.8
10. Dominance	28.3	33.5	30.3	33.6	24.7	30.8	34.0	29.3	31.6	30.6	33.5

[a]Magnitude is abbreviated as follows: VS = Very Strong; S = Strong; W = Weak; and In = Insignificant

Types are identified by Roman Numerals

upon appropriate authority (a therapist, for instance) for direction. The third behaving style is one of commitment to the permissive orientation. While this teacher has high feeling for children (high M nurturant and lower M dominance) the intermediate acceptance of M preadult-fixated and M non-directive indicates an attitude of insecurity around the ability of the children to possess self-direction, therefore, this teacher remains an adult and attempts to control the children by personal display of self (high M exhibitionistic) probably through affection (high M nurturant). The innovative combination is broken also as M rebellious now becomes part of the structured orientation, indicating a need to maintain an atmosphere without change or of one who determines in advance the stage upon which he will perform and then maintains an unchanging role. The pattern could well be denoted as one an undecided performer who teaches disturbed children for the status it brings but also for the purported help which is brought to the children. The fourth style emphasizes higher structure especially M dependence and M orderliness within a strongly permissive orientation featuring high M nurturance and M preadult-fixated. M exhibitionistic and nondirective are approximately equal. This teacher appears to be one who has strong feeling for children and achieves great satisfaction from strong identification and participation in children's activities, in fact one who purports, in a controlled fashion, to be able

FIGURE 1

ALL TEACHERS: BEHAVING STYLE 1 (VERY STRONG PATTERN; N=18)

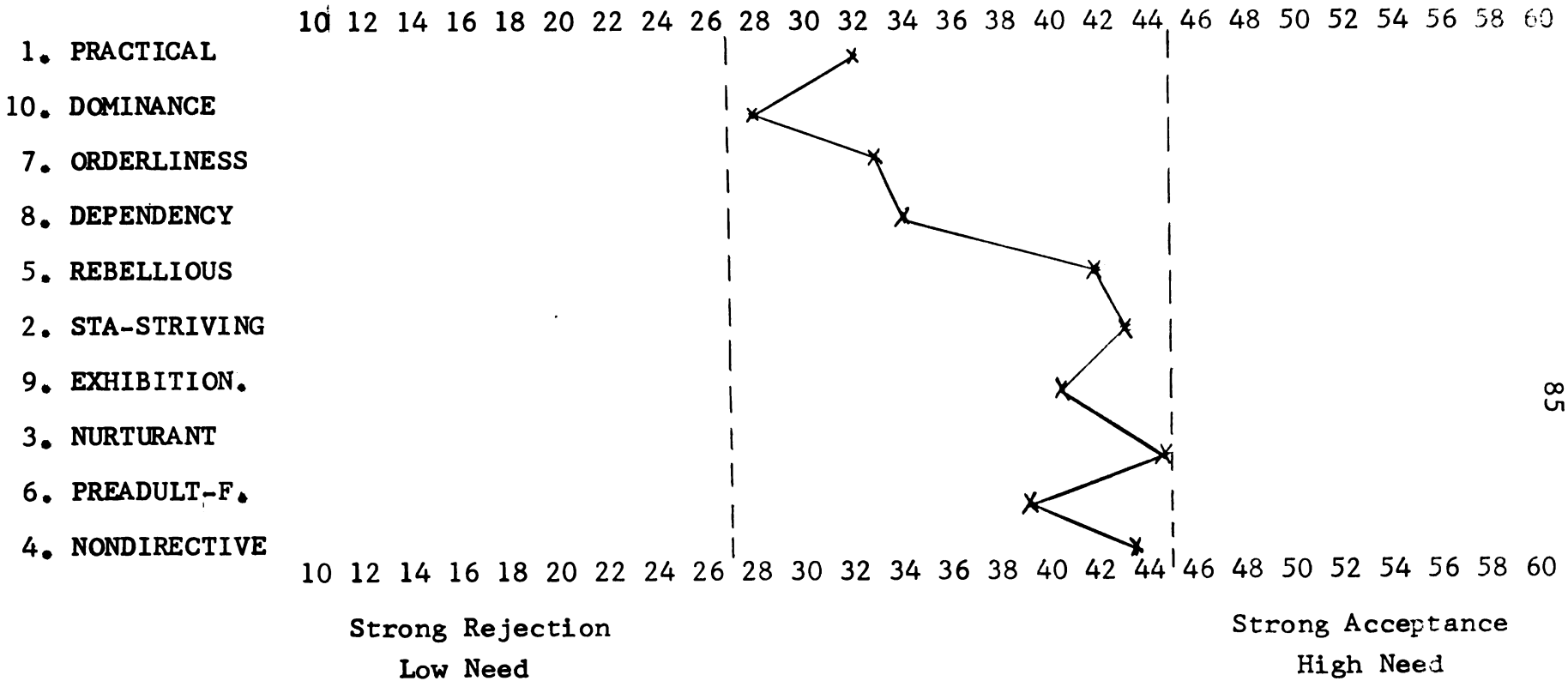


FIGURE 2

ALL TEACHERS: BEHAVING STYLE 2 (STRONG PATTERN; N=13)

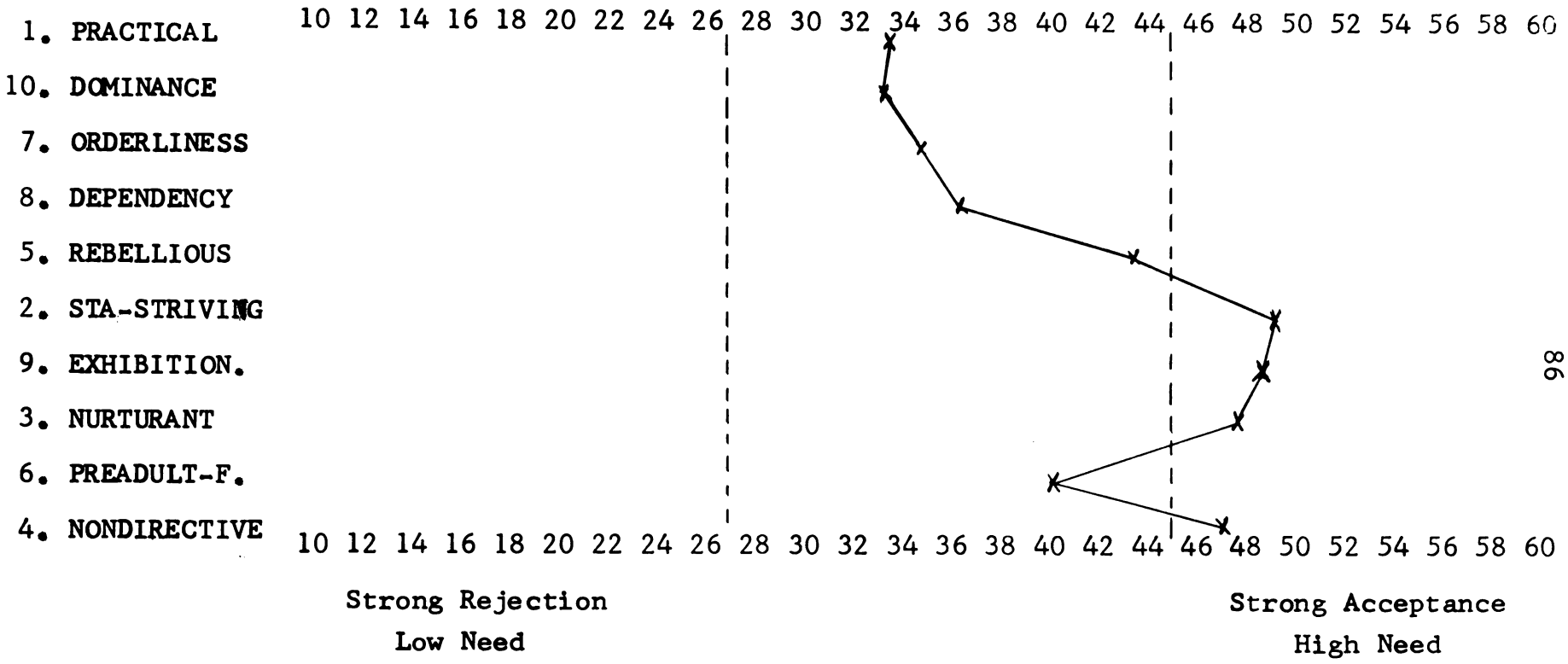


FIGURE 3

ALL TEACHERS: BEHAVING STYLE 3 (STRONG PATTERN; N=8)

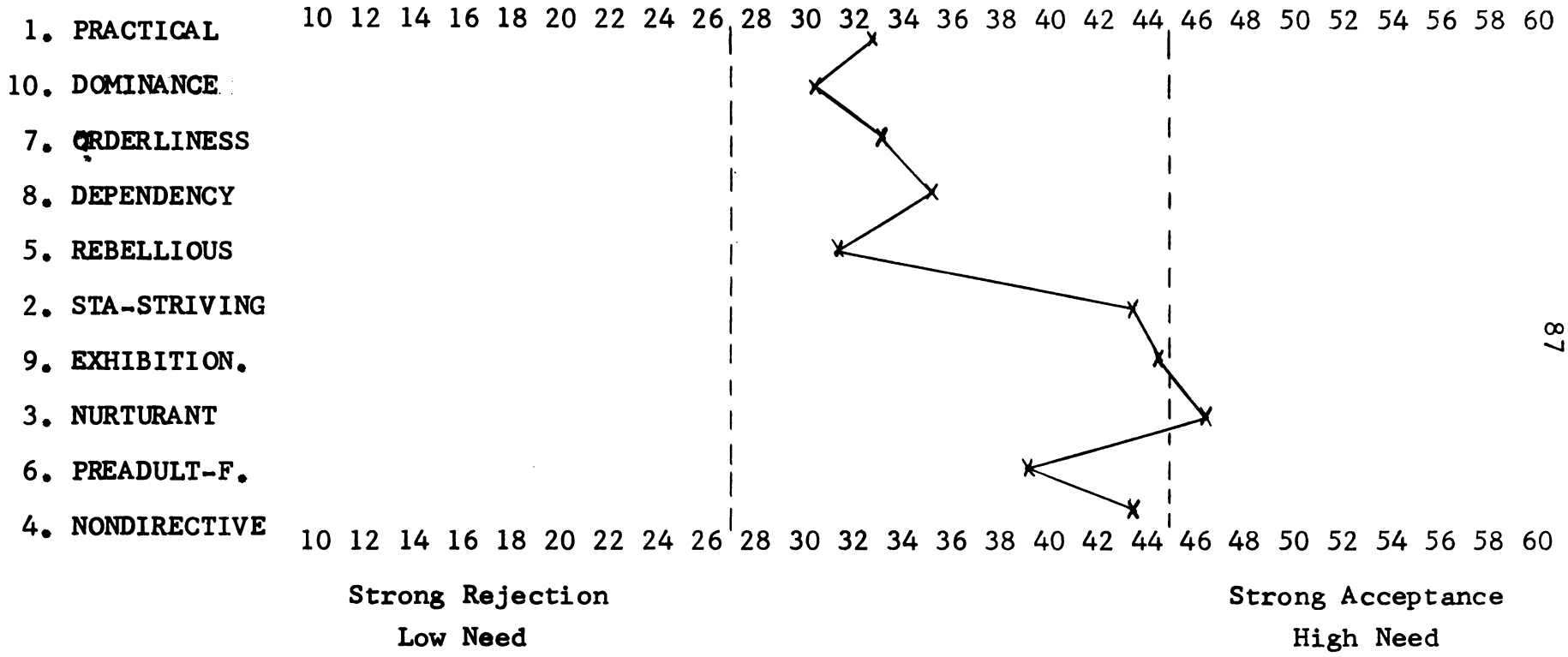
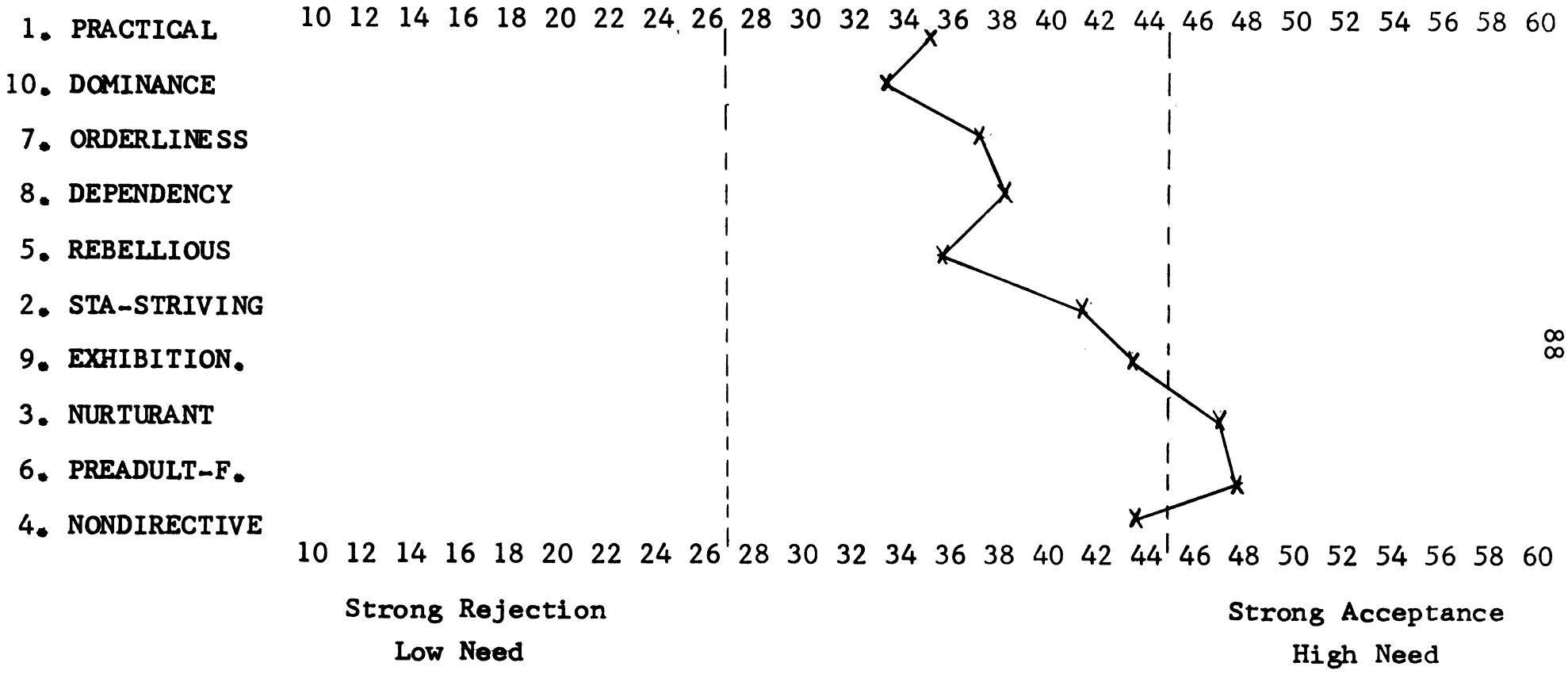


FIGURE 4

ALL TEACHERS: BEHAVING STYLE 4 (STRONG PATTERN; N=6)



to show by personal example how childhood is to be experienced. Within this style is a high need to maintain dependency upon appropriate authority and through it regulation of interpersonal relationships with adults. This teacher is essentially a dependent identifier with children who is able to maintain a structured learning environment yet allowing self-direction on the part of the children. There appears to be a dichotomy in interpersonal relationships with substantial differences in child and adult relationships.

Three separate analyses were carried out for the student contrast group. These included a comprehensive HICLASS for all students and individual analyses for undergraduates and graduate students. Table 10 presents the Mean TPS Scale scores by type identified, the magnitude of the type, and the number in each type for student contrast groups. One additional type for graduate students is not identified due to its very low magnitude. The one type, although weak, is described for graduate students while the very strong and strong types are the basis for formulation of Behaving Styles I and II for all the contrast group and for single behaving styles for undergraduate and graduate students. Figures 5 - 8 present pictorial representations of the behaving styles which were formulated.

TABLE 10

MEAN TPS SCALE SCORES BY TYPE AND MAGNITUDE FROM HICLASS ANALYSIS: STUDENT CONTRAST GROUP

TPS Scales	Contrast Group All, N=29			Undergraduate N=20		Graduate N-9
	I, VS N=28	II, S N=4	III, In N=7	I, VS N=14	II, W N=6	I, W N=7
1. Practical	30.2	34.0	25.8	29.4	32.8	29.5
2. Status-Striving	45.5	41.2	37.2	49.8	43.3	35.7
3. Nurturant	49.5	41.0	37.2	50.1	42.1	43.2
4. Nondirective	51.5	41.2	36.1	51.4	43.5	45.0
5. Rebellious	38.8	38.2	31.8	40.5	36.1	31.4
6. Preadult-Fixated	48.9	32.5	36.8	48.5	40.1	45.5
7. Orderliness	26.2	26.2	27.8	28.4	32.5	20.0
8. Dependency	31.7	30.0	29.2	32.8	35.3	27.4
9. Exhibitionistic	47.7	40.0	35.4	49.3	43.0	39.1
10. Dominance	23.0	26.0	24.4	24.7	23.5	15.8

The first behaving style for the combined contrast group is decidedly permissive with high M nondirective and preadult-fixated. High M status-striving enters this style also. Thus, we have a somewhat classical picture of the student preparing to become a practitioner. Essentially the student gives a picture of high need to relate to children, to allow them self-direction (note the high M nondirective and the concomitantly low M dominance) and strong need for personal display and identification with children. Their identification with the teaching profession

FIGURE 5

COMBINED CONTRAST GROUP: BEHAVING STYLE 1 (VERY STRONG PATTERN; N=18)

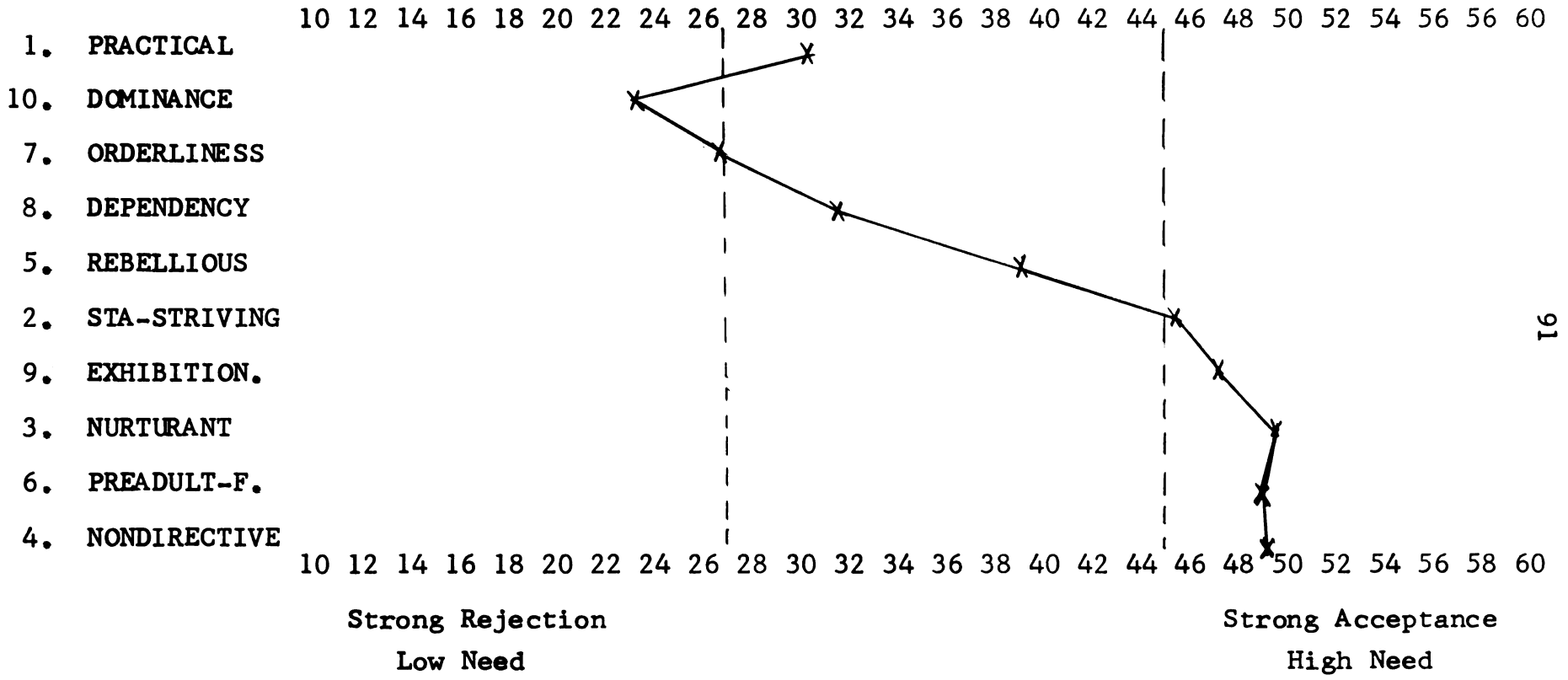


FIGURE 6

COMBINED CONTRAST GROUP: BEHAVING STYLE 2 (STRONG PATTERN; N=4)

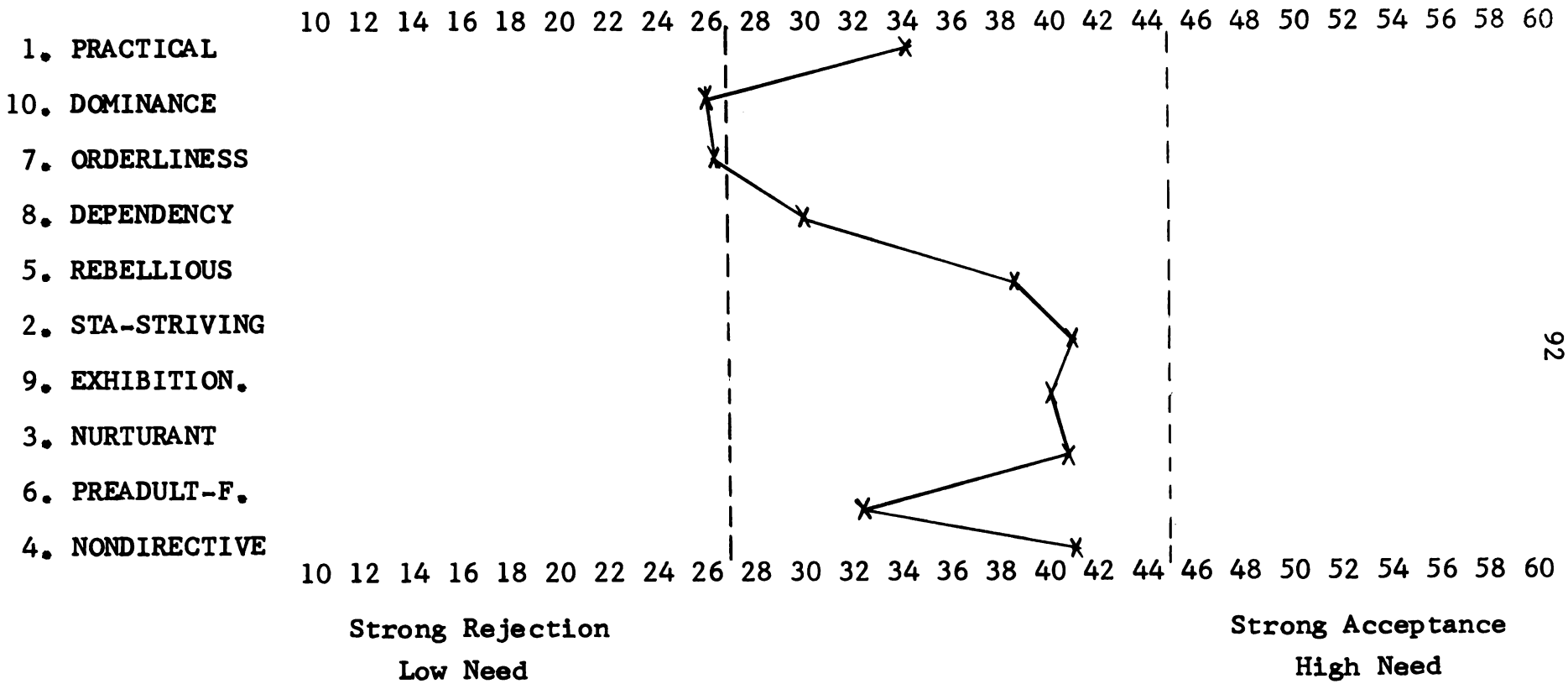


FIGURE 7

UNDERGRADUATE STUDENT: BEHAVING STYLE 1 (VERY STRONG PATTERN; N=14)

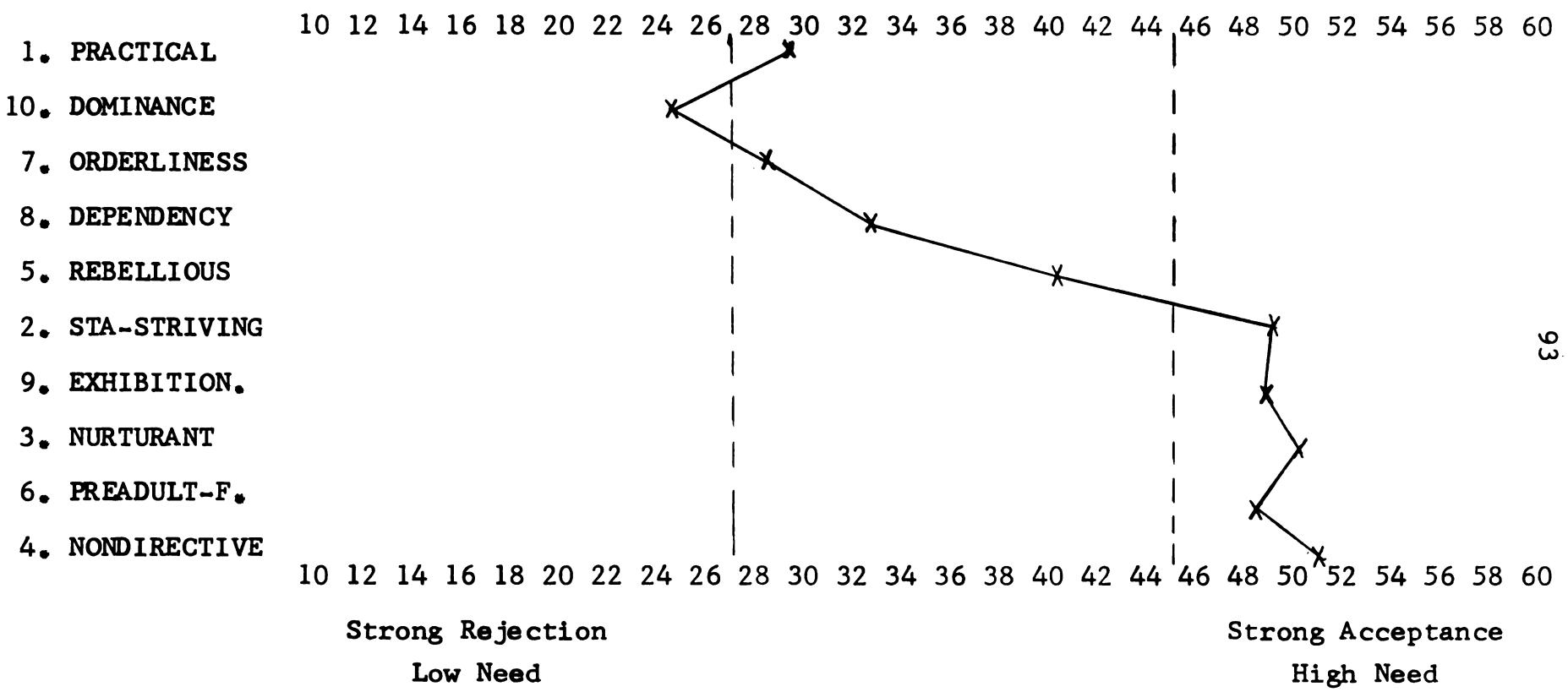
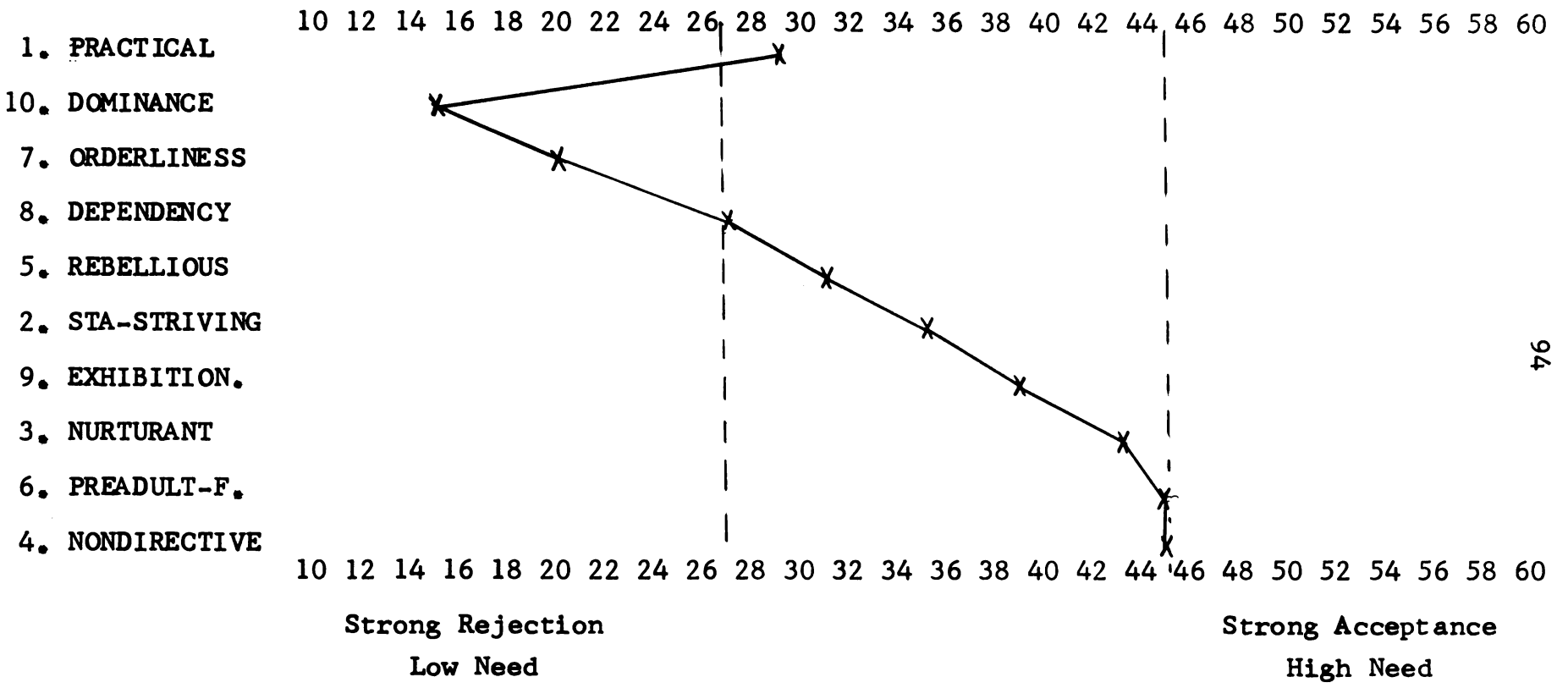


FIGURE 8

GRADUATE STUDENT: BEHAVING STYLE 1 (WEAK PATTERN; N=7)



is also high. Of particular interest is the low need for order and moderate need for dependence and pragmatic concerns. The overall pattern reflects an intense identification with teaching and children with lesser concern for the practice of teaching which, of course, few of these students had experienced. The additional, separate analyses for undergraduates and graduates were carried out to determine more clearly the type of pattern and style which would differentiate those with no actual teaching experience. Figure 6 shows the second behaving style for all contrast group and reflects a fairly conservative style, yet maintaining low need for dominance and order. There is only a trend toward the permissive style, but with relatively little identification with children and an undifferentiated structured style. The low number of cases in this style suggests that a highly individualistic pattern is operating and that perhaps more intensive assessment is required before a definite description of this style can be made.

The separate HICLASS revealed a style, shown in Figure 7, which is similar to Behaving Style I for the contrast group, but with much stronger motives expressing a primary pattern of permissiveness. Style I for Undergraduate Students reflects stronger identification with children and maintains the lesser concern for the actual practice of teaching. The final behaving style, although of weak magnitude, is for graduate students and is given in Figure 8.

Since the magnitude of this type is weak, caution must be exercised in interpreting the behaving style. The features of this style are the low M dominance and orderliness, and the high M preadult-fixated and nondirective with other motives spreading themselves within the intermediate range. This pattern reflects unusually high self-concept on the part of the respondent and an interest in personal interaction with children, through participation in which children are able to be self directing. The M nurturant and M exhibitionistic, in combination with other high motives, seem to indicate a person who welcomes a display of their own personality and a great deal of feeling for children. Essentially, this is suggestive of a counselor or therapist pattern, yet maintenance of status as a teacher (note M status-striving) is evident.

2. Behaving Styles for Treatment Setting Groups

The first HICLASS analysis for treatment setting groups consisted of teachers from state mental hospitals. Three types were identified, including two of strong magnitude, one of weak magnitude. One group of subjects was very poorly distinguished by magnitude as a type. Table 11 presents the Mean TPS Scale scores by type and magnitude for this analysis. The two strong types are the basis for formulation of Behaving Styles I and II for the mental hospital group. Figure 9 gives a pictorial representation of these

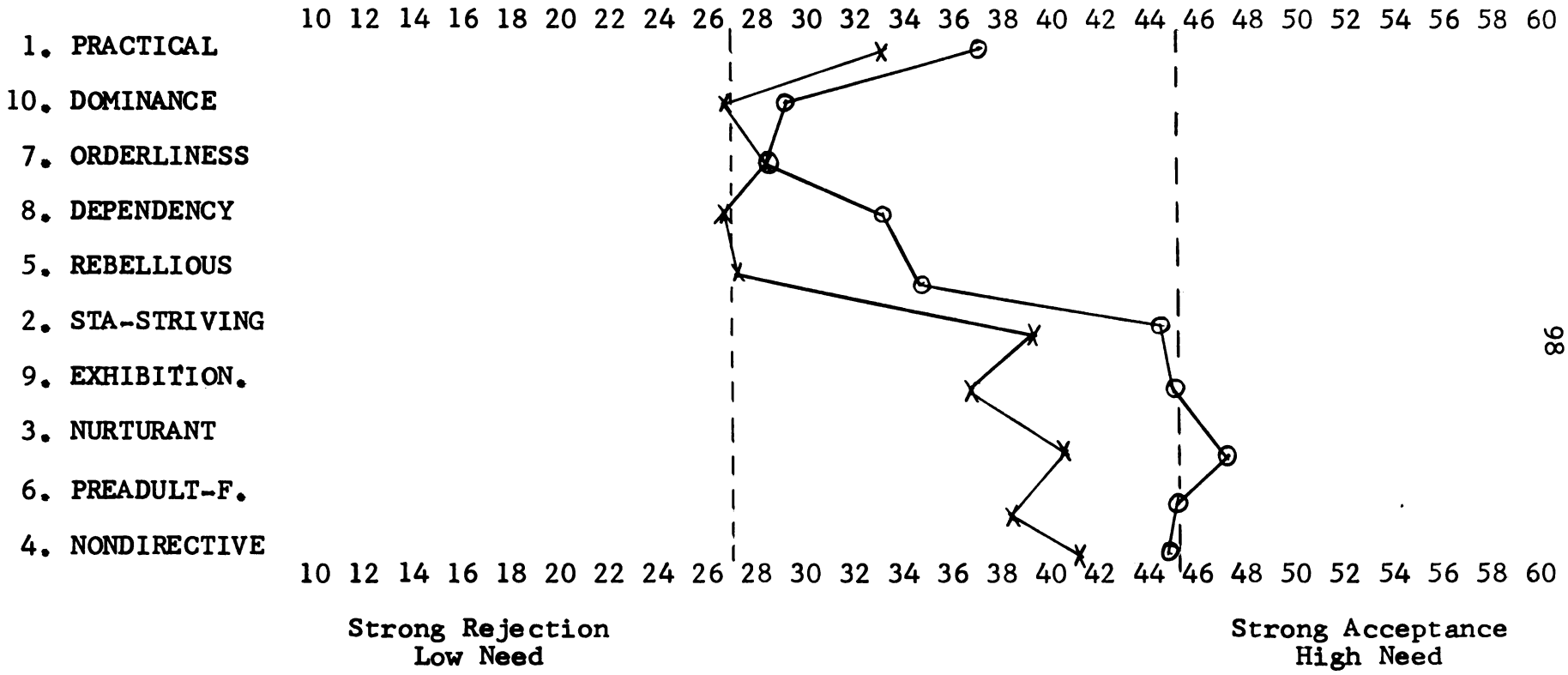
TABLE 11

MEAN TPS SCALE SCORES BY TYPE AND MAGNITUDE FROM HICLASS ANALYSIS: MENTAL HOSPITAL TREATMENT SETTINGS: N=22

TPS Scale	Type Identified, Magnitude, & Number of Persons in Each Type					
	I,S N=8	II,S N=6	III,W N=6			
1. Practical	33.1	37.8	34.5			
2. Status-Striving	39.5	44.3	42.3			
3. Nurturant	40.5	47.1	41.3			
4. Nondirective	41.2	45.1	40.0			
5. Rebellious	27.1	34.8	34.5			
6. Preadult-Fixated	38.2	43.5	39.8			
7. Orderliness	28.6	28.6	31.6			
8. Dependency	26.6	33.8	32.3			
9. Exhibitionistic	36.5	45.6	42.3			
10. Dominance	26.7	29.6	27.1			

FIGURE 9

MENTAL HOSPITAL: BEHAVING STYLES 1 AND 2 (STRONG PATTERNS)



Legend:

X - Style 1, N=8

0 - Style 2, N=6

behaving styles. Behaving Style I is characterized by low M dominance, dependency and rebellious indicating low need for structure or teacher direction while there is a more overt, yet intermediate pattern of permissiveness especially featuring M exhibitionistic and M preadult-fixated which are slightly lower than M nurturant and nondirective. This style seems to reflect a relative degree of need for independence (low M dependency) and a definite need to maintain the status-quo (low M rebellious). Seemingly indicated here is also rejection of authority and the need for supervision and guidance of their own activities while maintaining a reasonable facade of professional dignity with the children. This pattern, in relation to the intermediate degree of permissiveness or child centered attitude, with its equal need for identification with children and expression with some feeling for children and willingness to let them be self-determining, seems to reflect a "don't rock the boat, kids, I feel for you but we can't change" style of behavior. In other terms, particularly relevant to the mental hospital, the style reflects institutionalization on the part of the teacher. Behaving Style II is quite different. It features a primary permissive pattern with high feeling for children and willingness to let children be self-directing along with teacher willingness to display self and be identified with children (high M exhibitionistic and preadult-fixated) as a teacher (high M status-striving).

At the same time, there appears to be some tendency for change and innovation and reliance upon authority (intermediate M rebellious and dependency) and a great deal of identification with need for change in the instrumental values of teaching (M practical higher than M rebellious) and possible some tendency toward rejection of authority, supervision and guidance. The relatively low M dominant and orderly, in context with the other two overt motives of the structured pattern reflects a focus on independence and rejection of organization from above and doubt concerning prohibitions which authorities or supervision imposes. This teacher seems to represent one who is highly identified with children and who strives to maintain a high degree of status for the teaching profession while at the same time is somewhat hostile toward authority.

The second HICLASS analysis for treatment setting groups consisted of teachers in intensive treatment, training, and research facilities. Three types were identified, including two of strong magnitude and one of weak magnitude. Table 12 presents the Mean TPS Scale scores by type and magnitude for this analysis. The two strong types are the basis for formulation of Behaving Styles I and II for the intensive treatment group. Figure 20 presents a pictorial representation of these behaving styles. Behaving Style I is characterized by its primary permissive patterns with complimentary lower M preadult-fixated and relatively low M

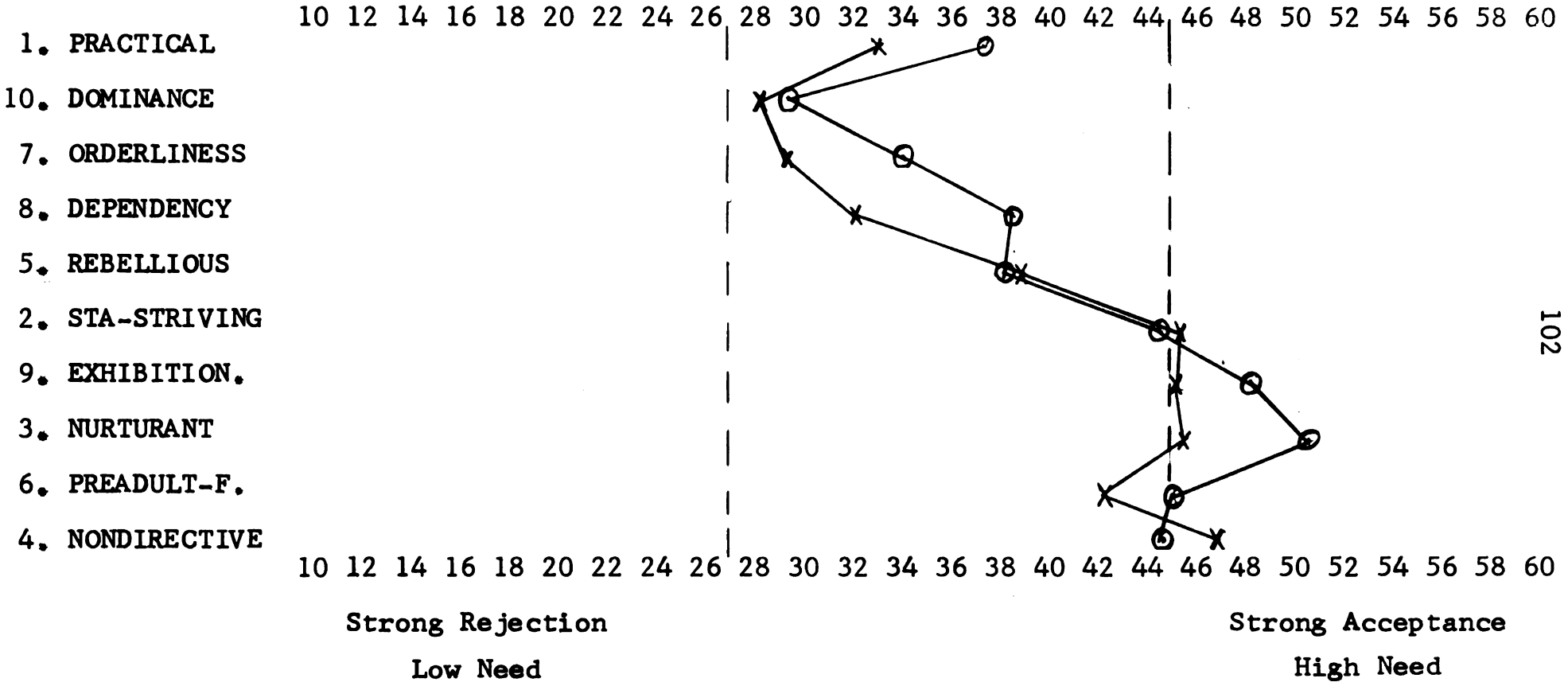
TABLE 12

MEAN TPS SCALE SCORES BY TYPE AND MAGNITUDE FROM HICLASS ANALYSIS: INTENSIVE TREATMENT SETTINGS: N=32

TPS Scale	Type Identified, Magnitude, & Number of Persons in Each Type					
	I,VS N=22	II,VS N=4				
1. Practical	33.1	37.5				
2. Status-Striving	45.9	44.7				
3. Nurturant	45.9	50.7				
4. Nondirective	47.0	44.2				
5. Rebellious	39.2	41.2				
6. Preadult-Fixated	42.2	45.2				
7. Orderliness	29.5	34.0				
8. Dependency	32.2	38.5				
9. Exhibitionistic	45.3	48.0				
10. Dominance	28.1	29.7				

FIGURE 10

INTENSIVE TREATMENT: BEHAVING STYLES 1 AND 2 (VERY STRONG PATTERNS)



Legend:

X - Style 1, N=22

0 - Style 2, N=4

dominance and orderly while the more intermediate M practical, dependency, and rebellious contribute to the pattern in terms of calculated detachment, reasonable need for change and innovation, and high identification with teaching. There is some reliance upon authorities for guidance although this teacher seems to have faith in the ability of children to change (high M nondirective and relatively high M rebellious) and is secure about his own ability to maintain respect for children without completely identifying as a child (high M nondirective and lowered M preadult-fixated in the child centered pattern. This teacher reflects a style of controlled-permissiveness. Behaving Style II is very similar with an increase in M nurturant, possibly revealing a person with high empathy for children and high need to be with and engage in innovative activity with children, although maintaining effective control, with supervision. This is especially noted in the generally higher mean scores for structure and the combination of M practical, dependence, and rebellious. This teacher reflects a style of high empathy with children and calculated control for fostering change in the classroom. One additional feature of this type is that all of the subjects identified in this type are from a single intensive treatment setting.

The analysis of the TPS Responses of teachers from residential treatment settings revealed three types. Table 13 presents the essential information pertaining to

TABLE 13

MEAN TPS SCALE SCORES BY TYPE AND MAGNITUDE FROM HICLASS ANALYSIS: RESIDENTIAL TREATMENT SETTINGS: N=22

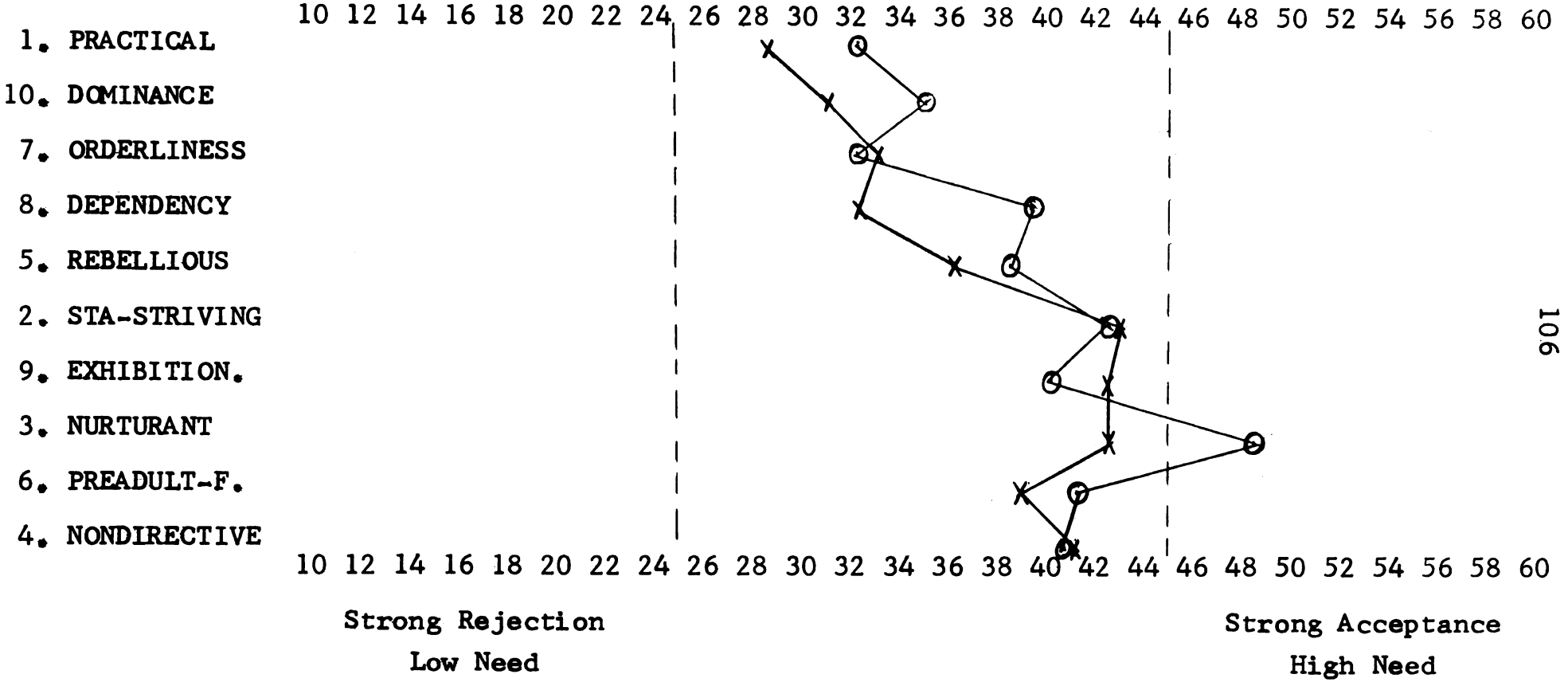
	Type Identified, Magnitude, & Number of Persons in Each Type					
	I, S N=11	II, S N=7	III, W N=4			
1. Practical	28.8	32.1	35.5			
2. Status-Striving	43.3	42.7	43.0			
3. Nurturant	42.2	48.4	43.2			
4. Nondirective	41.8	40.8	48.7			
5. Rebellious	36.3	38.4	42.0			
6. Preadult-Fixated	37.3	39.4	40.2			
7. Orderliness	33.6	32.2	32.2			
8. Dependency	32.2	39.7	29.5			
9. Exhibitionistic	42.3	40.1	45.7			
10. Dominance	31.4	35.5	32.7			

magnitude and number of persons constituting these types. The two strong types form the basis for the behaving styles shown in Figure 11. It should be noted that with the exception of a single motive (nurturant for Behaving Style II) that all the motives fall within the intermediate range although there is some spread from highest to lowest within the styles.

The implication of these intermediate scores is the possibility of evenly balanced patterns with outstanding features. Behaving Style I tends to focus on permissiveness with lower M preadult-fixated and rebellious indicating a balance between identification with children and adults and well developed need for change and criticism. In addition, the secondary structured pattern is fairly well developed and there appears to be need for reliance upon authority and a lack of concern with the tangible goals of teaching. This style reflects a dedication to teaching with calm assurance. Style II features high M nurturant, relatively high M dependent which is equal with M rebellious, exhibitionistic, preadult-fixated, and nondirective. Motive dominance also interacts in this style. The separate patterns are not well defined although permissiveness is more dominant than structure. It appears that this teacher is very supportive but yet somewhat directive of children and seeks change while maintaining some status as an adult (equal M dominance and preadult-fixated). There is relatively

FIGURE 11

RESIDENTIAL TREATMENT: BEHAVING STYLES 1 AND 2 (STRONG PATTERNS)



Legend:

X - Style 1, N=11

0 - Style 2, N=7

high dependence upon direction and some concern over maintaining control within a pupil-centered classroom. This style reflects dedicated manipulation of children through directed use of self in an atmosphere of controlled freedom. One additional feature of Behaving Style II is that four of the seven individuals who form its basic type all represent a single residential treatment setting.

The analysis for training school teachers yielded one strong type, three insignificant types, and one group with very low magnitude. Table 14 presents the essential information pertaining to magnitude and number of persons constituting these types. The behaving style formulated from the single strong type is shown in Figure 12.

This behaving style features wide variance in individual motive scores and a uniqueness characterized by a lack of definate formulation of either pattern. There are equally high M status-striving and nurturant, rebellious and exhibitionistic, and dependency and preadult-fixated. There appears to be high need for personal status and criticalness at one point (M rebellious, status-striving and exhibitionistic) and at another point there is high need to relate to children and to maintain a pupil centered classroom (high M nondirective and relatively low M dominance). The interaction of M dependency and M preadult-fixated and of dependency with rebellious is noteworthy. The first interaction reflects a need for direction from without as

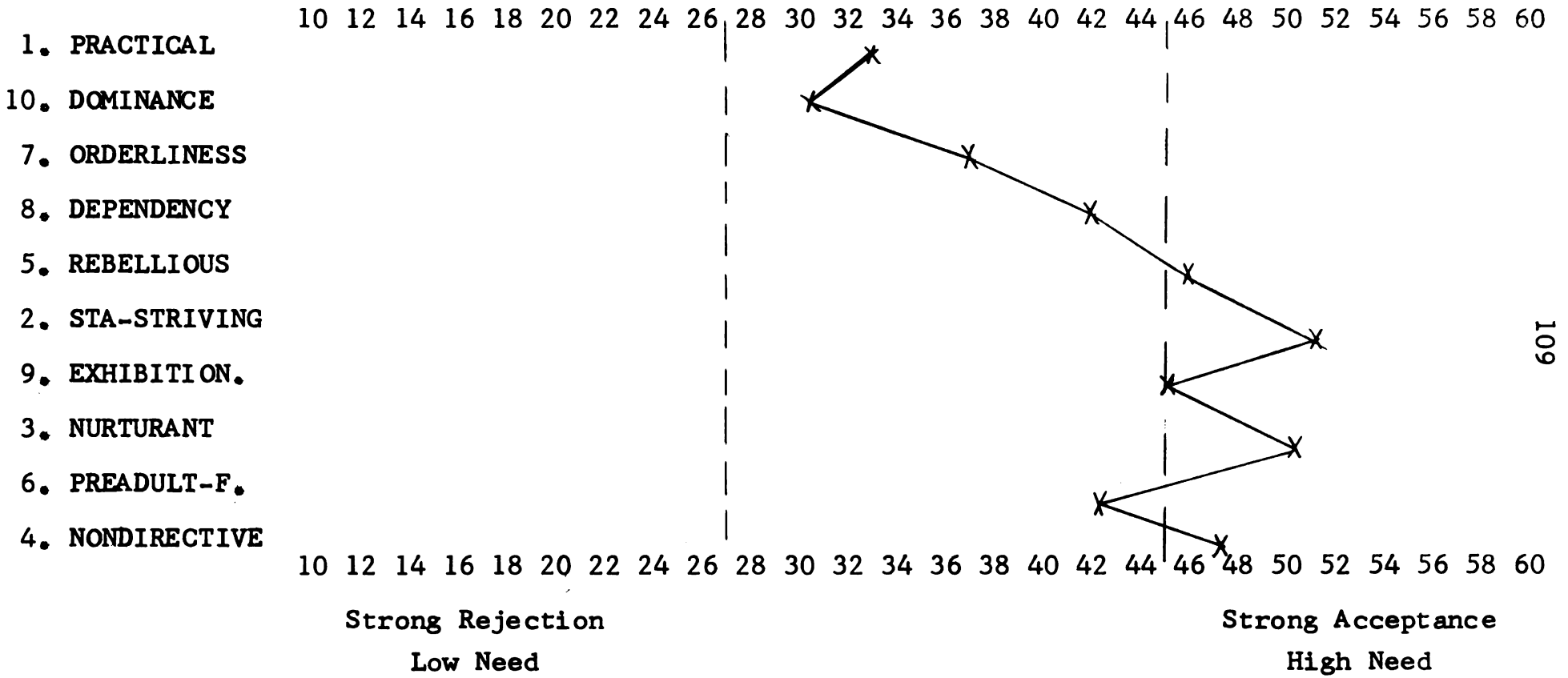
TABLE 14

MEAN TPS SCALE SCORES BY TYPE AND MAGNITUDE FROM HICLASS ANALYSIS:
TRAINING SCHOOL SETTINGS: N=33

TPS Scale	Type Identified, Magnitude, & Number of Persons in Each Type					
	I,S N=9	II,In N=6	III,In N=4	IV,In N=3		
1. Practical	33.8	32.0	34.5	24.6		
2. Status-Striving	51.7	42.0	40.5	45.6		
3. Nurturant	50.1	40.5	42.7	45.6		
4. Nondirective	47.8	39.0	41.5	40.3		
5. Rebellious	46.3	35.3	37.0	29.6		
6. Preadult-Fixated	42.0	37.1	36.2	45.0		
7. Orderliness	37.1	31.0	36.2	27.0		
8. Dependency	42.0	31.6	39.7	33.6		
9. Exhibitionistic	45.0	38.0	43.0	42.0		
10. Dominance	31.1	27.8	35.0	27.3		

FIGURE 12

TRAINING SCHOOL: BEHAVING STYLE 1 (STRONG PATTERN; N=9)



if in their (teacher's) identification with children they interact in an aquiesent manner with authority. There is also high need for personal status which over shadows the high need to relate to children and their identification with deprived groups. This style reflects a mixture of high needs and strong dependence and status-seeking complex.

The final analyses for treatment setting groups was carried out for public school teachers. Table 15 presents the mean TPS scale scores by type and magnitude. There were two strong types identified and they are formulated as behaving styles in Figure 13.

The first behaving style is decidedly permissive as shown by the high M exhibitionistic, nurturant and nondirective with relatively high preadult-fixated and high status-striving entering the picture. The relatively low M dominance and orderliness confirm the permissive picture. There is acknowledgement of identification with children as a teacher, but there is a tendency to maintain an unchanging mode (low intermediate M rebellious) and to focus attention upon the instrumental rewards of teaching (intermediate M practical). In addition, there is some need for dependence upon authority for guidance, although the rejection of order and organization would seem to initiate attempts by authorities to bring guidance and organization to the classroom. This style reflects desire for freedom and relatively unchanging, disorganized behavior in the classroom. Behaving

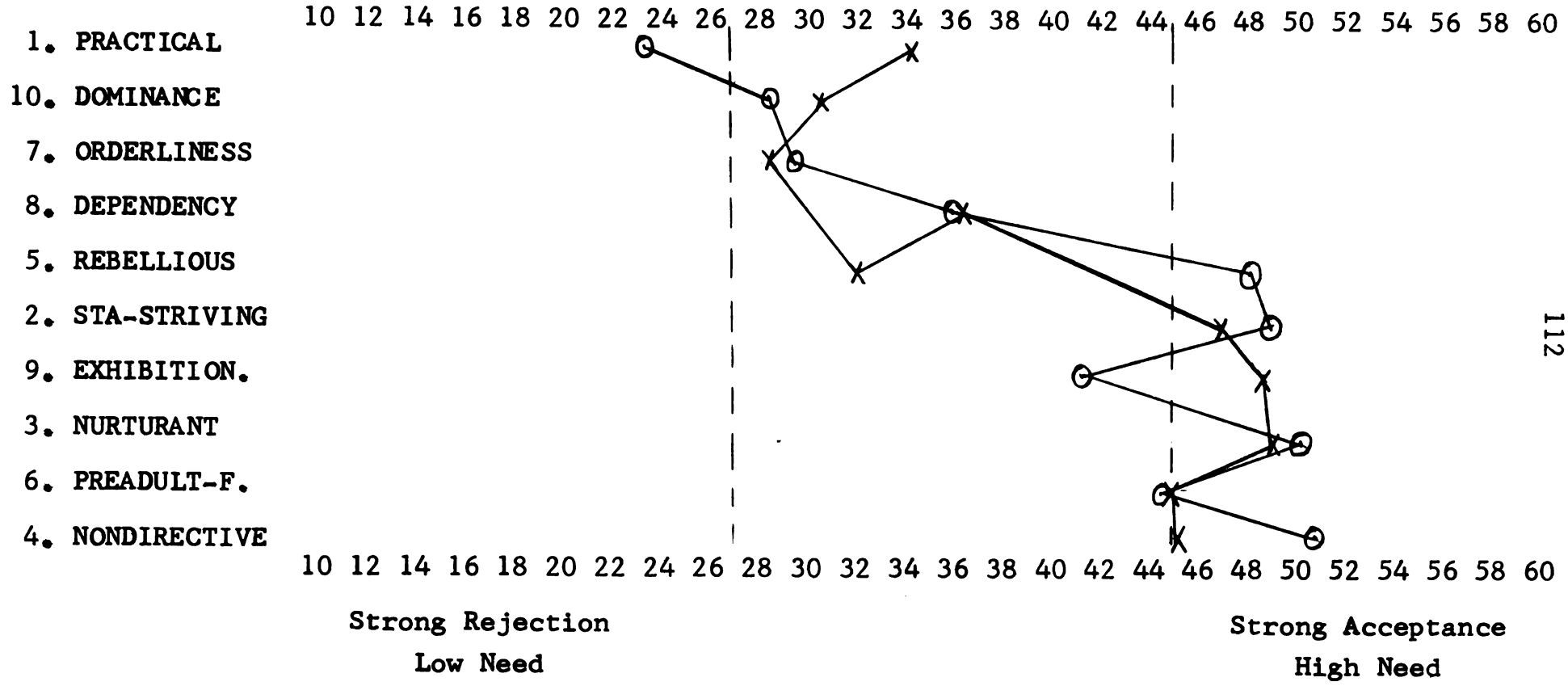
TABLE 15

MEAN TPS SCALE SCORES BY TYPE AND MAGNITUDE FROM HICLASS ANALYSIS:
PUBLIC SCHOOLS: N=9

TPS Scale	Type Identified, Magnitude, & Number of Persons in Each Type					
	I, S N=6	II, S N=3				
1. Practical	34.1	23.6				
2. Status-Striving	47.0	49.6				
3. Nurturant	49.0	50.0				
4. Nondirective	45.8	50.6				
5. Rebellious	32.5	48.0				
6. Preadult-Fixated	44.6	44.3				
7. Orderliness	28.6	29.3				
8. Dependency	36.6	36.0				
9. Exhibitionistic	48.6	41.3				
10. Dominance	30.5	28.3				

FIGURE 13

PUBLIC SCHOOL: BEHAVING STYLES 1 AND 2 (STRONG PATTERN)



Legend:

X - Style 1, N=6

0 - Style 2, N=3

Style II reflects similar disorganization with higher involvement with children and high need for child centered activity rather than teacher display (M nurturant, nondirective, exhibitionistic, and orderliness interact). There appears to be little interest in the instrumental rewards of teaching, but high need for the status which accompanies teaching (low practical and high status-striving). Motive rebellious in combination with motives nurturant and nondirective along with depressed motive exhibitionistic reflects a tendency toward high need for change and innovation of child centered activity. There also appears to be the similar disorganization and rejection of authority with concomitant self-assurance (low M dominance), as in Behaving Style I. This style reflects an unorganized innovator who is always trying new activities, probably in a highly free and child centered atmosphere.

3. Behaving Styles for TOQ Profile Groups

The teachers in the study were classified into one of three profiles according to their responses to the TOQ. The method for determining these profiles and the profiles themselves have been described earlier in this chapter and in Chapter III. Separate HICLASS analyses were carried out for the TOQ profile groups to attempt to establish a relationship between the teachers' theoretical orientation and their corresponding underlying motivation.

The first analysis was for the group who indicated a consistent structured orientation. Table 16 presents the essential information for two strong types, one weak type, and one insignificant type. The corresponding strong behaving styles are shown in Figure 14.

Behaving Style I has a diffusely controlled permissive quality indicated by the relatively low M dominance and orderliness in conjunction with high M nurturant and non-directive. Additional interactors are intermediate M dependence and rebellious, indicating some willingness to innovate but with guidance and supervision which is controlled. Low M dominance and the concave M preadult-fixated indicate a degree of self-assurance as a teacher (high M status-striving). This pattern is similar to Intensive Treatment Behaving Style I (Figure 10) in its structured pattern and in Training School Behaving Style I (Figure 12) in its permissive patterns. The more intermediate degree of dependence in combination with the self-assurance expressed by low M dominance, characterizes this style. It does not reflect a structured style emphasizing learning theory or conditioning substrata. This style reflects a teacher who is highly invested in controlled freedom. Behaving Style II features control and structure by a person with blunted feeling for children shown by the interaction of M nurturant and preadult-fixated while at the same time there is not a great deal of need for self-display either on the part of the teacher or provision for children to display self (inter-

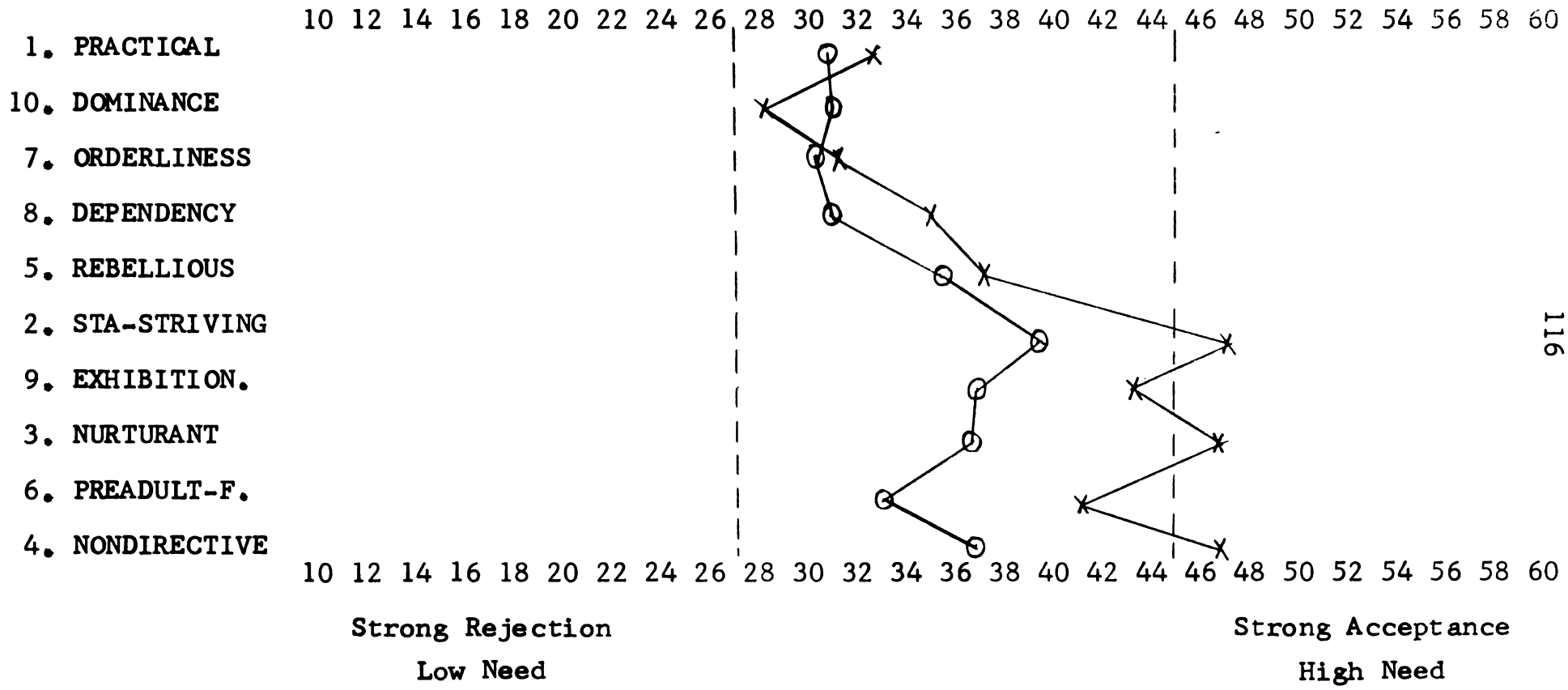
TABLE 16

MEAN TPS SCALE SCORES BY TYPE AND MAGNITUDE FROM HICLASS ANALYSIS: TOQ PROFILES; STRUCTURED ORIENTATION: N=40

TPS Scale	Type Identified, Magnitude, & Number of Persons in Each Type					
	I, S N=22	II, S N=10	III, W N=4	IV, In N=4		
1. Practical	32.6	31.9	31.2	31.0		
2. Status-Striving	47.6	39.2	46.0	41.0		
3. Nurturant	46.7	36.3	45.0	38.5		
4. Nondirective	45.5	36.6	42.0	36.2		
5. Rebellious	37.3	35.8	30.7	35.0		
6. Preadult-Fixated	41.1	32.2	40.5	38.0		
7. Orderliness	31.8	30.0	34.2	29.0		
8. Dependency	35.7	31.2	32.2	31.2		
9. Exhibitionistic	43.4	36.8	43.7	36.7		
10. Dominance	28.1	31.1	35.0	27.5		

FIGURE 14

TOQ STRUCTURED TEACHER: BEHAVING STYLES 1 and 2 (STRONG PATTERN)



Legend:

X - Style 1, N=22

0 - Style 2, N=10

action between M exhibitionistic, nondirective, and dominance). The relative flatness of this entire profile suggests generalized restruction of affect and control of expression of feelings, thereby reflecting a style based upon control and constructure.

Table 17 presents the mean TPS scale scores by type and magnitude for the TOQ permissive profile group. One very strong, one weak and one insignificant type was identified.

Figure 15 presents the behaving style which was formulated from the very strong type. Permissive Behaving Style I is characterized by high permissive need and relatively high need for change and innovation while M orderliness and dependency reflect an awareness of the need for control and supervision of this permissiveness. This style also has the concave M status-striving (within the permissive pattern) and the low need dominance (within the structured pattern); this seems to reflect a focus on security and awareness of self on the part of the teacher. This pattern reflects a self-assured permissive teacher, and its strength of permissive pattern is similar to Behaving Style I for Undergraduate Students.

The next HICLASS analyses were carried out for the Mixed TOQ groups, including a comprehensive analysis for the entire mixed group and separate analyses for the Mixed Orientation A (structured method and unstructured process) and the Mixed Orientation B (unstructured method and structured process) groups. Table 18 presents the essential data for the

TABLE 17

MEAN TPS SCALE SCORES BY TYPE AND MAGNITUDE FROM HICLASS ANALYSIS: TOQ PROFILES; PERMISSIVE ORIENTATION: N=18

TPS Scale	Type Identified, Magnitude, & Number of Persons in Each Type					
	I, VS N=8	II, W N=4	III, In N=4			
1. Practical	33.7	33.7	28.2			
2. Status-Striving	49.5	36.5	39.5			
3. Nurturant	50.8	42.0	42.2			
4. Nondirective	49.8	41.0	44.5			
5. Rebellious	44.1	36.5	36.7			
6. Preadult-Fixated	46.6	38.2	46.2			
7. Orderliness	32.6	35.2	31.2			
8. Dependency	35.1	36.5	35.2			
9. Exhibitionistic	48.3	40.0	41.7			
10. Dominance	26.0	32.0	29.5			

FIGURE 15

TOQ PERMISSIVE TEACHER: BEHAVING STYLE 1 (VERY STRONG PATTERN; N=8)

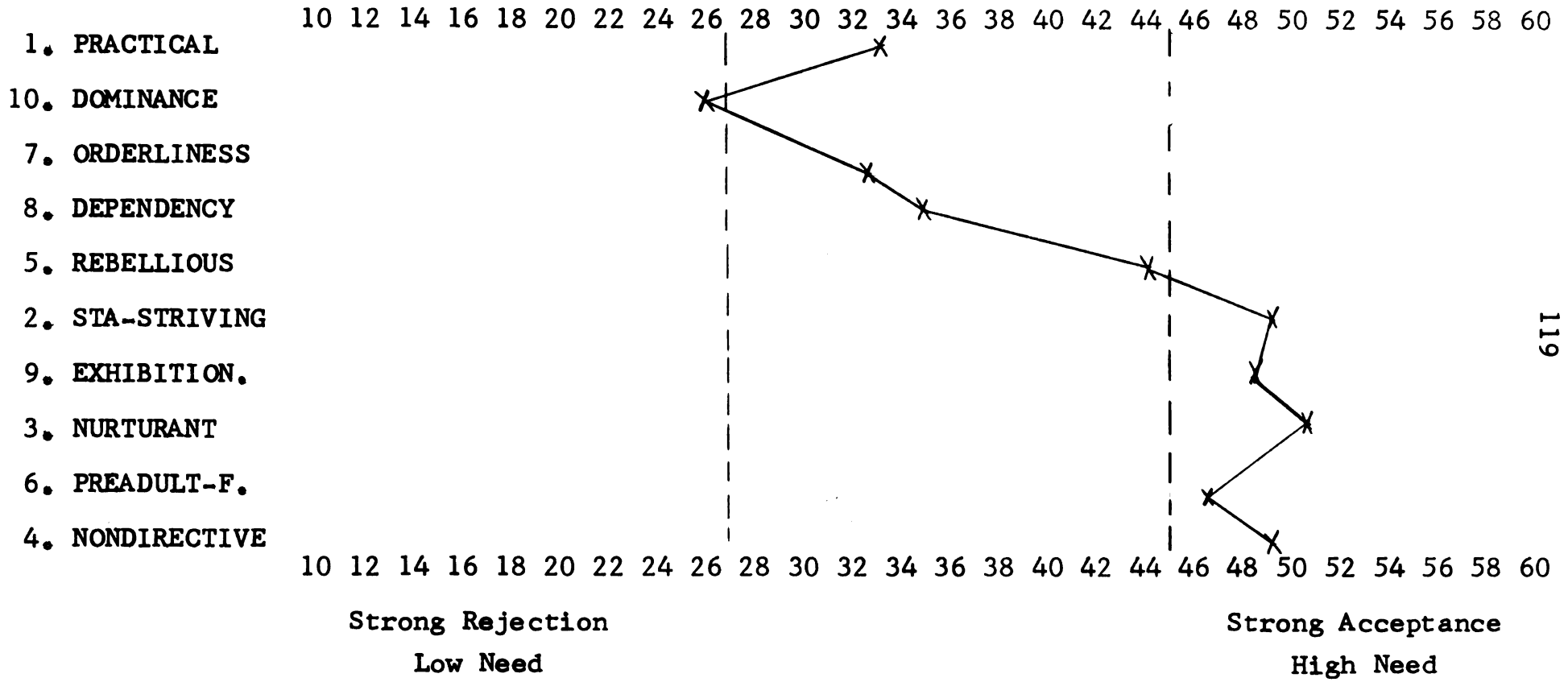


TABLE 18

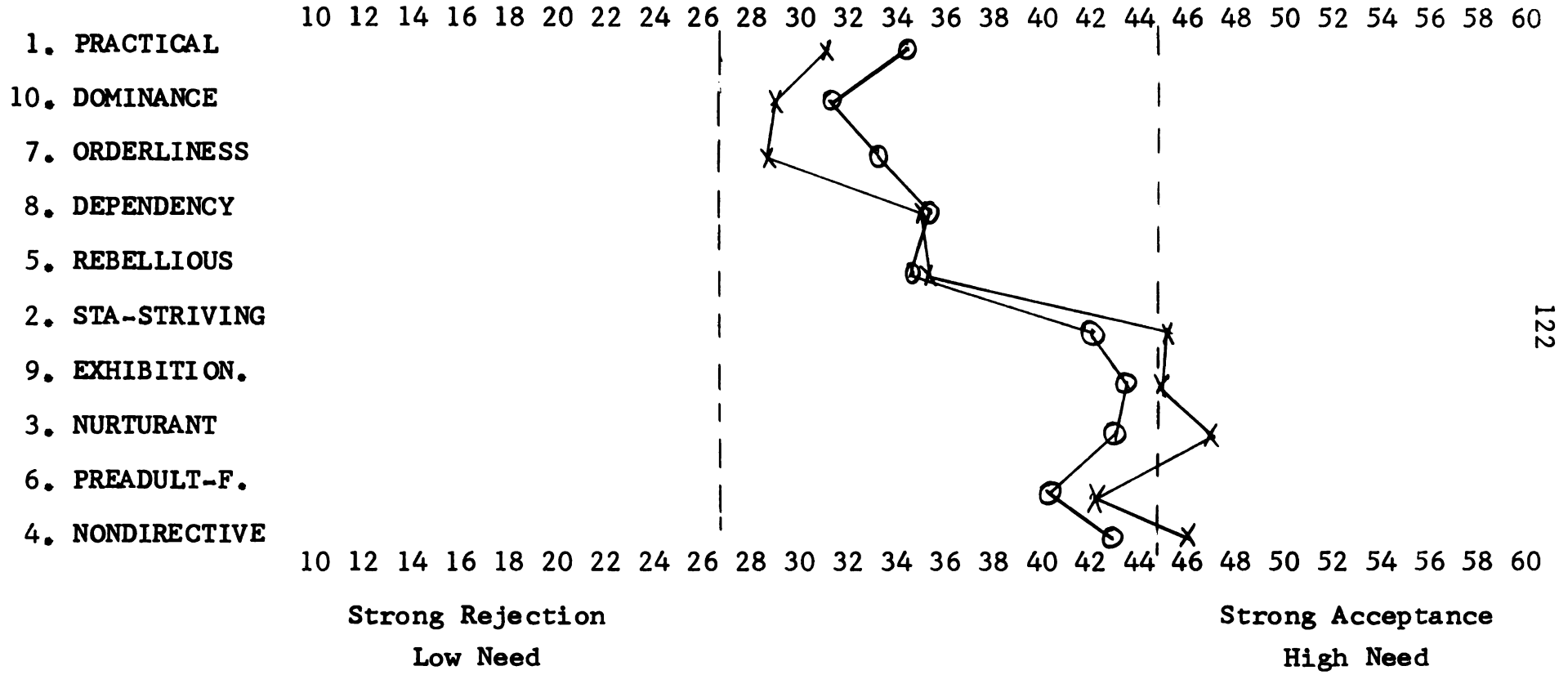
MEAN TPS SCALE SCORES BY TYPE AND MAGNITUDE FROM HICLASS ANALYSIS: TOQ PROFILES; COMBINED MIXED ORIENTATION: N=58

TPS Scale	Type Identified, Magnitude, & Number of Persons in Each Type					
	I, VS N=16	II, VS N=8	III, S N-12	IV, S N=4	V, In N=10	VI, In N=8
1. Practical	31.6	34.0	36.3	31.5	28.5	33.1
2. Status-Striving	45.7	41.8	44.5	41.2	42.8	43.6
3. Nurturant	46.3	42.3	47.2	45.2	44.3	42.0
4. Nondirective	46.0	43.3	47.1	41.0	41.0	47.2
5. Rebellious	35.6	34.5	41.2	34.7	36.0	33.6
6. Preadult-Fixated	42.0	40.3	40.5	40.0	41.8	36.5
7. Orderliness	28.4	33.0	30.2	28.7	31.5	26.3
8. Dependency	34.6	35.0	34.3	34.7	35.1	32.6
9. Exhibitionistic	44.9	43.7	47.6	43.0	43.0	38.5
10. Dominance	29.0	31.0	29.6	28.0	30.2	26.6

combined mixed group and Figures 16 and 17 show the corresponding behaving styles which were formulated from the two very strong types and the two strong types which were identified. Behaving Styles I and II feature M rebellious and dependency as mediators between either a structure or permissive extreme, as both appear to co-vary. Style I has lower structured needs with M orderliness standing out and at the same time the higher permissive needs are evident, including the equality of M nurturant and nondirective. This is similar to Behaving Style I for the Public School Group (Figure 13) in its unorganized quality and to yet there is indication of need for control and criticism. This style reflects an individualistic type of behavior found in the status and professional dignity linked with teaching disturbed children. Style II reflects constriction and control but a definate need for order, supervision, and criticism of the pragmatic aspects of teaching shown by the equality of M practical and rebellious. Motive dependency contributes in its interaction with M preadult-fixated as reflection of need for the children to rely upon the teacher for direction in their self-expressions. This style reflects a constricted-dissatisfied teacher. Style III (Figure 13) features a primary permissive pattern with adult self-assurance (concave M preadult-fixated and relatively low M dominance and orderliness). This style is essentially the controlled permissive teacher shown in Figure 10

FIGURE 16

TOQ COMBINED MIXED: BEHAVING STYLES 1 AND 2 (VERY STRONG PATTERNS)



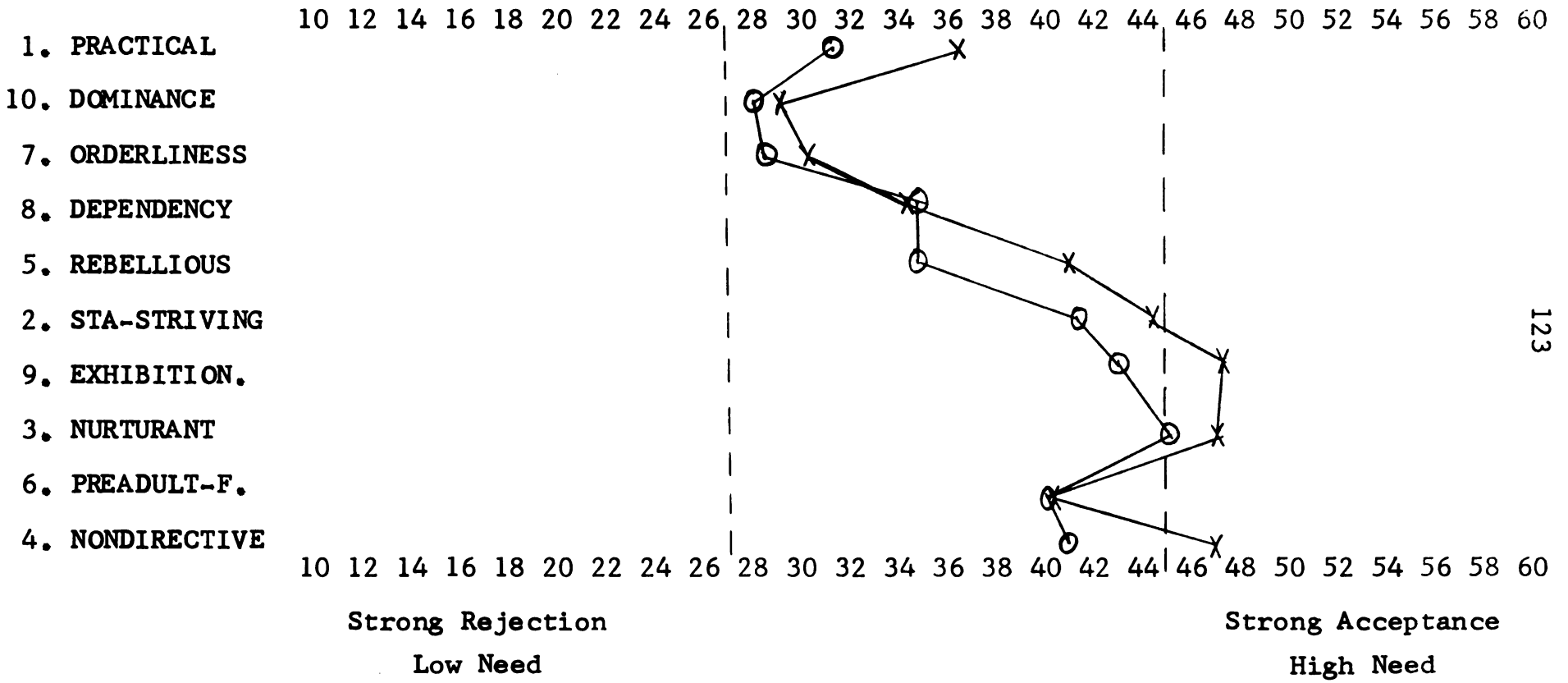
Legend:

X - Style 1, N=16

0 - Style 2, N=8

FIGURE 17

TOQ COMBINED MIXED: BEHAVING STYLES 3 AND 4 (STRONG PATTERNS)



Legend:

X - Style 3, N=12

0 - Style 4, N=4

with higher expression of empathy and personal display of respect for children. Style IV is another in the constricted group, similar to the style shown in Figure 12 with an increased tendency toward interaction with adults (relatively low M dominance and orderliness) and with need for supervision and guidance. This style reflects a well controlled, satisfied mode of behavior.

The first separate analysis for the mixed TOQ Profile group was for the Mixed Orientation A. Two weak types were identified and behaving styles were not formulated for these types since their magnitude was very low and extreme caution would necessarily limit any interpretation of the styles. Table 19 presents the essential data for these types.

The analysis of the Mixed Orientation B profiles identified four strong types and one insignificant type. Table 20 presents the appropriate mean scores and magnitudes for these types. Four behaving styles were formulated from the strong types and Figures 18 and 19 present the corresponding pictorial representations. All four styles have relatively few persons in them and therefore typify particular sub-groups as in the case of Style I in which five of the persons represent a particular intensive treatment setting. Style I features wide variance as shown by low M dominance and relatively high M nurturant and nondirective in combination with concave M preadult-fixated, thereby indicating a need for identification with children, freedom

TABLE 19

MEAN TPS SCALE SCORES BY TYPE AND MAGNITUDE FROM HICLASS ANALYSIS: TOQ PROFILES; MIXED ORIENTATION A: N=13

TPS Scale	Type Identified, Magnitude, & Number of Persons in Each Type					
	I,W N=4	II,W N=9				
1. Practical	30.5	34.4				
2. Status-Striving	45.5	46.6				
3. Nurturant	46.2	44.4				
4. Nondirective	46.2	46.5				
5. Rebellious	36.0	36.8				
6. Preadult-Fixated	40.2	32.6				
7. Orderliness	27.5	31.0				
8. Dependency	34.2	33.2				
9. Exhibitionistic	45.0	48.1				
10. Dominance	25.0	32.0				

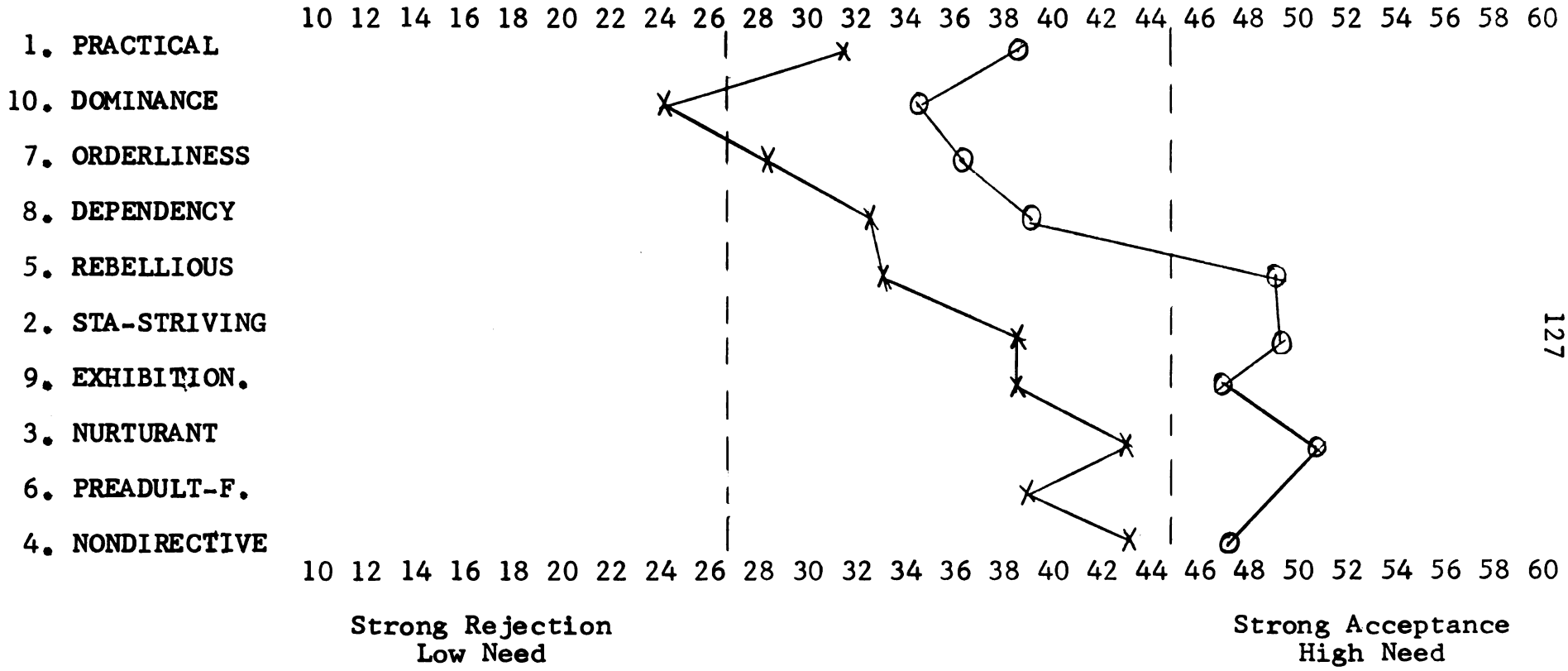
TABLE 20

MEAN TPS SCALE SCORES BY TYPE AND MAGNITUDE FROM HICLASS ANALYSIS: TOQ PROFILES; MIXED ORIENTATION B: N=45

TPS Scale	Type Identified, Magnitude, & Number of Persons in Each Type					
	I, S N=8	II, S N=6	III, S N=6	IV, S N=4	V, In N=6	
1. Practical	31.5	38.3	31.6	34.7	28.8	
2. Status-Striving	38.7	49.6	42.6	43.0	49.6	
3. Nurturant	43.0	50.5	39.6	46.5	46.6	
4. Nondirective	43.5	47.6	40.3	49.5	48.6	
5. Rebellious	33.5	48.5	37.3	35.7	40.5	
6. Preadult-Fixated	39.6	45.1	36.1	42.2	40.5	
7. Orderliness	28.1	36.1	30.3	33.7	24.0	
8. Dependency	32.8	39.6	32.3	37.0	34.1	
9. Exhibitionistic	38.8	47.0	40.3	47.7	48.1	
10. Dominance	24.0	34.3	26.6	35.2	23.5	

FIGURE 18

TOQ SEPARATE MIXED: BEHAVING STYLES 1 AND 2 (STRONG PATTERNS)



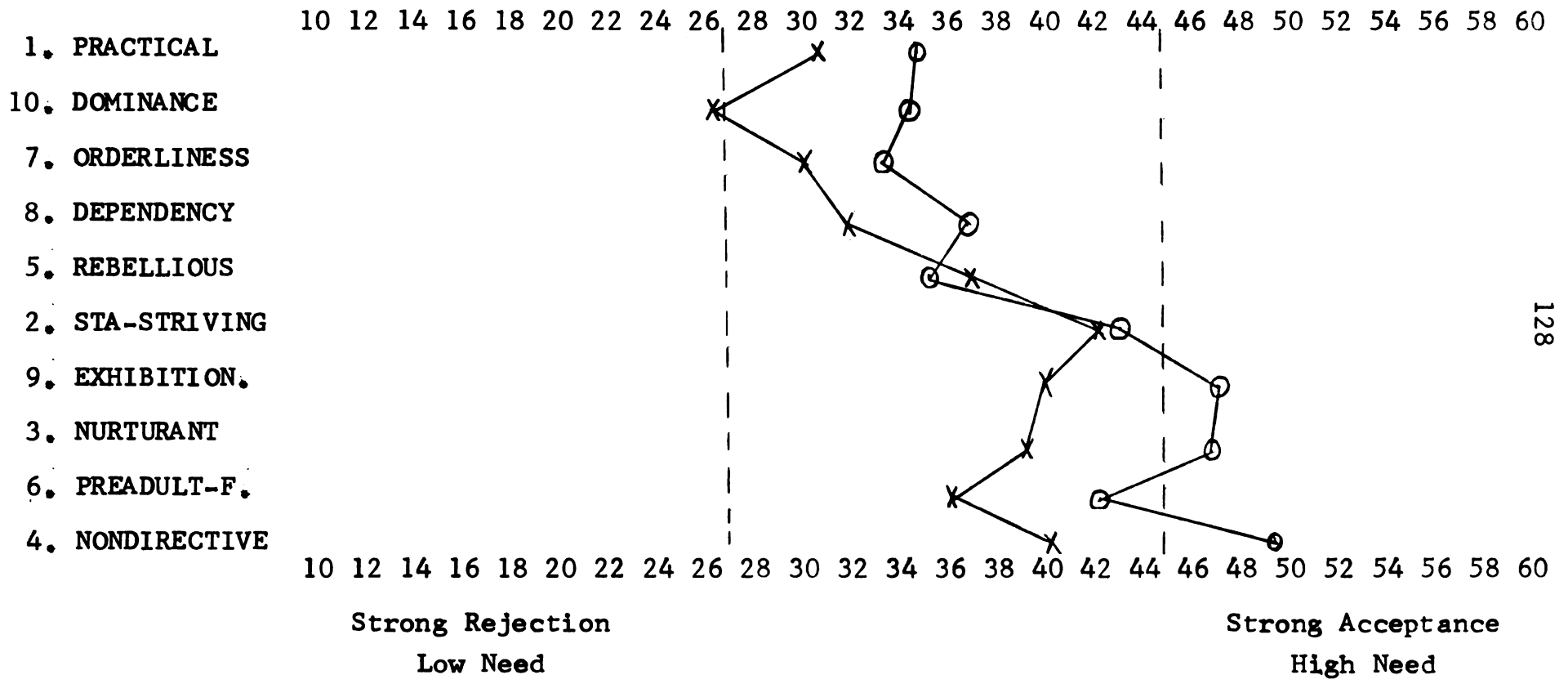
Legend:

X - Style 1, N=8

0 - Style 2, N=6

FIGURE 19

TOQ SEPARATE MIXED: BEHAVING STYLES 3 AND 4 (STRONG PATTERNS)



Legend:

X - Style 3, N=6

0 - Style 4, N=4

of expression yet relative self-assurance as an adult. The relatively low M orderliness in combination with other structured motives and M status-striving and exhibitionistic reflect a need to appear permissive with little self-investment or personal display but the covert controlled permissive pattern is in opposition. This style reflects a constructed, intellectual, permissive style of behavior. Style II is characterized by its generally high motives in all patterns with a definite direction toward permissiveness. This style is similar to Behaving Style II for the Intensive Treatment Group shown in Figure 10. This style reflects a high degree of organization, feeling for children, and need for change in both tangible and intangible goals. It also reflects a high degree of sensitivity and empathy for children and adults and ability to utilize the elements of structure for the pursuit of child-centered activity. Style III is a constricted permissive pattern emphasizing relatively high identification with children (M preadult-fixated) and the teaching profession (M status-striving). Motive rebellious mediates this style and focuses upon an identification with the need for change and innovation with children. This style reflects controlled permissiveness for reasons of instituting change in children. Style IV is consistent in its structured pattern shown by the eveness of M practical, dominance, dependency, and the concave M preadult-fixated. The permissive pattern is also clearly

differentiated, especially by covert M nondirective. This style is similar to Behaving Style III for TOQ Groups shown in Figure 16. This is a highly individualistic form of permissiveness and structure with M rebellious as a mediator. This style reflects individualized behavior found in the status of teaching disturbed children in a permissive yet organized fashion.

4. Behaving Styles for Male and Female Teachers

Separate HICLASS analyses were carried out for male and female teachers in consideration of the previously noted ratio for these groups. The analyses revealed five male types including one of strong magnitude, three of weak magnitude, and one insignificant, while there were also five female types including one of very strong magnitude, two of strong magnitude, and two of insignificant magnitude. Table 21 presents the mean TPS scale scores by type and magnitude for both male and female analyses. Behaving styles were formulated for the strong and very strong types. Figure 20 shows the behaving style which was formulated for the single strong male type. This style features a permissive pattern including high M status-striving and intermediate M dependency with M orderliness close by. This style is similar to Behaving Style I for Training School Teachers shown in Figure 22. Dependency upon authority and gratification from status seeking are characteristics of

TABLE 21

MEAN TPS SCALE SCORES BY TYPE AND MAGNITUDE FROM HICLASS ANALYSIS FOR MALE AND FEMALE TEACHERS

	Type Identified, Magnitude, & Number of Persons in Each Type									
	Male Teachers, N=62					Female Teachers, N=57				
	I, S N=16	II, W N=10	III, W N=6	IV, W N=4	V, In N=18	I, VS N=19	II, S N=22	III, S N=6	IV, In N=6	V, In N=4
1. Practical	31.7	35.2	28.1	35.5	30.6	32.8	34.9	30.6	38.5	35.5
2. Status-Striving	49.6	45.2	41.5	42.5	44.1	47.8	45.1	41.3	41.8	42.7
3. Nurturant	47.0	40.0	45.1	41.5	42.7	47.1	48.8	42.3	40.8	45.0
4. Nondirective	46.6	38.0	42.5	44.5	45.3	46.0	47.2	36.3	43.5	42.2
5. Rebellious	46.7	39.1	31.3	40.7	35.6	34.8	37.7	32.3	33.5	35.0
6. Preadult-Fixated	43.5	36.9	40.1	38.0	38.5	42.9	43.1	39.8	36.5	42.5
7. Orderliness	35.8	33.9	27.6	31.5	25.7	31.2	28.4	33.5	34.8	36.5
8. Dependency	38.7	36.3	34.8	34.7	32.7	33.8	33.5	33.3	30.0	38.5
9. Exhibitionistic	45.9	39.3	44.5	41.7	41.8	45.4	46.4	36.8	44.3	42.5
10. Dominance	31.8	34.1	24.1	26.2	25.1	30.3	28.5	32.8	34.8	35.0

FIGURE 20

MALE TEACHER: BEHAVING STYLE 1 (STRONG PATTERN; N=16)

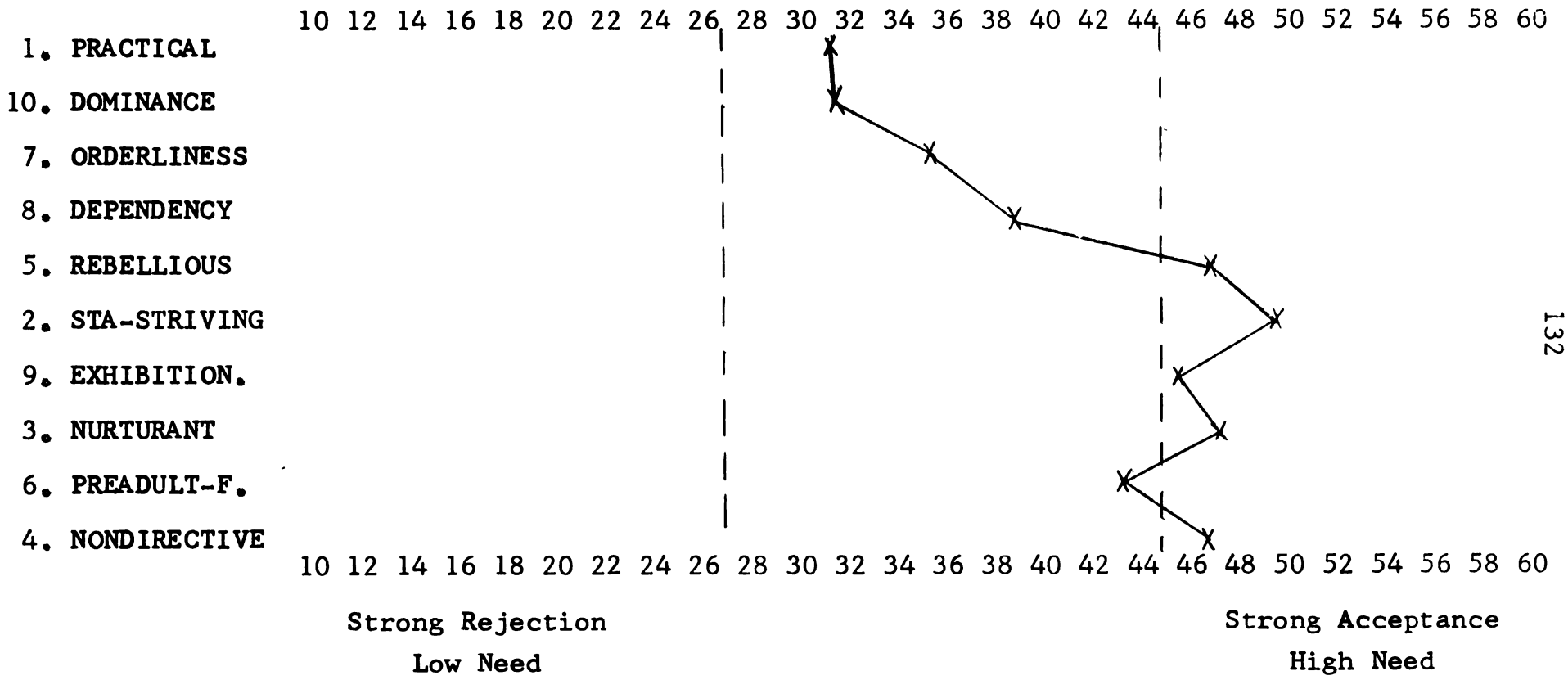


FIGURE 21

FEMALE TEACHER: BEHAVING STYLE 1 (VERY STRONG PATTERN; N=19)

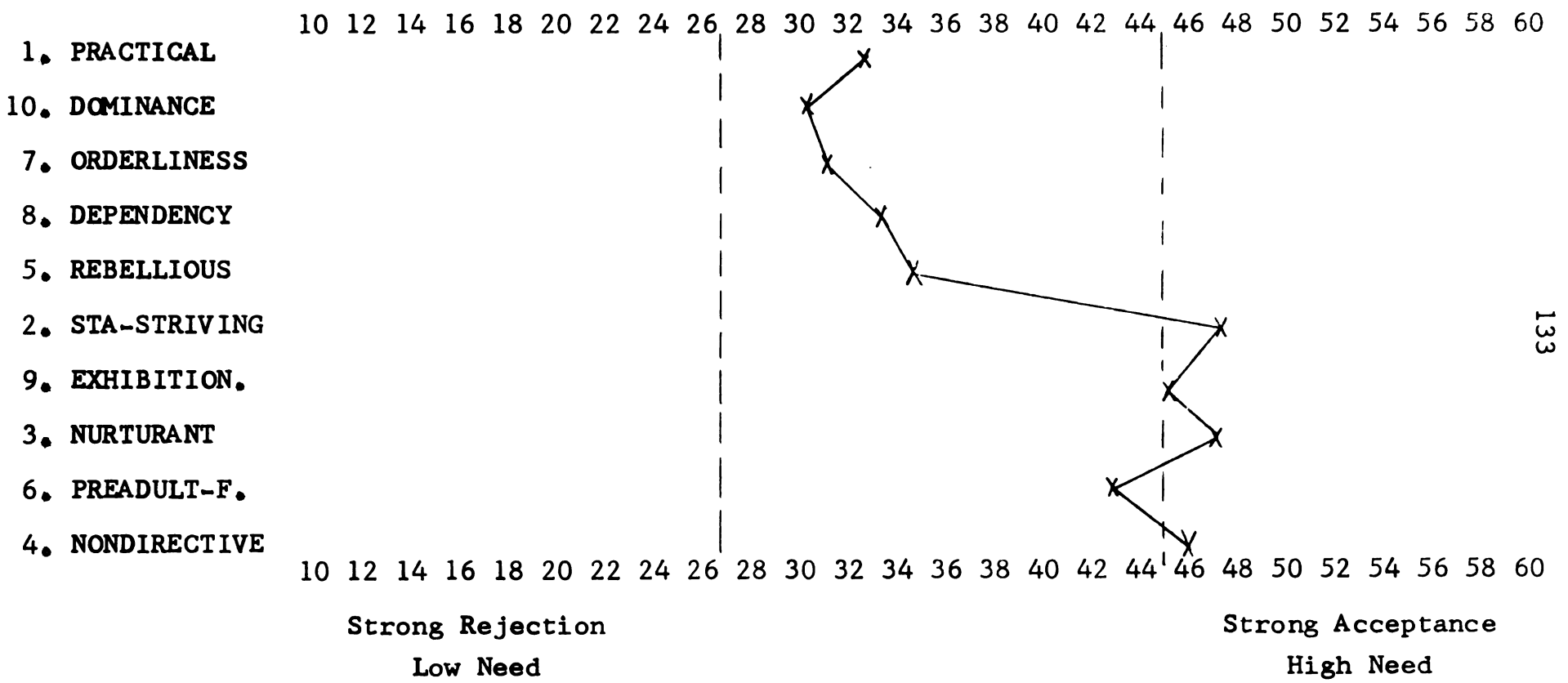
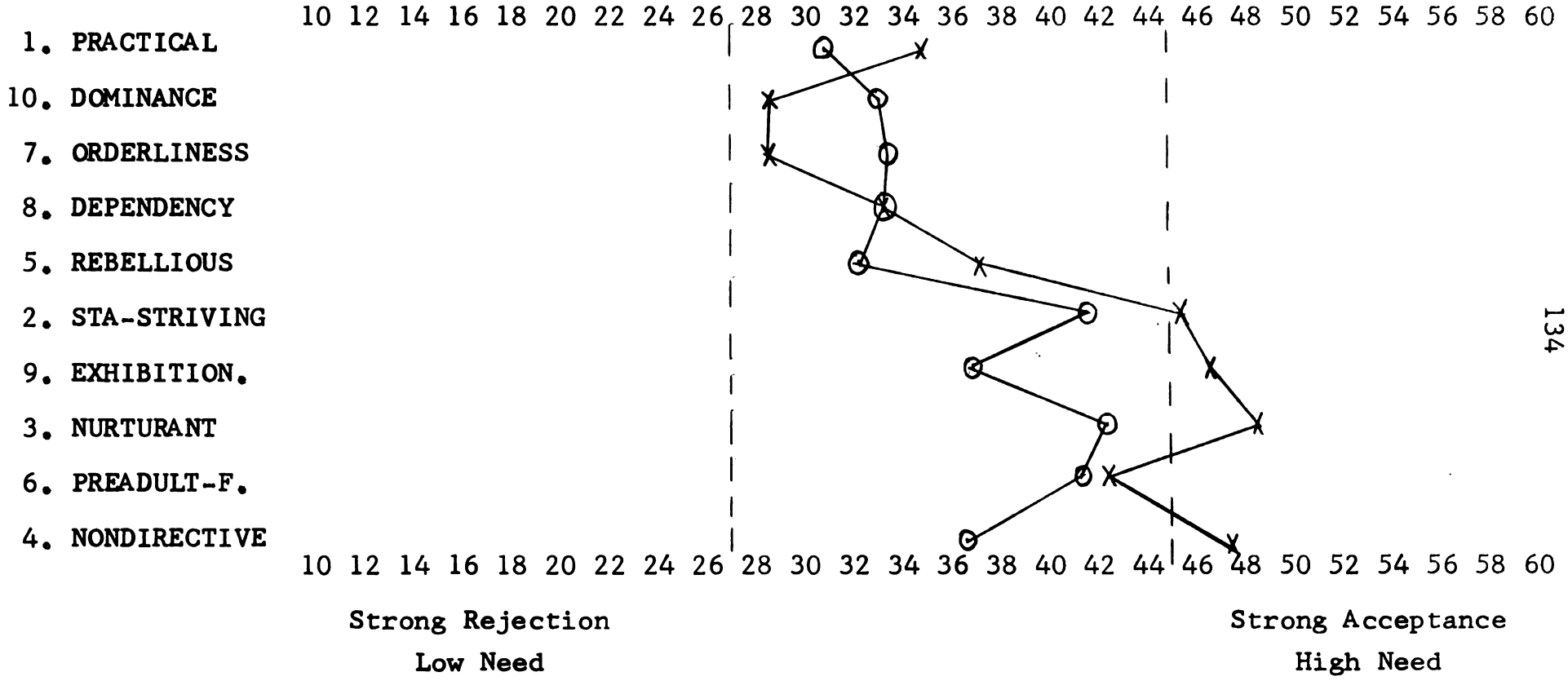


FIGURE 22

FEMALE TEACHER: BEHAVING STYLES 2 AND 3 (STRONG PATTERNS)



Legend:

X - Style 2, N=22

0 - Style 3, N=6

this style yet the style includes considerable investment in an orderly child-centered learning environment with less need for gratification from the pragmatic concerns of teaching.

The behaving styles formulated for the female teacher are shown in Figures 21 and 22. Style I has a well-developed permissive, nurturant pattern. It is characterized by considerable need for status and relationship with children while there is also need for some control (M dependency and orderliness interact). Figure 22 shows Female Behaving Styles II and III which are similar to previously described styles. Style II is similar to Behaving Style III for TOQ Combined Mixed Groups, shown in Figure 17 which emphasizes a permissive pattern. This female style has M practical and rebellious as mediators with high M nurturant. This reflects overt-positive detachment but need for change within the highly affectionate child-centered pattern. Style III is one of constricted-controlled patterns (relatively equal M dominance, orderliness, and nondirective) although this teacher has slightly more identification with children than with the status of teaching. This style reflects control and inhibition.

Synthesis of Hypotheses and Data From Analysis

Three main hypotheses were advanced in Chapter III on the premise that there would be observed differences in patterns of underlying motives as measured by the TPS and in theoretical orientation to teaching disturbed children,

as measured by the TOQ. The analysis procedures previously described and carried out were designed for test of these research hypotheses.

Hypothesis 1 stated:

> There will be discernable teacher behaving styles for the total population of teachers of emotionally disturbed children.

To test this hypothesis, the HICLASS Analysis for the total group and for the contrast groups was carried out. Four teacher types and two contrast group types were of sufficient magnitude that they could be formulated, by the procedure outlined, into discernable behaving styles. Further differentiation of the contrast group was made and separate undergraduate and graduate student behaving styles were formulated. The magnitude of the basic types and the differences in patterns within styles indicated sufficient descriptive differences between styles. The Kruskal-Wallis One-Way Analysis of Variance By Ranks (Siegel, 1956) was employed to determine whether the differences among the types, for the teacher types shown in Table 9, were genuine differences or just chance variations within the population. A summary of the analysis is presented in Table 22.

This summary supports acceptance of the null hypothesis (alpha = .05) that there are no statistical differences among the identified general teacher types although significant descriptive differences have been shown. The Mann-Whitney U Test (Siegel, 1956) was employed to determine

TABLE 22

SUMMARY OF RESULTS OF KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR STRONG TEACHER STYLES

	Style 1	Style 2	Style 3	H	Significance
# of Cases	10	10	10	2.04	p= <.50 >.30
Sum of Ranks	179.5	120	265.5		

whether there were statistical differences between Teacher Styles and Contrast Group styles. A summary of this analysis is presented in Table 23. This summary supports acceptance

TABLE 23

SUMMARY OF RESULTS OF MANN-WHITNEY U TEST FOR DIFFERENCES BETWEEN TEACHER AND CONTRAST STYLES

Style	N	R	U	Significance
Teacher Style 1 Contrast Style 1	10 10	147 111	44	N.S.
Teacher Style 2 Contrast Style 2	10 10	130 80	25	p=.10
Teacher Style 1 Contrast Style 2	10 10	96 114	41	N.S.
Teacher Style 2 Contrast Style 2	10 10	100 109	45	N.S.
Contrast Style 1 Undergrad Style 1	10 10	98 112	43	N.S.

of the null hypothesis (alpha = .05) that there are no statistical differences between the identified teacher types although significant descriptive differences have been

shown. On the basis of the descriptive formulation of discernable teacher behaving styles, Hypothesis 1 is tenable.

Hypothesis 2 stated:

> There will be discernable teacher behaving styles for each of the treatment setting groups.

To test this hypothesis, the HICLASS Analysis for each of the treatment setting groups was carried out and corresponding behaving styles were formulated. On the whole, nine types were of sufficient strength that they could be formulated into discernable behaving styles including two each for the mental hospital, intensive treatment, residential treatment, and public school groups and a single style for the training school teachers. The Mann-Whitney U Test (Siegel, 1956) was employed to determine whether there were significant statistical differences between the pairs of types for each group, and to test for significant differences between the structured and permissive patterns within each style. A summary of this analysis is presented in Tables 24 and 25. The summary in Table 24 supports acceptance of the null hypothesis (alpha = .05) that there are no significant statistical differences between the identified behaving styles within each treatment setting group, although significant descriptive differences have been shown for each style. The summary in Table 25 in all except one test, that for differences between permissive patterns in the mental hospital styles, supports acceptance of the null hypothesis (alpha = .05) that there are no significant

TABLE 24

SUMMARY OF RESULTS OF MANN-WHITNEY U TEST FOR DIFFERENCES BETWEEN STYLES FOR EACH TREATMENT SETTING GROUP

Group and Style	N	R	U	Significance
Mental Hospital				
Style 1	10	81.5	26	p=.10
Style 2	10	138.5		
Intensive Treatment				
Style 1	10	97	42	N.S.
Style 2	10	113		
Residential Treatment				
Style 1	10	88	33	N.S.
Style 2	10	121		
Public School				
Style 1	10	102	47	N.S.
Style 2	10	109		

TABLE 25

SUMMARY OF RESULTS OF MANN-WHITNEY U TEST FOR DIFFERENCES BETWEEN PATTERNS WITHIN TREATMENT SETTING STYLES

Group and Styles	Structured Pattern		Permissive Pattern	
	U	Significance	U	Significance
Mental Hospital Styles 1 and 2	6	p=.343	0	p=.014*
Intensive Treatment Styles 1 and 2	2	p=.057**	6	p=.343
Residential Treatment Styles 1 and 2	4	p=.171	7	p=.443
Public School Styles 1 and 2	8	p=.557	8	p=.557

*p. < .05
**p. < .10

statistical differences among the structured and permissive patterns. In the case of the mental hospital permissive pattern, the null hypothesis is rejected. Since the HICLASS analysis identified discernable types and on the basis of the descriptive formulation of separate behaving styles for each treatment setting group, hypothesis two is tenable.

An additional statistical test for differences among styles identified for the TOQ Profiles, Mixed Orientation B group was carried out, The Kruskal-Wallis One-Way Analysis of Variance by Ranks (Siegel, 1956) was employed. Table 26 presents a summary of this analysis. This analysis supports acceptance of the null hypothesis (alpha = .05) that there are no statistical differences among the identified types for the specific group, although significant descriptive differences have been shown.

TABLE 26

SUMMARY OF RESULTS OF KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE FOR TOQ PROFILE, MIXED ORIENTATION-B STYLES

	Style 1	Style 2	Style 3	Style 4	H	Significance
# of Cases	10	10	10	10	24	$p > .20 < .10$
Sum of Ranks	150.5	284.5	153.5	219.5		

Hypothesis 3 stated:

> There will be a positive relationship between stated theoretical orientation and teacher behaving style.

To test this hypothesis, the TOQ responses for teachers were formulated into three discernable groups. Those representing structured orientation, those representing permissive orientation, and a mixed group. Separate HICLASS analyses were carried out for each of the profile groups and two styles were formulated for the structured profile group, one style was formulated for the permissive profile group and two styles were formulated for the combined mixed profile group. In addition, four separate styles were formulated for the Mixed Orientation B profile group. Tests for significance of differences among these styles have been previously noted. A recapitulation of the formulation of behaving styles for the TOQ Structured and Permissive Profiles is presented in Figure 23. The TOQ

FIGURE 23

RECAPITULATION OF BEHAVING STYLES FOR TOQ PROFILE GROUPS (PERMISSIVE & STRUCTURED) ACCORDING TO PATTERN

	TPS Motives According to Pattern							
	Structured				Permissive			
	1	10	7	8	9	3	6	4
TOQ Permissive Oriented Style 1	I-	L	I-	I	H	H	H	H
TOQ Structured Oriented Style 1	I-	I-	I-	I-	I+	I+	I-	I+
Style 2	I-	I-	I-	I--	I+	I+	I-	I+

H High Motive ($\bar{X}$ = 45-60)
I+ Intermediate Motive ($\bar{X}$ = 35-44)
I- Intermediate Motive ($\bar{X}$ = 25-34)
L Low Motive ($\bar{X}$ = 10-26)

Permissive Oriented teachers (Style I) have uniformly high mean scores for the permissive pattern and intermediate low mean scores for the structured pattern. We can, therefore, conclude that there is a congruence between their stated theoretical orientation and their behaving style. The evidence is less clear for the structure oriented styles. Style I features both structured and permissive patterns, while Style II is equally inconclusive. Thus, Hypothesis 3 cannot be accepted from the evidence generated in this study.

Finally, a fourth hypothesis, stating differences between male and female teacher behaving styles was stated. To test this hypothesis, separate HICLASS Analyses for male and female teacher groups were carried out. One male and three female types were of sufficient magnitude that they could be formulated, by the procedure outlined, into discernable behaving styles. The magnitude of the basic types and the differences in patterns within styles indicates sufficient descriptive difference between styles. The Mann-Whitney U Test (Siegel, 1956) was employed to determine whether there were significant statistical differences between the types for males and females. A summary of this analysis is presented in Table 27.

This summary supports acceptance of the null hypothesis (alpha = .05) that there are no statistical differences between the identified types although significant descriptive

TABLE 27

SUMMARY OF RESULTS OF MANN-WHITNEY U TEST FOR DIFFERENCES BETWEEN MALE AND FEMALE STYLES

Style	N	R	U	Significance
Male Style 1 Female Style 2	10 10	115 95	40	N.S.
Male Style 1 Female Style 3	10 10	129 81	26	p = .10

differences have been shown. On the basis of the descriptive formulation of discernable teacher behaving styles, Hypothesis 4 is tenable.

Summary

The data from the "Theoretical Orientation to Teaching" (TOQ) was analyzed by frequency distribution, percentage representation and correlational analyses. Dichotomies and categories were formulated and judged to be consistent or inconsistent according to the responses, both from all teachers and from teachers in the five types of treatment settings. According to analysis of TOQ responses, the central theoretical orientation for teachers of disturbed children is one which emphasizes a permissive educational framework and a structured classroom atmosphere. Further analyses showed that the majority of the teachers (58%) were of mixed theoretical orientation, while 34% were of structured orientation and 16% were of permissive orientation.

Correlational analysis showed varying relationships between current and ideal educational framework and all treatment setting groups except the intensive treatment group were consistent in their statements.

HICLASS analyses were carried out for major groups and sub-groups and discernable teacher behaving styles were formulated. Focus, through descriptive analysis, was placed upon the structured-teacher centered pattern and the permissive-child centered pattern. The permissive-child centered pattern was the more generally manifest pattern while the structured teacher-centered pattern was more generally latent in most styles. The results of the HICLASS Analysis were utilized to test the major hypotheses and all hypotheses except the third, that postulating relationship between TOQ Profile and Behaving Style, were tenable. Additional non-parametric statistical tests were carried out and there were no significant differences at the stated level of significance.

The focus of the study was upon descriptive rather than statistical investigation. The non-statistical nature of the data accounts largely for the lack of significant statistical differences to support deduced descriptive differences. The pattern analytic methodology yielded useful typology data about teachers of disturbed children.

In conclusion, it can be said that there is evidence that there are differing teacher behaving styles among teachers of disturbed children and that there appear to be

characteristic styles for treatment setting groups, and styles according to sex of the teacher. Some evidence exists to support a statement of congruence between teacher behaving style and theoretical orientation.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The rapid growth of special education programs for disturbed children, the implementation of Federal training grants to colleges and universities, and the demand for specially selected and specially trained teachers has created new problems for which research on special education teacher personality and behavior holds great promise. The sensitive nature of the teaching-learning process with disturbed children amplifies the need for understanding of therapeutic management of children, dynamic psychology, and corrective education on the part of the teacher. Each of these understandings is founded, to some degree, upon the teacher's personality characteristics and the classroom behavior of these special teachers. The behavior of the teacher must necessarily include both empathic-giving elements and empathic-receptive elements which allow the teacher to cope with certain pathological behaviors and to defend against the constant bombardment of a wide range of disturbed children. The selection of these teachers is primarily the province of teacher educators in colleges and universities with special education programs.

The general purpose of the study was to identify, through descriptive analysis, personality characteristics of teachers of disturbed children. The major population for the study consisted of teachers of disturbed children from five defined types of treatment settings and a contrast group, consisting of undergraduate and graduate students.

The review of literature concerned itself with the character of research on personality differences in professions in general, teachers in general, special education teachers, and teachers of disturbed children. There was extensive literature and research to demonstrate the existence of varying personality characteristics among professions and within the general teacher profession, however, there were few significant studies of personality variables or behavior of special education teachers nor of teachers of disturbed children. There was in existence considerable opinion, both negative and positive, among leaders in special education. A general finding from the literature was that there was sufficient research evidence to isolate a relationship between field of study and personality characteristics and that research on personality characteristics of disturbed children was empirically neglected.

A theoretical framework was outlined to provide ground for the study. Ryans' (1963b) systems model was adopted and <u>teacher behaving style</u> was utilized as the conceptual definition of the functioning of personality characteristics in the classroom.

In the study, the Teacher Preference Schedule (TPS), a validated measure of unconscious motives, and the Theoretical Orientations to Teaching Emotionally Disturbed Children Questionnaire (TOQ), an instrument designed for this study, were the major data collection devices. Teachers from five treatment settings and non-teaching students (undergraduates and graduates) at Michigan State University completed sets of the instruments used in the study. There were 119 teachers and 29 students who participated in the study. Data collection was carried out through a purposive sampling method which enabled the investigator to send and receive materials through a contact person at each treatment setting. The basic data collected on each participant were: a measure of the strength of ten unconscious motives, a choice of educational framework, and a choice of classroom approach, both of which were defined in the theoretical framework of the study.

The data were analyzed by McQuitty's Method of Pattern Analysis, using Hierarchial Classification By Reciprocal Pairs (HICLASS) to determine patterns of response and to isolate types. Teacher Behaving Styles were formulated and described. In addition, nonparametric statistical tests were utilized to test differences between styles. The data from the TOQ were formulated into theoretical profiles and pattern analysis was carried out for each profile.

Frequency distributions and correlational analyses were also carried out.

The pattern analysis revealed discernable types for the total group of teachers and the contrast group. The formulation, according to the magnitude of the type, of teacher behaving styles for both groups followed. There were no statistical differences between types although they were descriptively different from each other. The pattern analysis also revealed discernable types for the treatment setting groups, for the TOQ Profile groups, and for male and female teachers. Individual teacher behaving styles were formulated for each of the group types which were identified. There were no statistical differences among and between the types although they were descriptively different from each other. Table 28 presents a summary of the number and magnitude of behaving styles for all group analyses.

TOQ data showed that the majority of the teachers preferred a mixed theoretical orientation emphasizing structured educational framework and permissive classroom approach. Various treatment setting groups were, upon further analysis, shown to be consistent or inconsistent in their choices. An index of satisfaction was generated and all groups except the intensive treatment group appeared to be functioning in an atmosphere in which they stated that they were comfortable.

TABLE 28

SUMMARY OF THE NUMBER AND MAGNITUDE OF BEHAVING STYLES FOR ALL GROUP ANALYSES

Group	Total	Number of Types by Magnitude	
		Very Strong	Strong
Teachers, All	119	1	3
Contrast Group, All	29	1	1
Undergraduates	20	1	0
Mental Hospital	22	0	2
Intensive Treatment	32	2	0
Residential Treatment	22	0	2
Training School	33	0	1
Public Schools	9	0	2
TOQ - Structured	40	0	2
TOQ - Permissive	18	0	1
TOQ - Mixed Orientation A	58	2	2
TOQ - Mixed Orientation B	45	0	4
Male Teachers	62	0	1
Female Teachers	57	1	2

Teacher behaving styles tended to have primary and secondary patterns within them and within these patterns specific motives seemed to enter into complex interactions. The permissive pattern was predominant (had higher mean scores) in all styles while the structured pattern was secondary in strength of need. The focal motives in the styles were the generally high M nondirective in the permissive patterns and the low M dominance in the structured patterns. These behaving styles emphasized high need for identification with children, relative degrees of need for change and guidance along with similar patterns of need for

control. A second general style seemed to be that of a constricted controlled teacher with less need for identification with children and greater need for the status and rewards forthcoming from teaching. One rather unexpected style came from the TOQ group which indicated a preference for structure, and learning theory based approaches. Their behaving style indicated a rather free, child-centered pattern with indications of a high degree of self-assurance and need for direction and supervision. The styles for male and female teachers were of interest as the single male style reflected very child-centered nurturant, yet organized patterns while the female styles reflected child-centered, nurturant, unorganized patterns. One female style was constricted.

In conclusion, there was evidence of discernable teacher behaving styles for teachers of disturbed children. The method of descriptive analysis was utilized to formulate these styles and to define patterns within the styles. Hypotheses tested pertained to discernable styles for the total group and a contrast group, for treatment setting groups, and according to theoretical framework. All hypotheses were tenable, with the exception of that pertaining to theoretical framework.

Conclusions

The conclusions drawn from this study must be considered in the light of the samples which have been

investigated, the nature of the data collected, and particular methodology which was used. The descriptive method has essentially provided the investigator with a statement of the nature of the specific populations which were studied with the particular instruments and analyses used for those data. It is hoped that sufficient data have been presented to allow for significant conclusions and a degree of generalizability. The conclusions offered, when taken with conclusions of previous research should make a contribution to better understanding of teacher behavior.

Conclusions advanced are:

1. There was sufficient descriptive evidence to show that teachers of distrubed children have varying behaving styles which can be assessed and analyzed.
2. There was descriptive evidence to conclude that the behaving styles of teachers of disturbed children and undergraduate students were descriptively different.
3. There was sufficient descriptive evidence to show that teachers of disturbed children, in five types of treatment settings, had varying behaving styles which could be characterized by their primary and secondary patterns. There was not sufficient evidence to demonstrate existence of a complete dichotomy between the two major behaving styles.

4. There was not sufficient evidence to demonstrate a relationship between theoretical framework and teacher behaving style.
5. In this study, there was an unusually high percentage of male participants and there were discernable teacher behaving styles for both male and female teachers.
6. Few teachers of disturbed children espouse a consistent theoretical orientation and fewer still espouse a total orientation based upon permissive-child centered substrata. The majority of teachers, in this study, espoused an eclectic point of view. There was a very definite separation between methods of teaching and the process of teaching in the view of teachers of disturbed children.
7. Specific groups of teachers showed lower need for change and innovation in their behaving styles while others had high need for innovation. Most characteristic of the low change group were the mental hospital and the training school teachers, while the intensive treatment group had higher need for change and a low satisfaction index.

The conclusion pertaining to discrepancy and inconsistency of theoretical orientation is of special note and

there is some evidence to show that this discrepancy between theory and practice exists for all teachers. Evidence for this conclusion is to be found in the statement by Ryans:

> . . . the educational viewpoints of an individual teacher may or may not conform to the objectives of the school system in which he is employed. Furthermore, because of lack of real understanding of the implications of viewpoints held, or inability to translate the viewpoints into classroom behavior (or perhaps because of external pressures), a teacher may not actually conduct his classes in keeping with the viewpoints he professes about educational matters. Nevertheless, one might expect a teacher committed to a particular set of educational viewpoints to behave differently in specified school situations from a teacher committed to some different educational viewpoint. Or, to put it briefly, it seems reasonable to assume that teacher behavior is influenced by the educational values held by the individual teacher. (Ryans, 1960, p. 148)

The nature of this discrepancy and inconsistency for teachers of disturbed children is twofold. Not only did teachers describe themselves as theoretically committed to a behavior style which had little congruence with their personality characteristics but they espoused theoretical committment to a position which was, in some instances, not congruent with the purposes of the treatment setting nor the clientele they served. The findings of unorganized styles in public schools and of permissive styles in training schools seems to substantiate this conclusion. The confusion may well lie within the need to reexamine the concepts of permissiveness and structure. It is evident, from this study, that teachers of disturbed children have

both permissive and structured theoretical orientations and behaving styles with a reasonable degree of reliance upon order and supervision so that we can no longer speak of classification as functions of extreme points. Heil, Powell, and Feifer (1960) have suggested that a complete rethinking of the concept of permissiveness is necessary. They noted that there has been a "confusion of structure and order with irrational authority" on the one hand and a misconception on the other hand that permissiveness implies "letting the child do what he wants" because it is good for him. They stated further:

> A second misconception regarding permissiveness is that of regarding it as a "technique." The fallacy has been that this is something you learn to do like tying one's shoe laces and you use it when necessary. The fact that genuine permissiveness flows from one's own self-acceptance, self-understanding and general good mental health, has tended to be neglected. Permissiveness is <u>not</u> a "face" one puts on.

The conclusions and the previous discussion raises another significant question pertaining to both behaving style and theoretical orientation. To what extent do external conditions influence the thinking and behavior of the teacher? In essence, what specific effect do particular treatment settings, the particular clientele within them, or administrative structure have upon the behavior of the teacher? The index of satisfaction for theoretical orientation suggests that there may well be a situational factor operating upon behavior. One might hypothesize that

the cause of the dissatisfaction among intensive treatment teachers is related to their greater degree of therapeutic support and their generally recognized higher level training and the intensive intellectual stimulation which ensues from working in a research and training milieu. In effect, their relative dissatisfaction represents a higher degree of sophistication and knowledge of the need for change. It would seem that the more sophisticated people know what is ideal and therefore strive for it, and are dissatisfied, relatively speaking, until they achieve their goal.

Another consideration, from the conclusions, pertains to what Rabinow (1964) refers to as the "fixity of traits, characteristics, and attitudes, and the degree and manner in which these may be influenced by training, supervision, or consultation." The literature indicates that there is a mutual attractiveness between the person and the field, thereby giving indication that the person brings with him a general mein which may be relatively unchangeable. The question which should be considered has to do with the extent to which teacher training programs can institute, amend, or solidify behaviors which are adaptable to work with disturbed children <u>in specific settings</u>. It is evident that cognizance might well be given to the situation and clientele with which the teacher of disturbed children will interact. The program description given by Dorney (1964) and that given by Douglas (1961),

for instance, seemingly require teachers with different theoretical orientations and behaving styles. Can university teacher training programs, in a single comprehensive program, meet the needs of both extremes of consumption of their products?

A final consideration has to do with the extent to which there is congruence between the "paper and pencil" behaving styles of teachers of disturbed children and their on-the-scene performance, in a classroom with a multitude of counter forces impinging upon them. This, of course, is a necessary extention of this study. With the data in hand that there are describable behaving styles, there must be an effort to validate their existence, de facto, through systematic observation of teachers and classroom processes in all treatment settings. Failure to confirm the existence of these styles leaves the field in much the same position as Ryans (1960) has suggested it is in relation to congruence between theory and practice.

Implications

General Implications

The first implication has to do with the current state of thought pertaining to teachers of disturbed children and their characteristic behaving styles and theoretical orientations. The study demonstrates, to some extent, what has been known but not acknowledged all along: that there are significant, individual differences among teachers and

various groups of teachers. Since there was no "all-permissive teacher" nor "all-structured teacher," but one representing several degrees upon the continuum, teacher-educators, and researchers should be able to proceed in other meaningful fields of research with knowledge that personality characteristics can be assessed, in terms of their supposed influence in classrooms. Subsidiary to this implication is the fact that there was little evidence to suggest that pathological-like needs were part of the complex of behaving styles. In only two styles, was there suggestion of negative quality as it would effect behaving style. This finding also suggests procedure for an effective method of screening for purposes of more intensive review by faculty charged with the responsibility of candidate admission. Subsidary to the implication pertaining to the attraction that the field holds for certain personality types and the possibility of effective screening procedures, is the implication of the higher percentage of male teachers who are practitioners in various settings. This finding in itself is surprising, based upon the distribution of males in the general teacher population. One study (Gottfried and Jones, 1965) reported a sample of prospective special education teachers from one college and there were more males (based upon a very small N) than females. No explanation is given for this finding. In other reviews on special education teacher education (Cain, 1964) there are no implications pertaining to the sex of the teacher.

The second general implication has to do with the relevancy of teacher behaving styles within other fields of special education. The sparcity of literature and empirical research seems to indicate a pressing need for differentiation between teachers of exceptional children. Questions such as: are there varying strength of patterns for different teachers of exceptional children? Which behaving styles are optimal for enhancement of the teaching-learning process with crippled, blind, deaf, retarded, or disturbed children? What is the effect of differences in behaving styles for males or females upon exceptional children? These are the matrix from which significant study and advancement of knowledge develops.

The final general implication pertains to the utilization, by special education, of research and literature, particularly concerning teacher behavior, from sources other than those specifically directed toward exceptional children and their teachers. The review of research for this study, the adoption of a "non-special education" theoretical framework, and utilization of an existing teacher personality assessing device points toward the feasibility of increased usage of existing knowledge and methodology. Studies such as Grimes and Allinsmith (1961) on the effect of intrapsychic processes on learning and behavior or of Martin's (1963) formulation of a logical position concerning effective teaching have unusual relevance, if they can be viewed

by special educators as meaningful to general practice rather than to specific groups of children. In this regard, there would then be no lack of sound theory upon which to study processes in special teacher behavior.

Research Implications

Several research implications arose from the study, particularly relevant extensions of the study which would make other significant contributions to the literature and knowledge in special education.

a. Further research on educational framework (methods of teaching) and classroom approach (process of teaching) with disturbed children should be undertaken. Any research consideration should, in all probability, include the rationale suggested by Schmid, et al., 1962, in their study of some necessary qualities of teachers. Cognitive formulations such as knowledge of the principles of educating disturbed children and a measure of the teacher's knowledge of the clientele he contacts would be essential. These assessments would give an objective and comparable complement to the TOQ.

b. Further research on teacher behaving styles should include a consideration of the-on-the scene behavior of the teacher along with personality assessment. Gump (1964) suggests that there is a inter-dependency among various factors which operate in the classroom. Teacher behavior may thus be only a single factor and "significant

methodological implications arise" in the flow of attitudes between the teacher and the children, the specific techniques and behaviors that the teacher uses and displays, and the range of deviant behaviors found in the particular treatment setting. This varied situation is prevalent in classrooms for disturbed children and future research might well be directed toward investigation of the entire, complex classroom milieu rather than maintenance of specific and often unbeneficial focus upon isolation, manipulation, and measurement of minute variables.

In conclusion, several general implications and two important research implications have been drawn from the study of behaving styles of teachers of emotionally disturbed children. Significant conclusions were related to needs for future research on all teachers of exceptional children and for greater understanding of the teaching-learning process with disturbed and other exceptional children and the need for developing insight into the effect of teacher education programs upon the behavior of teachers of exceptional children.

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APPENDICES

APPENDIX A

LIST OF MOTIVES FROM THE TEACHER PREFERENCE SCHEDULE
(Stern and Masling, 1958)

1. Practical. These people utilize teaching as a means of achieving pragmatic, utilitarian, tangible goals. Involvement in teaching is limited to the instrumental value the occupation has for such individuals, in terms of hours, pay, vacations, and similar sources of gratification. Since their primary investments are in non-academic activities, the supporting attitudes must necessarily justify detachment.

2. Status-Striving. These are the individuals for whom the ascribed status of the teacher is more important than the teaching function. Whether for socio-economic reasons, family ambitions, or personal identifications, they find considerable gratification in teaching from the prestige it confers on them. The significant attitudes in this case reflect a preoccupation with professional dignity and propriety.

3. Nurturant. These teachers are characterized by a pervasive feeling of affection for children, and a desire to assist and support them. These teachers are warm and loving in their relationships with children, devote themselves freely to their pupils problems, and derive their greatest satisfactions from the reciprocal affection and gratitude of the children. They justify these activities on the grounds that a child's greatest need is for love.

4. Nondirective. The motive here is to minimize the pupils' expression of dependency on the teacher. These teachers feel rewarded to the extent that their pupils demonstrate capacities for self-direction, and they identify with an ideology which stresses respect for the integrity of the child and justifies the use of pupil-centered classroom techniques in the name of self-actualization.

5. Rebellious. (Critical) For these teachers, the central theme is a dedication to reform and improvement. These teachers are the organizers and critics of the profession, and find gratification in the opportunities which exist for championing the cause of an underdog. Relevant attitudes involve criticism of contemporary practices in

educational administration, and a generally negative view concerning the qualifications and motives of authority figures.

6. Preadult-Fixated. These people prefer the society of children to that of their own agemates, feeling essentially inadequate in the role of an adult. Their greatest pleasures in teaching come from sanctioned opportunities to participate vicariously, and sometimes directly, in the activities of their pupils. Their attitudes reflect an idealization of childhood and a justification for identifying with pupils.

7. Orderliness. The motive here is to codify and regulate behavior, minimizing the uncertainties inherent in personal interactions. These teachers are characterized by a compulsive preoccupation with rules and procedures, and are most gratified by demonstrations of bureaucratic timing and organization in the classroom and school. They justify this in terms of the need for developing good pupil habits.

8. Dependency. The focus for these teachers is the inverse of the rebel. Their personal insecurities are expressed in the form of a reliance on support from authority figures, and their major gratifications in teaching come from close supervision and guidance. Supporting attitudes justify compliance and cooperation with authority on the grounds that superiors know best.

9. Exhibitionistic. For this group of teachers the motive is oriented toward personal display and attention-seeking. These teachers achieve satisfaction from opportunities to entertain and captivate their pupils. They have a pervasive need to be admired, and rationalize their exhibitionistic activities in the classroom on the grounds that clowning, personality, and showmanship are essential qualities for effective instruction.

10. Dominance. These individuals are concerned with reassurances regarding their own superiority and value. The subordinate status of the pupil is a significant source of gratification for them and they derive considerable pleasure from activities which keep the child in that position to the enhancement of their own. These behaviors are justified in terms of the need to maintain discipline.

APPENDIX B

MICHIGAN STATE UNIVERSITY
College of Education
Department of Elementary and Special Education

Enclosed is a packet of schedules to be utilized in a study entitled: "Characteristic Teacher Behaving Styles of Teachers of Emotionally Disturbed Children." The packet includes one copy of each of the following:

Teacher Preference Schedule (TPS), Form A 958
Teacher Preference Schedule (TPS), Form G 958
Theoretical Orientations to Teaching Emotionally Disturbed Children (TOQ)

Separate Answer Sheet for TPS Form A 958
Separate Answer Sheet for TPS Form G 958
Separate Answer Sheet for TOQ

No special pencil is required. Use any #2 lead pencil.

GENERAL DIRECTIONS:

1. Each schedule has a description of its purpose and its own directions. Please read and follow them carefully.

2. It is not necessary to enter your name on any form: enter Teacher or Student, as applicable. Please complete all other information; (How long have you been at your present school, how long have you been teaching all together, age, and sex.)

3. Please return all forms and materials in the self-addressed stamped envelope provided for the purpose, or according to other instructions.

RETURN WITHIN TEN DAYS FROM _____
WILL BE GREATLY APPRECIATED.

Thank you for your cooperation in this project.

John L. Johnson
National Defense Education
Act Fellow, 3rd Year
343 Erickson Hall

U.S. Office of Education Study No. 1620.479
Syracuse University

TEACHER PREFERENCE SCHEDULE
FORM G958

The purpose of this schedule is to investigate teachers' preferences for various aspects of teaching. The schedule consists of a number of statements describing many kinds of activities, events, and situations relating to teaching. Teachers differ in their feelings about these activities and this schedule has been developed as an aid to determining how great and how varied these differences are. It is important that you record your own personal feelings about these activities, even in those cases where you think that most teachers probably feel differently than yourself. Your responses will be processed and tabulated with those of other teachers by means of electronic devices, and no one will ever be permitted to examine the replies you have given here. Although your name is to be recorded on the answer sheet, this is solely for the purposes of cross-tabulating materials from the other schedules you have completed.

Please indicate on the special answer sheet the items that you <u>like</u>, <u>approve of</u>, or <u>would find pleasant to experience</u>. For the purposes of this study it is not important whether or not you have actually done the things mentioned or have really had the opportunity to experience the events described. The schedule requires only an indication of your feeling about these events if you were to have the opportunity to experience them.

<u>Directions</u>: Be sure your answer sheet is labelled Teacher Preference Schedule G958. Please do not make any marks on this booklet. Fill in the questions at the top of the answer sheet, and proceed as follows:

Use the special pencil provided and blacken the space opposite each item number, all or part of the way, according to the following key:

Strong liking, preference, approval

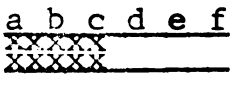
Blacken space through f

Moderate liking, preference, approval

Blacken space through e

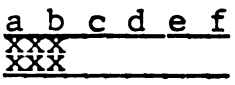
Slight liking, preference, approval

Blacken space through d



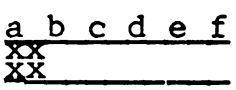
Slight dislike, disapproval

Blacken space through c



Moderate dislike, disapproval

Blacken space through b



Strong dislike, disapproval

Blacken space through a

Note that the length of your line indicates the extent to which you like, view favorably, or approve of the teaching activity described by the item. The longer your line, the more you like the activity; the shorter your line, the less you like it.

Please check your item numbers carefully as you proceed, to be sure your preferences are marked in the correct place.

Thank you for your assistance and cooperation.

1. Playing games with my pupils.
2. Having my pupils put on plays and exhibitions for other classes or for parents.
3. Subscribing to educational journals.
4. Enlivening my lessons with stories, jokes, or personal anecdotes.
5. Working actively to promote greater public recognition and appreciation of the professional problems of teachers.
6. Being concerned about my pupils welfare outside the school.
7. Letting my pupils whisper or talk quietly among themselves.
8. Having the pupils do over papers that are not neat.
9. Having a principal who takes a close interest in the things I do.
10. Keeping careful and accurate records of pupils' progress, assignments, attendance, etc.
11. Getting home early enough to spend a few hours every afternoon with my family and/or other interests.
12. Having my pupils dramatize stories and lessons.
13. Conducting myself in the community in ways that reflect my status as a teacher.
14. Permitting no infractions of discipline, however minor, to go unnoticed.
15. Discouraging children from telling me personal things about themselves.

16. Seeing how much I can do for children who have been deprived of affection and emotional support.
17. Having as few rules and regulations for the students as possible.
18. Fighting for better pay, sickness and accident protection, retirement provisions, etc., for teachers.
19. Browsing in toy shops.
20. Having brothers and sisters, or children of former pupils in my class.
21. Having a supervisor or principal who shows as much concern for my personal development as for my professional growth.
22. Having my pupils copy my favorite expressions or mannerisms.
23. Being introduced to others as a teacher.
24. Following a daily classroom routine faithfully.
25. Having other teachers take an interest in my work and offer me advice or suggestions.
26. Being an active member of a teachers' federation or union.
27. Capturing the attention of my pupils to the point where they're hanging on my every word.
28. Attending concerts, art exhibits, plays, etc., with other teachers.
29. Making up stories for children.
30. Writing letters to newspaper editors or congressmen about educational problems.
31. Having the principal or supervisor visit my classes regularly.
32. Giving the pupils the opportunity for a lot of drill and formal recitation.
33. Hearing a child unconsciously call me "mother" or "father."
34. Keeping my classroom as clean and neat as my own home.
35. Putting loyalty and obedience to my principal or supervisor above personal differences of opinion.
36. Keeping my classroom so quiet that you can hear a pin drop.
37. Finishing all my work during the school day, so that when I go home my time will be my own.
38. Attending educational conferences.
39. Discouraging pupils from getting to expect extra help after school.
40. Praising a child only when he's really done something deserving.
41. Bringing the problems of the school system to the attention of the public.
42. Having pupils regard me not only as their teacher but also as someone who understands and really cares about them.
43. Letting the students make their own decisions about classroom activities and procedures.
44. Keeping up with the songs, books, T.V. programs, etc., that my pupils are interested in.

45. Encouraging other teachers to take an active role in a teacher federation or union.
46. Being closely supervised by my superiors.
47. Scheduling activities of the school day minute by minute.
48. Having pupils compliment me on my clothing or appearance.
49. Having the entire class do the same thing at the same time.
50. Being provided by the school administration with detailed lesson plans to be followed throughout the term.
51. Permitting children to talk only when called upon.
52. Following the careers of former pupils.
53. Encouraging my pupils to direct their own activities, providing help only when needed.
54. Forgetting all about teaching during the summer vacation.
55. Having a reputation among the pupils for being a strict teacher.
56. Seeing the girls in my family, or of close friends, develop an interest in teaching as a career.
57. Speaking up for more objective and politically independent appointments of principals and educational supervisors.
58. Being invited by the pupils to join in their games or parties.
59. Telling others what my occupation is.
60. Being appreciated by the children for my sense of humor.
61. Making sure my pupils cover every bit of the curriculum.
62. Inviting pupils to question my decisions and express their own opinions.
63. Relying closely on a supervisor for help and guidance.
64. Having a pupil confide in me as in a parent.
65. Discouraging class discussions and other distractions from the planned lesson.
66. Leaving school right after the end of classes.
67. Introducing a great deal of variety in my lessons so that the pupils are continually looking forward to the next surprise.
68. Running my class with a firm hand.
69. Being identified as a member of the same social and cultural class as other teachers.
70. Putting school problems out of my mind as soon as I get home.
71. Letting students choose their own projects, topics for themes, etc.
72. Questioning activities of the local school board of legislative agencies.
73. Joining in the fun my pupils are having.
74. Helping children with their personal problems.
75. Helping children to discover and assert their own individuality.
76. Holding the whole class responsible for any breaches of discipline.
77. Working for a principal who doesn't make excessive demands on my personal time.

78. Spending a considerable amount of class time in group discussions.
79. Leaving extra-curricular assignments to teachers who are more interested in them.
80. Having my pupils know who is boss.
81. Helping children with their hobbies.
82. Being known as a colorful and stimulating teacher.
83. Continuing my education as a teacher by taking courses, attending lectures, etc.
84. Being outspoken in defense of teachers' rights.
85. Getting to know my pupils well enough to be able to share fully their thoughts and feelings with them.
86. Doing my best to please my supervisor or principal.
87. Reminding my pupils to dress warmly, button their coats, wear rubbers, etc.
88. Following specific and carefully organized lesson plans.
89. Encouraging pupils to express themselves freely in my classroom.
90. Being supervised by a person who expects me to discuss all my problems with him.
91. Making it clear to the youngsters that I won't tolerate any foolishness.
92. Being selected to represent the teaching profession on a civic committee.
93. Having a reputation for experimenting with novel and unusual teaching techniques.
94. Having the pupils maintain proper respect at all times for my position as their teacher.
95. Insisting that parents contact me during the school day rather than on my own time.
96. Being a pal to my pupils.
97. Organizing my class so that each pupil is following his own interests and doing independent work most of the time.
98. Encouraging other teachers to express their opinions publicly about issues or events of significance to our profession.
99. Forgetting my dignity and getting right down to the children's level.
100. Having former pupils remember me, stop to talk on the street, or come to visit.

Name _____

FORM G958 TEACHING PREFERENCE SCHEDULE

Date _____
Age _____
Sex _____

	1A	1B	2A	2B	2C
R					
W					

What is your present teaching assignment? Grade _____ Subject _____
How long have you been at your present school? _____ How long have you been teaching altogether? _____ In how many different schools? _____
Education beyond high school: institution, majors, degrees received _____
_____ Other occupations _____

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FORM G958

APPENDIX C

THEORETICAL ORIENTATIONS TO TEACHING EMOTIONALLY DISTURBED CHILDREN

Questionnaire Booklet (TOQ)

The paragraphs you have been given describe several types of educational provisions for socially and emotionally handicapped children. They are not intended to be exhaustive, nor are the various descriptions entirely independent of one another. Some of them may seem less desirable to you than others, but all of them are based upon theoretical orientations commonly known to teachers of disturbed children. The purpose of this questionnaire is to determine the theoretical orientation of in-service teachers of disturbed children. Your responses will be coded, transcribed, and processed electronically, no one will ever be permitted to examine your responses.

DIRECTIONS

(a) Please read the entire set of descriptions on Form I (Educational Framework) and:

1. Decide which descriptions are most and least descriptive of your current classes. Record your choices in the space provided on the separate answer sheet.
2. Decide which descriptions would most and least complement your personality when given ideal conditions. Record your choices in the space provided on the separate answer sheet.

(b) Please read the two descriptions on Form II (Classroom Approach) and on the separate answer sheet, circle the number of the statement which most closely approximates your personal classroom approach.

THEORETICAL ORIENTATIONS TO TEACHING EMOTIONALLY DISTURBED CHILDREN

Form I (Educational Framework)

Paragraph 1

The disturbed child should have a classroom atmosphere which is based upon freedom and the program should be elastic enough to ensure that each child is reached on his own level of development. The classroom should present a picture of diverse activities in which the disturbed child can work on his own project, academic or non-academic, secure in the knowledge that what he is doing is looked upon with approval and is of value to himself and to the group. The function of the teacher is to provide experiences which the child can meet with growing confidence and success.

Paragraph 2

The classroom for disturbed children should have an emphasis upon the diagnosis of learning potential capacities and their relationship to specific remediation techniques. The use of associative learning, formal habit, and behavioral training should be an integral part of the classroom. There should be a very highly structured but non-punitive atmosphere with emphasis on changing symptomatic responses through specific techniques on a planned, ego level.

Paragraph 3

The classroom for disturbed children should have an interweaving of an educational and clinical environment. Decisions about the educational procedures to be followed should be formulated within the framework of the underlying and unconscious motivation of the children involved. Educational aspects will normally stress creative, project type work, individual differences, and a benign but not permissive atmosphere.

Paragraph 4

The classroom for disturbed children should have an emphasis on the formalized, accepted educational procedures. The existence and resolution of psycho-pathological aspects of the personality should be secondary to the instructional goals and attention should be given to skill training, use of workbooks, and routine drill. There should be minimum emphasis on group procedures and maximum emphasis on control with restrictive handling, in a non-hostile atmosphere.

THEORETICAL ORIENTATIONS TO TEACHING EMOTIONALLY DISTURBED CHILDREN

Form II (Classroom Approach)

Paragraph A

The disturbed child should have a regulated school environment which is based upon the present and what can be done to bring about growth-producing changes. There should be an especially prepared daily program of educational tasks, behavioral limits, the use of consequences to aid in motivation, and a definite overall routine. The function of the teacher is to interfere with pathological and immature processes and to provide a well-defined learning environment which will help the child achieve success in learning.

Paragraph B

The classroom for disturbed children should have an emphasis on opportunity for the child to gain insight into his behavior with educational considerations being secondary. The most important aspect should be the provision of a benign therapeutic environment which will permit the child to express these emotions, whatever they might be, without censure and to control these emotions realistically within the framework of what is considered socially acceptable. The teacher's role is based upon acceptance and the use of interpersonal relationships to foster education of emotions.

THEORETICAL ORIENTATIONS TO TEACHING EMOTIONALLY DISTURBED CHILDREN

Name _____

Age _____Sex: M____ F____ School or Institution_____

Form I (Educational Framework)

Current Description

Please list the paragraph by number below, which you find most descriptive and least descriptive of the educational framework of your current classes.

Paragraph Number

Most descriptive_____

Least descriptive _____

Ideal Description

Please list the paragraphs by number below, which in an ideal setting would most complement your personality.

Paragraph Number

Most descriptive _____

Least descriptive _____

Form II (Classroom Approach)

Circle one of the following, after reading Form II

1. Strongly accept description A and reject description B.
2. Partially accept description A and partially accept description B.
3. Partially accept description B and partially accept description A.
4. Strongly accept description B and reject description A.

APPENDIX D

TEACHER PREFERENCE SCHEDULE SCALES AND ITEM NUMBERS

	I Practical	II Status-Striving	III Nurturant	IV Non-directive	V Rebellious	VI Preadult-Fixated	VII Orderliness	VIII Dependency	IX Exhibitionistic	X Dominance
Form A	12	3	8	9	4	2	7	6	1	14
	15	13	16	20	17	18	10	21	5	36
	37	22	19	43	26	29	23	24	11	39
	40	30	34	54	28	42	32	31	25	51
	52	38	44	64	41	56	35	33	27	53
	66	57	55	71	45	75	46	47	48	67
	69	60	62	73	58	82	49	50	59	76
	77	68	74	78	72	85	61	63	70	80
	79	81	89	87	83	97	65	88	84	91
	92	95	98	99	96	100	86	90	93	94
Form G	11	3	6	7	5	1	8	9	2	14
	15	13	16	17	18	19	10	21	4	36
	37	23	20	43	26	29	24	25	12	40
	39	28	33	53	30	44	32	31	22	51
	54	38	42	62	41	58	34	35	27	55
	66	56	52	71	45	73	47	46	48	68
	70	59	64	75	57	31	49	50	60	76
	77	69	74	78	72	35	61	63	67	80
	79	83	87	89	84	96	65	86	82	91
	95	92	100	97	98	99	88	90	93	94