

A STUDY OF CHANGE IN TEACHER'  
SELF-EXPRESSED ATTITUDES IN SIX AREAS  
OF HUMAN RELATIONS AS AFFECTED BY  
A UNIVERSITY STAFFED WORKSHOP

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This is to certify that the

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A STUDY OF CHANGE IN TEACHERS' SELF EXPRESSED  
ATTITUDES IN SIX AREAS OF HUMAN RELATIONS AS AFFECTED  
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## ABSTRACT

### A STUDY OF CHANGE IN TEACHER' SELF-EXPRESSED ATTITUDES IN SIX AREAS OF HUMAN RELATIONS AS AFFECTED BY A UNIVERSITY STAFFED WORKSHOP

by Richard Lewis Newtonson

The purpose of the study was to determine if university staffed curriculum workshops stimulate a change toward positive attitudes in six areas of human relations: the profession, other teachers, the principal, the students, the school and the community, and to determine if there was a relationship between the seven selected variables of (a) sex, (b) number of years taught, (c) number of years taught in present school system, (d) level of teaching assignment, (e) teacher's perception of staff morale, (f) preparation for a new teaching environment, and (g) length of formal educational preparation and the measured change.

The requests of two Michigan school systems to Michigan State University for year long curriculum workshops in the fall of 1967 provided the opportunity for the study. Two public school systems were selected for control groups approximately equal in size, geographical location and financial resources. The number of school buildings involved in the study were ten elementary and eight secondary for a total of eighteen. The 350 teachers involved represented approximately equal numbers of elementary and secondary teachers.

The instrument used to measure the teachers attitudes (Walker's-Teacher Human Relations Questionnaire) was dis-

tributed to the four participating schools in the fall of 1967. The THRQ was completed by the teachers, collected by a designated teacher representative in each building and forwarded to the researcher. The curriculum workshops were conducted throughout the winter in the experimental school systems. In May of 1968 the same procedure used to obtain the pre-test data was repeated. The useable number of matched returns was 255 (72.8%), including 112 teachers from the experimental schools and 143 teachers for control schools.

The statistical methods used included the one way analysis of variance for the change scores obtained for the six areas of human relations tested and the total change score for both the workshop participants and the non-participants. The seven variables were checked to determine the degree of relationship between the variables for participant and non-participant workshop teachers by the Pearson Product-Moment correlation method. The variables indicating significance at the .05 level were then further tested by means of the two way analysis of variance with unequal frequencies.

The statistical analysis of the data led to the conclusion there is no significant relationship between the self-expressed attitudes of teachers participating in a school-wide curriculum workshop and the self-expressed attitudes of those teachers not participating in a workshop. This proved true for the six sub-test scores as well as the total instrument score.

Richard Lewis Newton

The analysis of the data provided evidence for the conclusion that teachers' sex, number of years taught, number of years taught in the system, level of teaching assignment, and perception of staff morale does significantly effect their self-expressed attitudes in the six areas of human relations measured. The teachers' sex, level of teaching and perception of staff morale were significantly related to attitude change in three areas of human relations, attitude toward the principal, attitudes toward the school and total attitude.

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## CHAPTER I: THE PROBLEM

### Introduction

The improvement of school curriculum today has a dual thrust. The two areas may be generally classified under the headings of technology and human understandings and relationships. School personnel have long realized the value and power of each. The general impetus for this study was provided by concern that the development of human relations keep pace with the advancements of technology. The first effort was to ascertain the current status of teacher attitudes in a sample population, apply "treatment" and measure the effect.

The teachers in the sample used were not isolated from the various factors that might well effect their attitudes in the area of human relations, but the experimental group did have the experience of a school-wide curriculum workshop staffed by university personnel while the control group did not.

Recent research has indicated that teachers' attitudes tend to become more negative as the school year progresses,<sup>1</sup> Teachers are receptive to improvement of personal-social

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<sup>1</sup>Vynce A. Hines and William M. Alexander. High School Self-Evaluations and Curriculum Change. Washington, D.C.: U. S. Department of Health and Education and Welfare; Office of Education, 1966.

relationships in a workshop setting.<sup>2</sup> Alam's<sup>3</sup> study found that schools involved in curriculum study with university staff help were likely to be less negative in their human relations attitudes. The university staffed curriculum workshop contained both elements that were apparently conducive to positive teacher attitudes.

The opportunity for this study was provided by the requests of two Michigan public school systems to Michigan State University for curriculum workshops. The workshops were conducted in the systems for the school year 1967-68. The workshops were staffed with university personnel committed to the value of positive human relations. Two control school systems were selected of approximately equal size, geographical location and resources. The staffs of each school in the experimental and control school systems were requested to complete human relations questionnaires prior to the workshops in October of 1967 and again at the conclusion of the workshops in May of 1968.

### Statement of the Problem

Current practice indicates that many public schools

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<sup>2</sup>Newton C. Hodgson. "Attitudes of Teachers Toward Certain Inservice Training Activities In a Georgia County." Unpublished doctoral dissertation, Ohio State University, 1954.

<sup>3</sup>Dale V. Alam. "The Relationship Between School Self-Evaluation Procedures and Changes in Teachers' Expressed Attitudes in Six Areas of Professional Human Relations." Unpublished doctoral dissertation, University of Florida, 1966.

and university staffs of Michigan are deeply committed to the use of "university consultants" and workshops staffed by university personnel both in specific academic areas and in general curriculum.<sup>4</sup> The obvious specific goal of greater teacher competence in the specific disciplines is measurable by such methods as written examinations or observation of increased usage of the materials and methods introduced. The fostering and maintenance of positive attitudes in the area of human relations, while not as readily measured, is also of basic importance.

The specific purposes of this study were to determine if university staffed curriculum workshops stimulate a change toward positive attitudes in six areas of human relations; the profession, other teachers, the principal, the students, the school and the community, and to determine if there was a relationship between the seven specific variables of (a) sex, (b) number of years taught, (c) number of years taught in present school system, (d) level of teaching assignment, (e) teacher's perception of staff morale, (f) preparation for a new teaching environment, and (g) length of formal educational preparation and the measured change.

#### Significance of the Study

The areas of government, industry, and education have

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<sup>4</sup>Frederick S. Bailey. "A Follow-up Study of Opinions Held by Students, Faculty and Administrators About Off-Campus University Credit Courses." Unpublished doctoral dissertation, Michigan State University, 1965.

long been aware of the vital importance of good human relations. The current national and world scene focuses attention even more sharply on this societal need. Rapid technological advancements, increased population density, and changing political structures seem to be outstripping the ability of individuals to cope effectively with their environment, at least in relation to their fellow man. Are the needs for cooperative planning and sensitivity to individual and group needs being met? In their intensive efforts to keep pace with the knowledge explosion it is possible that school personnel have tended to rush over the need for preparing the earth before planting the seeds. The prospective learner must have positive attitudes towards learning and feel the support of his teachers and peers to really progress in both knowledge and fulfillment. The large volume of research in the areas of perceptual psychology, attitude change theory, and group interaction have provided educators with tools of great potentiality for growth in human understanding and relationships. These tools are of relatively little value if they are not effectively explored and used. The basic importance of this study is to attempt to ascertain if university staff members are effectively implementing the verbalized goal of helping teachers to achieve positive attitudes in the area of human relations in order that they may more adequately fulfill the needs of our society. This study could serve to:

- (a) Indicate the value of university staffed workshops

- in improving teacher human relations attitude.
- (b) Alert university personnel to the need for more precise planning and implementation in their attempts to improve teacher attitudes.
  - (c) Point out to school administrators the current status of teacher attitudes.
  - (d) Indicate to teachers the areas of human relations that need their attention for self growth.

### Operational Definition of Terms

#### University staffed school-wide curriculum workshop

A university staffed workshop open to all school staff members (K through 12) but with attendance optional on the part of the teachers.

#### Change toward positive attitudes

The change measured by movement toward the positive end of the attitude scale used.

#### Teachers' expressed attitudes

This term is used to denote the measurement of the teachers' attitudes as recorded by the instrument used. (Walker's-Teacher Human Relations Questionnaire).

#### Teachers not participating in a curriculum workshop

All teachers in both the experimental and control schools that chose not to attend the curriculum workshops during 1967-68.

**Total teaching experience**

Refers to the total number of years as an active teacher.

- a. Greater total teaching refers to those teachers with more than ten years of teaching service.
- b. Lesser total teaching refers to those teachers with less than ten years of teaching service.

**Total teaching experience in their current school system**

This phrase is used to indicate the total number of years as an active teacher in the school system.

- a. Greater--those teachers with more than ten years total teaching time in the school system.
- b. Lesser--those teachers with less than ten years total teaching time in the school system.

**New teaching environment**

Some secondary teachers in one experimental and one control system are scheduled to move to a new high school building in the fall of 1969. This group was designated as those planning for a "new teaching environment."

**Level of teaching assignment**

Refers to the levels of either elementary or secondary.

- a. Designated elementary if teaching in grades kindergarten through sixth.
- b. Designated secondary if teaching in grades seven through twelve.

### Formal educational preparation

The degrees earned by the teacher, such as Bachelor of Arts, are taken to be the formal educational preparation.

- a. Greater formal educational preparation refers to teachers having graduate work beyond the Bachelor's degree.
- b. Limited formal educational preparation refers to teachers with the Bachelor's degree or less.

### Hypotheses Tested

#### Hypothesis #1

More teachers participating in a school-wide university staffed curriculum workshop express change toward positive attitudes in the six areas of human relations measured by the Teacher Human Relations Questionnaire than teachers not participating in such a workshop.

#### Sub-Hypotheses:

- a. More teachers participating in university staffed school-wide workshops express change toward positive attitudes toward the profession than teachers not participating in such a workshop.
- b. More teachers participating in university staffed school-wide workshops express change toward positive attitudes toward other teachers than teachers not participating in such a workshop.
- c. More teachers participating in university staffed school-wide workshops express change toward positive

attitudes toward the principal than teachers not participating in such a workshop.

- d. More teachers participating in university staffed school-wide workshops express change toward positive attitudes toward the students than teachers not participating in such a workshop.
- e. More teachers participating in university staffed school-wide workshops express change toward positive attitudes toward the school than teachers not participating in such a workshop.
- f. More teachers participating in university staffed school-wide workshops express change toward positive attitudes toward the community than teachers not participating in such a workshop.

#### Hypothesis #2

Teachers' self expressed attitudes will vary in relation to the seven variables of (a) Sex, (b) Length of teaching experience, (c) Length of teaching time in system, (d) Level of teaching assignment, (e) Perception of total staff morale, (f) Preparation for a new teaching environment, (g) Length of formal educational preparation.

#### Sub-Hypotheses:

- a. Male teachers of both secondary and elementary level will express less change toward positive attitudes than female teachers.
- b. Fewer teachers with greater total teaching experience will express change toward positive

attitudes than teachers with lesser.

- c. Fewer teachers with greater total teaching time in their current school system will express change toward positive attitudes than teachers with lesser total teaching time in the school system.
- d. More elementary teachers (K-6) will express change toward positive attitudes than will secondary teachers (7-12).
- e. Teachers perceiving the total staff morale as high will express more change toward positive attitudes than teachers that perceive the total staff morale to be low.
- f. More secondary teachers (9-12) preparing to move to a new teaching environment will express change toward positive attitudes than those not preparing for a movement to a new teaching environment.
- g. More teachers with greater formal educational preparation will express change toward positive attitudes than teachers with limited formal educational preparation.

In Chapter II, the literature pertinent to the null hypothesis tested is reviewed. The design of the study will be presented in Chapter III. The method used to analyze the data is given in detail in Chapter IV. Chapter V will contain the summary, conclusions, and implications for future study.

## CHAPTER II: REVIEW OF THE LITERATURE

The review of the literature in this chapter focuses first on similar studies, second on research related to teacher attitudes, their impact on effective teaching, human relationships, and curriculum improvement, and third on the use of workshops as a means of in-service training.

### Similar Studies

While no study was found with all the characteristics of this research, the recent studies of Alam,<sup>1</sup> and Hines and Alexander<sup>2</sup> are similar in some aspects and pointed out the need for further investigation.

The Alam study sought to determine if school faculties engaged in self-evaluation studies experienced attitude shifts over time to a lesser degree than those faculties not engaged in the self-evaluation process and to determine the extent of attitude shifts over time for all teachers involved in the study.

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<sup>1</sup>Dale V. Alam. "The Relationship Between School Self-Evaluation Procedure and Changes in Teachers' Expressed Attitudes in Six Areas of Professional Human Relations." Unpublished doctoral dissertation, University of Florida, 1966.

<sup>2</sup>Vynce A. Hines and William M. Alexander. High School Self-Evaluations and Curriculum Change. Washington, D. C.: U. S. Department of Health and Education, and Welfare; Office of Education, 1966.

The research was conducted in Florida during the 1965-66 school year. Of the twenty-one secondary schools involved ten were designated as experimental since they were engaged in Southern Association accrediting or reaccrediting procedures. Four of the experimental schools were using university personnel in the self-evaluation procedures while another four schools, in the experimental group, were using only local and county personnel as resources.

The following null hypotheses were all accepted:

1. Teachers' expressed attitudes, as measured by the Teacher Human Relations Questionnaire, are not effected by involvement in the self-evaluation process.
2. The type of organizational method used by a school in the self-evaluation process, as measured by the Teacher Human Relations Questionnaire, has no effect on the expressed attitudes of teachers.
3. Teachers' expressed attitudes toward the profession, other teachers, the principal, the students, the school, and the community, as measured by the Teacher Human Relations Questionnaire, are not affected by the self-evaluation process.

A final null hypothesis tested was as follows:

In general, for the period included in this study, the expressed attitudes of teachers, as measured by the Teacher Human Relations Questionnaire, do not change as the year progresses. This hypotheses was rejected.

Further analysis pointed out:

. . . "Teachers' expressed attitudes toward the students represented the greatest shift. This was significant at the 1 per cent level of confidence. Expressed attitudes toward the principal, toward other teachers and the total professional attitude shifts were

significant at the 5 per cent levels of confidence. The remaining subtests, expressed attitudes toward the school, the community, and the profession, were not significantly different from the first test period to the second."<sup>3</sup>

The findings also revealed three of the four experimental schools using university conducted self-evaluation processes showed a favorable shift in attitudes. This favorable shift, Alam suggests, should be examined further to determine under what conditions university sponsored courses are effective in promoting favorable attitude shifts.

Alam also suggested investigation of the value of curriculum workshops without the required accrediting factor.

The Hines and Alexander<sup>4</sup> study was made under a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Their extensive research was conducted over a period of five years from 1962 through 1967.

A portion of their research was directed towards determining the extent of curriculum change when schools are engaged in self-study programs for accreditation. One result of this section of their study of particular interest was:

"The number of curriculum changes varies according to the method of self-study. Eighteen schools which had no outside help during their self-study reported 426 changes, with a mean of 23.7 per school. The 13 schools with outside consultative help reported 395 changes, or a mean of 30.4 per school. The 15 schools which had faculty members registered for the univer-

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<sup>3</sup>Alam, op. cit., p. 60.

<sup>4</sup>Hines and Alexander, op. cit., p. (title page).

sity laboratory course reported 558 changes, or a mean of 37.2 per school."

"Schools with consultative help had 26.6 per cent more changes than schools without consultants. Schools with university courses had 22.4 percent more changes than schools with consultative help, and 57.0 percent more changes than schools without outside help."<sup>5</sup>

The study also reported using Walker's Teacher Human Relations Questionnaire in a pre and post-test situation with a significant loss in teachers' attitudes scores between the initial and final testing. Under the "Recommendations for Further Study" the researchers posed the following question:

"Why does teacher morale tend to go down over the course of a school year in most schools? It remains steady or goes up slightly in some schools. What is different about these schools? A possible clue might be further investigation of the impact of the field laboratory course on the school faculty. Five of eight schools with the field laboratory course in Alam's study and this one reported gains on the THRQ. Those which lost ground were in a system all of whose schools were banned from an official visiting committee by accrediting association."<sup>6</sup>

### Teacher Attitudes

The realization of the extensive influence attitudes play in all life's experiences emphasizes the need for positive attitudes. As Allport's definition of an attitude stated:

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<sup>5</sup>Hines and Alexander, op. cit., p. 16.

<sup>6</sup>Hines and Alexander, op. cit., p. 61.

"An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."<sup>7</sup>

Gage in describing behavior and attitudes which placed teachers at the desirable end of the scale for teaching effectiveness stated:

"Teachers at this desirable end tend to behave approvingly, acceptantly, and supportively; they tend to speak well of their own pupils, pupils in general, and people in general."<sup>8</sup>

This aspect of teaching effectiveness is postulated by some to be of even more importance to teachers of the disadvantaged. For example the Coleman report stated that teacher characteristics accounted for a "Higher proportion of variation in student achievement than did all other aspects of the school combined, excluding the student body characteristics."<sup>9</sup>

The Report of the Civil Disorder Commission stated, "Studies have shown the attitudes of teachers have very powerful impacts upon educational achievement."<sup>10</sup>

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<sup>7</sup>Carl M. Murchison (ed.). Handbook on Social Psychology. Worcester, Massachusetts: Clark University Press, 1935, p. 45.

<sup>8</sup>Nathaniel L. Gage. "Can Science Contribute to the Art of Teaching," Phi Delta Kappan, (March, 1968), p. 401.

<sup>9</sup>James S. Coleman, et al. Equality of Educational Opportunity. Washington, D. C.: U. S. Department of Health, Education, and Welfare; Office of Education, 1966, p. 12.

<sup>10</sup>Report of the National Advisory Commission on Civil Disorders. New York, New York: Bantam Books, 1968, p. 429.

Amidon and Flanders<sup>11</sup> studies suggest teachers should be exposed to some type of human relations training since children gained more if teachers possess skills in human relations. They also pointed out that although there are many patterns of teaching behavior, a positive attitude toward the student was essential for any pattern to be successful.

The relationship of a teacher as a fully functioning person or psychologically healthy person with desirable attitudes and values were investigated by Dandes with the following conclusion:

"The relationship is as predicted: the greater the psychological health, the greater the possession of attitudes and values characteristic of effective teaching."<sup>12</sup>

The value of a positive attitude towards self in teaching as well as in other fields of endeavor has served as a central theme for many writers such as Rogers,<sup>13</sup> Combs,<sup>14</sup> and Jersild.<sup>15</sup> Combs, using the word helper to describe an effective teacher states:

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<sup>11</sup>Edmond J. Amidon and Ned A. Flanders. A Manual for Understanding and Improving Teachers' Classroom Behavior. Minneapolis: Paul S. Amidon and Associates, Incorporated, 1963, p. 61.

<sup>12</sup>Herbert M. Dandes. "Psychological Health and Teaching Effectiveness," Journal of Teacher Education. XVII (Fall, 1966), p. 305.

<sup>13</sup>Carl R. Rogers. On Becoming a Person. Boston, Massachusetts: Houghton Mifflin Company, 1961.

<sup>14</sup>Arthur Wright Combs. The Professional Education of Teachers. Boston: Allyn and Bacon, 1965.

<sup>15</sup>Arthur J. Jersild. When Teachers Face Themselves. New York, New York: Teachers College, Columbia University, 1955.

"For example, it has been found that helpers can be distinguished from non-helpers on the basis of their attitudes, feelings, purposes, and their conceptions of themselves and others."<sup>16</sup>

The attitude one has towards self is reflected in the attitude one has toward others. Combs<sup>17</sup> points out that effective teachers see people as worthy.

Some educators recognizing the importance of positive attitudes on the part of teachers have sought to measure attitudes of student teachers prior to experience on a full time basis. One such effort to determine student teachers' attitudes has been published by Lipscomb.<sup>18</sup> Lipscomb's study, conducted at Indiana University, measured 44 elementary student teachers' attitude change during their student teaching period and found 41 students did have a statistical significant attitude shift even though no specific program was used to achieve this shift.

Hoover and Schutz<sup>19</sup> did make a systematic effort to alter student teacher attitudes by emphasizing recognition and evaluation of basic assumptions. Their efforts met with

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<sup>16</sup>Combs, op. cit., p. 18.

<sup>17</sup>Ibid., p. 55.

<sup>18</sup>Edra E. Lipscomb. "Study of the Attitudes of Students Teachers in Elementary Education," The Journal of Educational Research. LX (December, 1966), p. 159.

<sup>19</sup>Kenneth Hoover and Richard Schutz. "Student Attitude Change in an Introductory Educational Course," The Journal of Educational Research. LXI (March, 1968), p. 301.

partial success with some attitudes toward assumptions such as "dirty, lazy students," "being proved wrong," "Negro," "lower class values," and "Marxism" changing in a positive direction, while attitudes towards some concepts such as "fixed absolute facts" and "conformity" moved in a negative direction or were considered less desirable.

Lane and Beauchamp take the position:

" . . . most human learning does not result from deliberate conscious instruction but rather the interrelationships of human beings as they develop in social situations."<sup>20</sup>

Combs pointed out: "Teaching is a human relationship."<sup>21</sup>

He expanded this into the profound effect the teacher produces by their relationship with the child. A panel of high school students<sup>22</sup> voicing the teacher characteristics they felt most conducive to effective teaching to a workshop of teachers listed human relation skills at the top. Berman stressed that school relationships are brief, therefore quality relations are imperative: ". . . relations that are dynamic, inspiring, warm-relations which evoke a positive co-response."<sup>23</sup>

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<sup>20</sup>Howard A. Lane and Mary Bauchamp. Human Relations in Teaching. Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1965, p. 70.

<sup>21</sup>Combs, op. cit., p. 21.

<sup>22</sup>West Branch Michigan High School Panel. January, 1968.

<sup>23</sup>Louise Berman. New Priorities in the Curriculum. Columbus, Ohio: Charles E. Merrill Publishing Company, 1968, p. 75.

Smith, Stanley and Shores point out:

"What any group of individuals can do in a given situation depends in large measure upon how they feel toward one another, toward their superiors, and toward the job itself. . . . Likewise, their attitudes toward change will be related to the way they perceive the human situation in which they work. It is therefore necessary for effective curriculum development, that human relations existing in the school system be known as accurately as possible."<sup>24</sup>

Banning reinforced the above concept in her study of teachers' attitudes toward curriculum change with the conclusion:

"Without the favorable attitudes of teachers and their active personal interest as cooperative members of the group, change in curriculum seems likely to be superficial or at least temporary."<sup>25</sup>

Studies such as Cay's<sup>26</sup> have focused on specific human relations areas as parent-teacher, pupil-teacher relationships and concluded if these relationships did not encourage teachers they would become barriers to curriculum development.

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<sup>24</sup>Othanel B. Smith, William O. Stanley and J. Harlan Shores. Fundamentals of Curriculum Development. Yonkers-On-Hudson, New York: World Book Company, 1957, p. 488.

<sup>25</sup>Evelyn I. Banning. "Teacher Attitudes Toward Curriculum Change: The Effect of Personal Relationships on the Degree of Favorableness," Journal of Experimental Education. 23:3 (December, 1954), p. 143.

<sup>26</sup>Donald F. Cay. "Selected Teachers' Expressed Judgments Concerning Barriers to Curriculum Improvement." Unpublished doctoral dissertation, University of Florida, (1960), 21:2608.

## Use of the Workshop

A possible direction for reinforcing or improving teachers' positive attitudes is suggested in the following publications. The sustained interest in the workshop as a powerful tool is evidenced by the support reported in this brief review beginning in 1951 until the present date.

Kelley reported, in his book, The Workshop Way of Learning, the workshop evaluation results indicated the workshop had helped change attitudes or helped people acquire new attitudes: "Changes in attitudes and feelings toward human beings as such is one of the most common and most important of our (workshops) outcomes."<sup>27</sup>

Six years later O'Rourke and Barton remarked with continued enthusiasm: "The workshop is revitalizing the whole concept and practice of in-service education."<sup>28</sup>

In 1963 Charles R. Lewin, Jr.<sup>29</sup> made several recommendations drawn from his survey. They included teacher participation in curriculum improvement, use of consultants, and workshops. Lewin concluded in-service education which

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<sup>27</sup>Earl C. Kelley. The Workshop Way of Learning. New York, New York: Harper and Brothers, 1951, p. 112.

<sup>28</sup>Mary A. O'Rourke and William H. Barton. Workshops for Teachers. New York, New York: Appleton-Century, Crofts, 1957, p. 98.

<sup>29</sup>Charles R. Lewin, Jr. "In Service Education in Relation to Curriculum Development: Trends and Recommended Programs in Secondary Schools." Unpublished doctoral dissertation, University of Southern California, 1963.



disregarded human relationships were ineffective. Hodgson's<sup>30</sup> survey also indicated teachers as a whole prefer workshops as a means of improving personal-social relationships. He noted however, that according to his results women value in-service activities higher than men. When attempting to judge the effectiveness of the workshops as a means for in-service training, Karbal<sup>31</sup> found the greatest gain to be in help given the inexperienced teacher, human relations area, school organization and classroom management. The study conducted by Bailey<sup>32</sup> in 1965 found Michigan students favored off campus courses because of the instructors attempts to make courses "practical" and their accessibility. A comparison of shifts in emphasis in in-service education from 1950 to 1966 was published by Meil in The New Elementary Curriculum. Among the large volume of material presented was noted the "utilization of consultants"<sup>33</sup> which ranked second in the procedures for in-service education

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<sup>30</sup>Newton C. Hodgson. "Attitudes of Teachers Toward Certain Inservice Training Activities in a Georgia County." Unpublished doctoral dissertation, Ohio State University, 1954.

<sup>31</sup>Harold T. Karbal. "Training of Teachers." Unpublished doctoral dissertation, Wayne University, 1963.

<sup>32</sup>Frederick D. Bailey. "A Follow-up Study of Opinions Held by Students, Faculty and Administrators about Off-Campus University Credit Courses." Unpublished doctoral dissertation, Michigan State University, 1965.

<sup>33</sup>Alexander Frazier (ed.). The New Elementary School. Washington, D. C.: Association for Supervision and Curriculum Development, 1968, p. 79.

section used in 1966, and showed the largest gain from 1956 of the various procedures used.

### Miscellaneous Factors Influencing Teacher Attitudes

Beldsoe and Brown's<sup>34</sup> study of 175 secondary teachers in Georgia schools used instruments to obtain ratings from both pupils and teachers. This Georgia study contained the following information pertinent to this study.

- a. Female teachers have a tendency to see themselves as more motivators and counselors than male teachers.
- b. Pupils expressed favorable attitudes toward the female teachers.
- c. The older and more experienced teachers favored the role of counselor and motivator, rather than information given or disciplinarian.
- d. From the pupils viewpoint experienced teachers were more knowledgeable and poised than younger teachers.

An unpublished dissertation by William E. North<sup>35</sup> rejected the hypothesis that there is a positive relationship between the number of years of teaching experience and teachers' attitudes.

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<sup>34</sup>Joseph C. Bledsoe and Iva D. Brown. "Role Perceptions of Secondary Teachers as Related to Pupils Perception of Teacher Behavioral Characteristics," The Journal of Educational Research, LI (May-June, 1968), p. 422-429.

<sup>35</sup>William E. North. "A Study of the Relationship Between Teaching Experience and the Factorial Structure of Teachers." Unpublished doctoral dissertation, University of Arkansas, 1961.

Wandt's surveys indicated: ". . . elementary teachers in the present study expressed more favorable attitudes in general than did secondary teachers."<sup>36</sup>

While investigating the relationship of morale to turnover among teachers Charters found:

"The relationship between morale and separation from the school system, however, is affected by two outside variables--length of service in the school and amount of teaching experience."<sup>37</sup>

He further stated that new teachers and teachers with low morale had less identification with their schools. Hansen<sup>38</sup> reported that interpersonal relationships influence morale more than extrinsic factors such as fringe benefits. A study by Richards<sup>39</sup> of teacher's attitudes found low morale pertains to administrative practices and recommended studying attitudes of the individual schools' teachers to identify

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<sup>36</sup>Edwin Wandt. "A Comparison of the Attitudes of Contrasting Groups of Teachers," Educational and Psychological Measurement. XIV (1945), p. 422.

<sup>37</sup>Werret W. Charters, Jr. "The Relation of Morale Turnover Among Teachers," American Educational Research Journal, II (May, 1965), p. 173.

<sup>38</sup>Maris D. Hansen. "A Study of the Relationship Between Faculty Morale and Influence Structure in Five Selected Junior Colleges." Unpublished doctoral dissertation, University of Texas, 1964.

<sup>39</sup>Philip H. Richards. "A Descriptive Study of Teacher's Attitudes about Different Aspects of Their Work." Unpublished doctoral dissertation, University of Nebraska, 1964.

the source. Anderson<sup>40</sup> defines morale as a feeling of well-being that a person has toward himself and his group, plus desire and effort to accomplish the common goals of the group.

That amount of formal education may affect attitudes toward the profession is suggested by Robbins and Hughes<sup>41</sup> in the course of their work in developing a scale to measure teachers' attitudes toward teaching as a profession.

### Summary

The preceding review of the literature provided a background for the study by:

- a. Reviewing briefly some of the similar studies.
- b. Pointing to the value of positive teachers' attitudes in effective teaching, human relationships and curriculum improvement.
- c. Presenting various author's support for the use of workshops as an effective method of in-service education, and pointing out teachers' preference for the workshop type in-service training as shown in various studies.

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<sup>40</sup>Lester W. Anderson and Lauren Van Dyke. Secondary School Administration. Boston: Houghton Mifflin Company, 1963, p. 115.

<sup>41</sup>Russell Robbins and Herbert Hughes. Measurement of the Attitudes of Teachers Toward "Teaching as a Profession," The Journal of Educational Research, LX (February, 1967), p. 246.

- d. Citing miscellaneous variables such as sex, teaching experience, teaching level, teacher morale and the degree of formal education attained, which seem to relate to the attitudes of teachers.

### CHAPTER III: PROCEDURES USED FOR COLLECTION OF DATA

#### Selection of the Sample

The sample population for the study consisted of the teaching staffs of four Michigan school systems. Two of these requested university staffed workshops. These school systems were designated experimental schools. Two comparable school systems, that were not sponsoring a workshop in the current year, were then selected as control school systems.

The following characteristics of the experimental school systems were considered in selecting control school systems:

- a. Staff size.
- b. Geographical location.
- c. Tax base.
- d. Salary schedule.
- e. Planning a new high school (one system).
- f. Pupils transported.

One of the experimental school systems employed a teaching staff of one hundred and ten, the other staff totaled seventy-seven. Both experimental systems were located in small communities, one in central Michigan near a metropolitan area and one in northern Michigan without

ready access to a large city. The tax base and salary schedules were similar in both experimental systems. The experimental school planning a new high school was the smaller school system located in northern Michigan. Pupils were transported to central school sites in both instances.

The six characteristics used in the criterion for the selection of the control school systems were matched as closely as possible in all cases. The schools selected as control were also selected on the basis of not currently conducting a curriculum workshop.

The total number of school buildings represented in the sample were eighteen; eight secondary and ten elementary. Both the control and experimental groups were composed of approximately equal numbers of secondary and elementary teachers.

### Instrumentation

The instrument chosen was Walker's Teacher Human Relations Questionnaire (THRQ) (Appendix A), to be used on a pre-test, post-test basis with approximately seven months separating the two tests.

The Teacher Human Relations Questionnaire, in its original form, was constructed by Ralph Walker<sup>1</sup> for use in

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<sup>1</sup>Ralph H. Walker. "A Technique for Assessing Teacher Human Relations." Unpublished doctoral dissertation, University of Florida, 1966.



the Kellogg Foundation Leadership Study. George H. Goodwin<sup>2</sup> shortened the instrument to the present 90 items. Goodwin using the pilot study found the revised instrument yielded a split-half reliability coefficient of .966.<sup>3</sup>

Alam<sup>4</sup> established a reliability coefficient, from his data, of .987, using the Kuder-Richardson method of estimating the internal consistency of the instrument.

The study by Hines and Alexander described the reliability and validity of the instrument as follows:

"The THRQ was developed under the title, Teacher Attitude Scale by Walker to describe the attitudes and feelings of teachers toward the principal, other teachers, pupils, and other human relations aspects of their job. The version used in this study contained 90 items. Reliabilities obtained by split-halves and Kuder-Richardson methods have varied from .94 to .98. It has been used in a number of research projects at the University of Florida. Validity was based upon correlation with other instruments, predictions of observers about individuals and school faculties, and item-test correlations."<sup>5</sup>

The THRQ measures on a 90 item scale attitudes in six areas of human relations encountered by teachers: How the

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<sup>2</sup>George H. Goodwin. "A Study of Certain Teacher Activities and Human Relations with Special Reference to Working Patterns of School Principals." Unpublished doctoral dissertation, University of Florida, 1966.

<sup>3</sup>Ibid., p. 41.

<sup>4</sup>Dale V. Alam. "The Relationship Between School Self-Evaluation Procedures and Changes in Teachers' Expressed Attitudes in Six Areas of Professional Human Relations." Unpublished doctoral dissertation, University of Florida, 1966.

<sup>5</sup>Vynce A. Hines and William M. Alexander. High School Self-Evaluations and Curriculum Change. Washington, D. C.: U. S. Department of Health, Education, and Welfare; Office of Education, 1966, p. 13.

teacher feels about the profession, other teachers, the principal, the students, the school, and the community. Numerical values are designated for the three classifications of disagree, undecided, or agree. The value of minus one for disagree, a value of zero for undecided and a value of one for agree.

#### Administration of the Instrument and Collection of the Data

After obtaining the cooperation of the sample school systems each school was visited in October, 1967 and requested to implement the following procedure for pre-test administration:

- a. Ask all staff members to complete the personal data sheet and the Teacher Human Relations Questionnaire.
- b. Designate a teacher to receive the completed forms.
- c. The teacher chosen was requested to place the completed forms in the stamped envelope provided and forward to the researcher.

The suggestion of choosing a teacher representative was made to encourage more sincere reaction to the section regarding their attitude toward the principal. The building principals involved were aware of the procedure and approved.

The teachers were asked not to sign their name, but each questionnaire was coded so they could be matched with the post-test. The personal data sheet (Appendix B),

included the coding, and space for the teachers to indicate their sex, number of years taught, number of years taught in the current school system, level of teaching, perception of total staff morale, plans for moving to the new high school (if appropriate), highest degree held and number of terms they had attended the workshop ranging from zero to three.

The same procedures were used to obtain the post-test materials in May of 1968. The administration date for the post-test was close to the schools' closing date and necessitated a personal visit to some schools to encourage the collection of the post tests.

The total number of instruments distributed, collected, and matched are tabulated for each school in Table I. The cooperation displayed by the faculties of both the experimental and control schools is evident in the percentage of the returns. The pre-test returns totaled three hundred and three from a possible sample of three hundred and fifty for a return percentage of 86.5%. While the post-test returns were not as good (two hundred and seventy-one or 77.4%), the number of post-tests that could be matched fell only slightly to two hundred and fifty-five matched returns or 72.8% of the possible.

### Statistical Hypotheses

Null Hypothesis #1: No difference will be found in the self expressed attitudes of teachers, in the six areas of human relations measured by the THRQ, attending a school-

wide university staffed curriculum workshop and those teachers not participating in such a workshop.

Null Sub Hypotheses:

- a. No difference will be found in the self-expressed attitudes toward the profession of teachers participating in a university staffed school-wide workshop and those teachers not participating in such a workshop.
- b. No difference will be found in the self-expressed attitudes toward other teachers of teachers participating in a university staffed school-wide workshop and those teachers not participating in such a workshop.
- c. No difference will be found in the self-expressed attitudes toward the principal of teachers participating in a university staffed school-wide workshop and those teachers not participating in such a workshop.
- d. No difference will be found in the self-expressed attitudes toward the students of teachers participating in a university staffed school-wide workshop and those teachers not participating in such a workshop.
- e. No difference will be found in the self-expressed attitudes toward the school of teachers participating in a university staffed school-wide workshop and those teachers not participating in such

a workshop.

- f. No difference will be found in the self-expressed attitudes toward the community of teachers participating in a university staffed school-wide workshop and those teachers not participating in such a workshop.

Null Hypothesis #2: Teachers self-expressed attitudes do not vary in relation to the seven variables of (a) sex, (b) length of teaching experience, (c) length of teaching time in the system, (d) level of teaching assignment, (e) perception of total staff morale, (f) preparation for a new teaching environment, (g) length of formal educational preparation.

Null Sub Hypotheses:

- a. Male teachers of both secondary and elementary teaching level will not express less change toward positive attitudes than female teachers.
- b. Teachers with greater total teaching experience will not express less change toward positive attitudes than teachers with less total teaching experience.
- c. Teachers with greater total teaching time in their current school system will not express less change toward positive attitudes than teachers with less total teaching time in the school system.

- d. Elementary teachers (K-6) will not express more change toward positive attitudes than will secondary teachers (7-12).
- e. Teachers perceiving the total staff morale as high will not express more change toward positive attitudes than teachers that perceive the total morale to be low.
- f. Secondary teachers (9-12) preparing to move to a new teaching environment will not express more change toward positive attitudes than those not preparing for a movement to a new teaching environment.
- g. Teachers with greater formal educational preparation will not express more change toward positive attitudes than teachers with limited formal education.

#### Method of Analysis

The one way analysis of variance was used to search for significance between the responses of the teachers that participated in a workshop and those that did not. The total change score and the change score for each of the six human relations areas were included. The six human relations areas were:

- a. The profession.
- b. Other teachers.
- c. The principal.
- d. The students.

- e. The school.
- f. The community.

The Pearson Product-Moment method was used to determine the degree of relationship between the variables of workshop participants and non-workshop participants and the seven variables of:

- a. Sex.
- b. Teaching experience.
- c. Teaching experience in the current system.
- d. Teaching level.
- e. Morale.
- f. Moving to new teaching environment.
- g. Formal educational preparation.

The variables that were significant at the .05 level for the change scores were then further investigated by means of the two way analysis of variance with unequal frequencies.

### Summary

The two experimental school systems were selected on the basis of their request for a university staffed school wide curriculum workshop. Control school systems were then selected using the criteria specified by the experimental. These criteria were size, geographical location, tax base, salary schedule, pupils transported, no current curriculum workshop and in the one instance plans for a new high school.

The instrument selected was judged for validity and reliability primarily on the findings of the antecedent



studies which prompted this research. It seemed advisable to use the same instrument to achieve greater value for comparisons with their conclusions.

The instruments for the pre-test were delivered to the participating school systems in October of 1967. They were to be distributed either personally or by the principal, returned to a designated building teacher and forwarded to the researcher by mail. The post-test instruments were distributed and collected in a similar manner in May of 1968. Table 3.1 shows the number and percentage of instruments collected and ultimate number of pre-tests and post-tests which were matched to provide the useable sample.

The statistical methods used were the one way analysis of variance for the change scores obtained for the six areas of human relations tested and the total change score for both the workshop participants and the non-participants. The seven variables were checked to determine the degree of relationships between the seven variables for participant and non-participant workshop teachers by the Pearson Product-Moment method. The variables indicating significance at the .05 level were then further tested by means of the two way analysis of variance with unequal frequencies.



TABLE 3.1

Number of Teacher Human Relations Questionnaires Distributed, Number Returned, Percentage Returned and Number Matched and Percentage Matched from the Eighteen Schools Used in the Study

School	Instruments Distributed	Pretest Return	Per Cent Returned	Post Test Return	Per Cent Returned	Number Matched	Per Cent Matched
1	18	14	77.7	14	77.7	13	72.2
2	21	18	88.8	18	88.8	18	88.8
3	18	16	88.8	12	66.6	12	66.6
4	20	20	100.0	16	80.0	16	80.0
5	16	13	81.2	13	81.2	13	81.2
6	22	21	95.4	20	90.9	18	81.8
7	23	20	86.9	23	100.0	19	82.6
8	35	17	48.5	14	40.0	14	40.0
9	13	12	92.3	11	84.6	11	84.6
10	8	7	87.5	7	87.5	7	87.5
11	17	15	88.2	12	70.5	10	58.8
12	13	11	84.6	12	92.3	10	76.1
13	27	25	92.5	20	74.0	20	74.0
14	32	28	87.5	18	56.2	18	56.2
15	21	18	88.8	15	71.4	14	66.6
16	14	14	100.0	12	85.7	11	78.5
17	28	19	67.8	21	75.0	19	67.8
18	14	14	100.0	13	92.8	12	92.8
TOTALS	350	303	86.5%	271	77.4%	255	72.8%



#### CHAPTER IV: ANALYSIS OF THE DATA

It is the purpose of this chapter to present the results of the teachers' responses to the questions contained in the Teacher Human Relations Questionnaire, on both the pre-test and post-test. The results will be presented in the following format: (a) the comparison by one way analysis of variance of the mean score of teachers participating in a workshop and those not participating, (b) the correlation coefficients for the seven variables and the test scores, (c) the comparison by two way analysis of variance of the three variables found to have significance at the 5 percent level and the change scores which indicated significance at the 5 percent level in the six human relations area: attitude toward the principal, attitude toward the school, the total change scores.

Null Hypotheses #1: No difference will be found in the self-expressed attitudes of teachers, in the six areas of human relations measured by the THRQ, attending a school-wide university staffed curriculum workshop and those teachers not participating in such a workshop was tested by the one way analysis of variance because this program makes it possible to analyze two or more dimensions of a set of scores. The variance of the dimensions serves as

an estimate of the population variance. "Once the variance is identified, the  $F$  ratio can be applied to the estimates to test for significant difference. If a significant  $F$  value were found, it would mean that the variance considered was larger than would be expected by chance."<sup>1</sup>

Table 4.1 shows the results of the analysis. The significance probability for the total test score was not significant at the 5 percent level, therefore the first null hypothesis was accepted. It was noted that the post-test score in the area of "the profession" and the pre-test score in the area of "the community" were the two sub-tests that approached significance. A more detailed table showing the degrees of freedom, sum of squares, mean squares and  $F$  statistics may be found in the Appendix, (Appendix C).

Null Hypothesis #1a: No difference will be found in the self-expressed attitudes toward the profession of teachers participating in a university staffed school-wide workshop and those teachers not participating in such a workshop, was tested by the one way analysis of variance and was not found to be significant at the 5 percent level. Null hypothesis #1a therefore was accepted. While not significant at the 5 percent level the change scores, obtained by adding and subtracting the post-test score from the pre-test score,

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<sup>1</sup>Dale V. Alam. "The Relationship Between School Self-Evaluation Procedures and Changes in Teachers' Expressed Attitudes in Six Areas of Professional Human Relations." Unpublished doctoral dissertation, University of Florida, 1966.

TABLE 4.1

Significance of Probability of F Statistics for the Six Areas and Total Change Score of the Human Relations Questionnaire Between the Workshop Participants and Non-Participants in the Workshops

Attitudes Towards	Pre-Test		Post-Test		Total Change Score	
	F. Sta- tistics	Significance Probability	F. Sta- tistics	Significance Probability	F. Sta- tistics	Significance Probability
Profession	1.892	.130	2.392	.068	.126	.940
Other Teachers	2.009	.112	1.608	.186	1.230	.299
Principal	1.506	.212	.528	.667	1.251	.291
Students	1.836	.139	.605	.616	1.613	.185
School	1.926	.124	1.453	.227	.716	.546
Community	2.216	.085	2.286	.078	1.065	.365
TOTALS	2.014	.111	.969	.409	1.899	.128

\* See Appendix C for complete data



did move in a positive direction in the area of profession for the workshop participant group, while the non-participant workshop group scores showed a negative trend. Further analysis of this data will be presented in Table 4.2 and later in this chapter under Discussion.

Null Hypothesis #1b: No difference will be found in the self-expressed attitudes toward other teachers of teachers participating in a university staffed school-wide workshop and those teachers not participating in such a workshop was tested by the one way analysis of variance and was not found to be significant at the 5 percent level. Null hypothesis #1b, therefore, was accepted.

Null Hypothesis #1c: No difference will be found in the self-expressed attitudes toward the principal of teachers participating in a university staffed school-wide workshop and those teachers not participating in such a workshop was tested by the one way analysis of variance and was not found to be significant at the 5 percent level. Null hypothesis #1c, therefore, was accepted.

Null Hypothesis #1d: No difference will be found in the self-expressed attitudes toward the students of teachers participating in a university staffed school-wide workshop and those teachers not participating in such a workshop was tested by the one way analysis of variance and was not found to be significant at the 5 percent level. Null hypothesis #1d, therefore, was accepted.

Null Hypothesis #1e: No difference will be found in

TABLE 4.2  
A Comparison of Mean Scores of Participants and Non-Participants in the Workshops

Scores for THRRQ- Six Areas and Total	Workshop Participants Mean Scores		Non-Participants in a Workshop Mean Scores	
	Pre-Test	Post-Test	Change	Change
Profession	3.55	2.84	.71	- .25
Other Teachers	7.50	6.99	- .51	-1.18
Principal	8.79	6.76	-2.03	-1.96
Students	5.56	5.12	- .43	-1.50
School	5.15	3.66	-1.49	-1.78
Community	3.22	2.79	- .43	-1.08
TOTALS	33.06	28.17	-4.89	-7.75

the self-expressed attitudes toward the school of teachers participating in a university staffed school-wide workshop and those teachers not participating in such a workshop was tested by the one way analysis of variance and was not found to be significant at the 5 percent level. Null hypothesis #1e, therefore, was accepted.

Null Hypothesis #1f: No difference will be found in the self-expressed attitudes toward the community of teachers participating in a university staffed schoolwide workshop, was tested by the one way analysis of variance and was not found to be significant at the 5 percent level. Null hypothesis #1f, therefore, was accepted.

Null Hypothesis #2: Teachers self-expressed attitudes do not vary in relation to the seven variables of (a) sex, (b) length of teaching experience, (c) length of teaching time in the system, (d) level of teaching assignment, (e) perception of total staff morale, (f) preparation for a new teaching environment, (g) length of formal educational preparation was tested by means of the Pearson Product-Moment method. The computations yielded the correlation coefficients shown, in part, in Table 4.3. The intercorrelation of the twenty-one variables composed of the pre-test, post-test and change scores obtained from the six areas of human relations tested and the total score; and the seven variables of sex, years taught, years taught in the system, teaching level, perception of morale, new school environment, and degree of formal education were computed. The five

TABLE 4.3

Correlation Coefficients of Selected Variables Computed by the Pearson Product-Moment Method

Teachers Attitude Toward:	Variable Sex	Variable Years Taught	Variable Level	Variable Morale
<b>Profession:</b>				
Pre-test	.06936	-.04926	.05042	-.05677
Post-test	.30155x	-.01204	-.19185	-.12287
Change score	-.01479	.00921	-.04722	-.00347
<b>Other Teachers:</b>				
Pre-test	.24448x	.18380	-.23760x	-.32987x
Post-test	.20551x	.13105	-.23546x	-.48191x
Change score	-.01503	-.03687	-.02211	-.19133
<b>Principal:</b>				
Pre-test	.29096x	.21215x	-.38561x	-.16411
Post-test	.04812	.13933	-.07818	-.38544x
Change score	-.20275xx	-.04356	-.25429xx	-.24401
<b>Students:</b>				
Pre-test	.23797x	.19882	-.32579x	-.11485
Post-test	.14891	.20117x	-.30354x	-.23205x
Change score	-.06838	.02663	-.01516	-.14182
<b>School:</b>				
Pre-test	.31228	.29281x	-.41879x	-.21051x
Post-test	.23601	.36446x	-.30216x	-.50243x
Change score	-.05063	.10415	.08309	-.32947xx
<b>Community:</b>				
Pre-test	.18884	.37063x	-.30714x	-.24533x
Post-test	.18837	.39558x	-.24603x	-.33874x
Change score	.00235	.03136	-.05855	-.10023
<b>TOTAL:</b>				
Pre-test	.35384x	.30419x	-.43285x	-.27609x
Post-test	.23409x	.29495x	-.30677x	-.50017x
Change score	-.10617	.02027	.10557	-.29509xx

x Denotes scores significant at the 5 percent level.

xx Denotes change scores significant at the 5 percent level.

Note: For this size population significance at the 5 percent level would be indicated by .200 or above.

variables of sex, years taught, years taught in the system, teaching level and perception of morale all showed significant correlation at the 5 percent level (see Table 4.3), in pre-test and post-test and the variables of sex, level and morale contained significance in some change scores. Thus null hypothesis #2 was rejected.

The variable, years taught and years taught in the system, did not indicate significance for any of the change scores recorded in the six areas of human relations tested; therefore, they were dropped from further investigation.

Null Hypothesis #2a: Male teachers of both secondary and elementary teaching level will not express less change toward positive attitudes than female teachers was analyzed as an integral part of major null hypothesis #2 and the results presented in Table 4.3 indicate significant correlation between the teachers' sex and scores in five of the human relations areas tested: the profession, other teachers, the principal, the students, the school, and in the total score. The attitude toward the principal was the only change score found significant in the inter-correlation of all variables.

A further analysis using the two way analysis of variance with unequal frequencies as reported in Table 4.4 indicates that there is significant difference between male teachers total mean score and female teachers total mean score at the 5 percent level, with male teachers expressing less change toward negative attitudes than female teachers. Thus



TABLE 4.4

Pre-Test, Post-Test and Change Mean Scores of Male and Female Teachers in Their Self-Expressed Attitudes Toward Their Principal, For Workshop Participants and Non-Workshop Participants

	<u>Workshop Participants</u>			<u>Non-Participating in Workshop</u>			Total Mean Score
	Pre- Test Mean	Post- Test Mean	Change Score Mean	Pre- Test Mean	Post- Test Mean	Change Score Mean	
Male	4.81	6.13	1.32	6.93	6.81	-.12	.59xx
Female	9.98	7.25	-2.73	10.58	8.06	-2.52	-2.63xx
TOTALS			-.71			-1.32	

xx Indicates significant difference between scores marked.



null hypothesis #2a must be accepted.

Null Hypothesis #2b: Teachers with greater total teaching experience will not express less change toward positive attitudes than teachers with less total teaching experience was analyzed as an integral part of major hypothesis #2. The results presented in Table 4.3 indicate significant correlation between total years taught by the teacher and scores on pre-tests and post-tests in four of the human relations areas tested: the principal, the student, the school, the community, and the total score. No change scores were found to be significant; therefore, null hypothesis #2b must be accepted.

Null Hypothesis #2c: Teachers with greater total teaching time in their current school system will not express less change toward positive attitudes than teachers with less total teaching time in the school system was also analyzed as an integral part of major hypothesis #2. The results presented in Table 4.3 show a significant correlation between the total years taught in the system and scored on pre-tests and post-tests on two of the human relations areas tested: the school and the community. They also show correlation with total score post-test, but no change scores were found to be significant. Thus the null hypothesis #2c was accepted.

Null Hypothesis #2d: Elementary teachers (K-6) will not express more change toward positive attitudes than will secondary teachers (7-12) was analyzed as an integral part

of major hypothesis #2. The results, as presented in Table 4.3, show a significant correlation between the level of teaching assignment and pre-test or post-test scores in all but the area of the profession in the six human relations areas tested, plus the pre-test, and post-test score of the total score. The attitude expressed toward the principal was the only change score found significant between the teaching level and the human relations areas in the inter-correlation of all variables. A further analysis by means of the two way analysis of variance with unequal frequencies is reported in Table 4.5. The table illustrates that there is a significant difference between elementary and secondary teachers total mean scores at the 5 percent level, with elementary teachers not expressing more change toward positive attitudes than secondary teachers. Therefore, null hypothesis #2d was accepted.

Null Hypothesis #2e: Teachers perceiving the total staff morale as high will not express more change toward positive attitudes than teachers that perceive the total morale to be low as analyzed as an integral part of major hypothesis #2. The results as presented in Table 4.3, indicate a significant correlation between the perceived morale of the staff and all but one, the profession, of the six areas tested, plus the total score. The attitudes expressed toward the principal, the school and the total score were the change scores found significant in the inter-correlation of all variables. Further analysis by means of

TABLE 4.5

Pre-Test, Post-Test and Change Mean Scores of Elementary and Secondary Teachers in Their Self-Expressed Attitudes Toward Their Principal, for Workshop Participants and Non-Workshop Participants

	<u>Workshop Participants</u>			<u>Non-Participating in Workshop</u>			Total Mean Score
	Pre-Test Mean	Post-Test Mean	Change Score Mean	Pre-Test Mean	Post-Test Mean	Change Score Mean	
Elem.	10.51	5.88	-4.63	12.08	9.09	-2.99	-3.81xx
Sec.	6.79	7.73	.94	6.31	6.78	.47	.24xx
TOTAL			-1.84			-1.73	

xx Indicates significant difference at the 5 percent level.

the two way analysis of variance with unequal frequencies is reported in Tables 4.6, 4.7, and 4.8. Significance at the 5 percent level is indicated between the total mean score of the teachers perceiving staff morale high and those perceiving staff morale as low in all three areas, the principal, the school, and total score. Although in all three areas the teachers perceiving staff morale as high expressed less change toward negative attitudes than did the teachers who perceived staff morale as low, they did not express more change toward positive attitudes; thus null hypothesis #2e was accepted.

Null Hypothesis #2f: Secondary teachers (9-12) preparing to move to a new teaching environment will not express more change toward positive attitudes than those not preparing for a movement to a new teaching environment, and null hypothesis #2g: Teachers with greater formal educational preparation will not express more change toward positive attitudes than teachers with limited formal education were also analyzed as an integral part of major hypothesis #2. No significant correlation between any of the six areas was found for either hypothesis. Thus null hypotheses #2f and #2g were accepted.

### Discussion

Table 4.2, which presents a comparison of the teachers' mean scores indicates that the workshop participants' change scores moved in a positive direction in only one area, the

TABLE 4.6

Pre-Test, Post-Test and Change Score Means of Teachers Perceiving Morale Staff as High, Average or Low in Relationship to Their Attitudes to Their Principal

Teacher Morale Perception	Workshop Participants	Non-Participants in Workshop	Total
<u>High Morale</u>			
Pre-test mean	8.91	10.46	9.69
Post-test mean	9.50	9.02	9.26
Change Score mean	.59	- 1.44	- .53xx
<u>Average Morale</u>			
Pre-test mean	9.91	9.36	9.64
Post-test mean	9.16	6.81	7.99
Change Score mean	-.75	- 2.55	-1.65
<u>Low Morale</u>			
Pre-test mean	6.60	7.42	7.01
Post-test mean	.12	4.03	2.08
Change Score mean	-6.48	- 3.38	-4.93xx
TOTALS	-2.28	- 2.46	

xx Indicates significance at the 5 percent level.



TABLE 4.7

Pre-Test, Post-Test and Change Score Means of Teachers Perceiving Morale Staff as High, Average or Low in Relationship to Their Attitudes Towards School

Teacher Morale Perception	Workshop Participants	Non-Participants in Workshop	Total
<u>High Morale</u>			
Pre-test mean	5.70	7.71	6.70
Post-test mean	5.56	7.42	3.50
Change Score mean	-.14	-.29	-.21xx
<u>Average Morale</u>			
Pre-test	6.08	5.54	5.81
Post-test	4.83	2.31	3.57
Change Score mean	-1.25	-3.23	-2.24
<u>Low Morale</u>			
Pre-test	2.48	4.19	3.34
Post-test mean	-1.72	-1.80	-1.76
Change Score mean	-3.93	-6.00	-4.96xx
TOTALS	-1.77	-3.17	

xx Indicates significance at the 5 percent level.



TABLE 4.8

Pre-Test, Post-Test and Change Score Means of Teachers Perceiving Morale Staff as High, Average or Low in Relationship to Their Total Attitudes Scores

Teacher Morale Perception	Workshop Participants	Non-Participants in Workshop	Total
<u>High Morale</u>			
Pre-test mean	35.93	42.00	38.96
Post-test mean	35.85	38.86	37.35
Change Score mean	-.08	-1.14	-1.61xx
<u>Average Morale</u>			
Pre-test mean	37.83	35.13	36.48
Post-test mean	1.33	24.09	12.71
Change Score mean	-36.50	-11.04	-6.18
<u>Low Morale</u>			
Pre-test mean	18.00	19.38	18.69
Post-test mean	5.64	-2.43	1.60
Change Score mean	-12.36	-21.81	-17.08xxx
TOTALS	- 4.59xx	-11.99xx	

xx Indicates significance at the 5 percent level between workshop and non-workshop.

xxx Indicates significance at the 5 percent level between high morale and low morale scores.

profession. The workshop participants' scores show a smaller movement in the negative direction than the non-participants in all areas except the principal. The fact may be noted here that the principals were in attendance at the workshops.

The workshops were basically people oriented and Table 4.2 may be giving indication of a "holding action." For example, the teachers' attitudes towards the students and other teachers did not show as much negative shift as the teachers that did not attend a workshop.

Table 4.3 under the column headed variable, years taught, does not indicate significance at the 5 percent level for the change scores. It does illustrate a significance at the 5 percent level for the pre-test and post-test scores for school, community and total scores. The teachers with more experience registered high on both the pre-test and post-test, perhaps explaining a lack of significant change scores in these areas.

Table 4.5 indicated that in the population studied both the workshop and non-workshop secondary teachers' attitudes toward their principal moved in a positive direction while the elementary teachers began with a much more positive attitude toward their principal and even though they changed much more in a negative direction, their composite post-test scores were higher than the secondary teachers.

### Summary

Two major hypotheses and thirteen sub hypotheses were restated for study in this chapter. The first major hypothesis and its six sub hypotheses stating there would be no difference between attitude scores of teachers who attended a workshop and those that did not attend were all accepted, (see Table 4.9). Statistically no significant difference could be found between the experimental and control groups of teachers; however, the teachers attending the workshop did exhibit less change in a negative direction than those teachers not attending in five areas of human relations, (see Table 4.2).

The second major hypothesis sought to determine if the seven variables considered had a significant effect on teachers' attitudes. Five of the seven variables were found to have significant relationships with teachers' attitude scores; therefore, the second major hypothesis was rejected, (see Table 4.9). Three of the five variables indicated correlation with the change scores of human relations questionnaires sub areas, as seen below:

<u>Variable</u>	<u>Significant Change Score of Sub Area</u>
Sex	Attitude toward the principal
Teaching level	Attitude toward the principal
Morale perception	Attitude toward the principal
	Attitude toward the school
	Attitude toward the total change score

Both groups of male teachers measured moved in a positive direction in their attitude toward their principal. The male teachers participating in a workshop showed a greater gain in this area than those not participating in a workshop. Both groups of female teachers measured moved in a negative direction in their attitude toward their principal, (see Table 4.4).

The teaching level variable registered a similar result. Both groups of secondary teachers measured moved in a positive direction in their attitude toward their principal. The secondary teachers participating in a workshop showed a greater gain than those secondary teachers not participating. Both groups of elementary teachers measured moved in a negative direction in their attitude toward their principal, (see Table 4.5).

The teachers perceiving staff morale as high registered a more positive attitude than those teachers perceiving staff morale as low in all three areas which indicated significance. The areas were attitude towards their principal, attitude toward the school, and total attitude score.

A result of interest, although not part of the hypothesis investigated, was the significant difference between the total attitude scores of the workshop participants and workshop non-participants. The workshop participants had a higher total score.



TABLE 4.9

Summary of Acceptance and Rejection Statements for Null Hypotheses

Null Hypotheses Tested		Statement of Acceptance or Rejection
Number	Statement	
1	No difference in attitudes in workshop or non-workshop teachers in:	Accepted-no significant difference
1a	Profession	Accepted-no significant difference
1b	Other teachers	Accepted-no significant difference
1c	Principal	Accepted-no significant difference
1d	Students	Accepted-no significant difference
1e	School	Accepted-no significant difference
1f	Community	Accepted-no significant difference
2	Teachers attitudes do not vary in relation to seven variables of:	Rejected-5 variables significant at 5% level
2a	Male teachers will not express less change toward positive	Accepted-attitude toward principal-male more positive at 5% level
2b	Teachers with greater experience will not express less change toward positive attitudes	Accepted-no significant difference
2c	Teachers with greater teaching experience in the system will not express less change toward positive attitudes	Accepted-no significant difference

TABLE 4.9 (continued)

Null Hypotheses Tested		Statement of Acceptance or Rejection
Number	Statement	
2d	Elementary teachers will not express more change to positive attitudes	Accepted-attitude toward principal-secondary was higher at 5% level
2e	Teachers perceiving staff morale as high will not express more change toward positive attitudes	Accepted-attitude toward the principal, attitude toward the school, attitude toward total score were significant at 5% level
2f	Secondary teachers preparing to move to new environment will not express more change toward positive attitudes	Accepted-no significant difference
2g	Teachers with greater formal education will not express more change toward positive attitudes	Accepted-no significant difference

## CHAPTER V: SUMMARY AND CONCLUSIONS

This study was undertaken to determine if university staffed curriculum workshops are effective in improving teacher attitudes in the area of human relations and the influence of other selected variables on teachers' attitudes in this area. The opportunity for the study was provided by the requests of two Michigan public school systems to Michigan State University for year long curriculum workshops in 1967-68. The other public school systems were selected of approximately equal size, geographical location and financial resources as control schools.

A review of the literature pertaining to teachers' attitudes pointed to the value of positive teachers' attitudes in effective teaching, human relationships and in curriculum improvement. Strong support was evident for the use of workshops as an effective method of in-service education. Various surveys that stated teachers have indicated a preference for workshops for in-service training were noted. The search of the pertinent literature also revealed various factors such as sex, teaching experience, teaching level, teacher morale and the degree of formal education attained were directly related to the attitudes held by teachers.

The teachers' attitude scale used in the study was the

Walker's Teacher Human Relations Questionnaire (THRQ). This instrument was chosen on the basis of reliability and validity demonstrated by previous studies of a similar nature conducted with secondary teachers in the southeastern United States. The use of the same instrument for the Michigan population allowed a direct comparison of results. The instrument was delivered to the four participating school systems in October of 1967. The THRQ was completed by the teachers, turned in to a designated teacher representative in the building, and forwarded to the researcher. The number of school buildings involved in the study were ten elementary and eight secondary for a total of eighteen. The 350 teachers involved represented approximately equal numbers of elementary and secondary teachers.

The curriculum workshops were conducted throughout the winter in the experimental school systems. In May of 1968 the same procedure used to obtain the pre-test data was repeated. The usable number of matched returns was 255 (72.8%). The experimental group totaled 112 teachers and the control 143 teachers. The individual teachers were not identified, but each test was coded for matching purposes.

The THRQ produced pre-test, post-test and change scores for each teacher in six areas of human relations: the profession, other teachers, the principal, the students, the school and the community. A total score for the six areas was also obtained.

The seven variables tested were sex, teaching experi-



ence, teaching experience in the current system, teaching level, perception of staff morale, planning for a new school environment, and formal educational preparation. The data for the above listed variables was obtained by the participating teachers completion of a personal data sheet attached to THRQ.

The second major hypothesis was tested to see if there was a significant difference between the seven variables and teacher attitudes; however, since the first major hypothesis and all sub hypotheses were to identify change, if achieved, the results of the change scores were used to accept or reject the hypotheses. All scores were checked for significance at the 5 percent level.

The statistical methods used included the one way analysis of variance for the change scores obtained for the six areas of human relations tested and the total change for both the workshop participants and the non-participants. The seven variables were checked to determine the degree of relationships between the variables for participant and non-participant workshop teachers by the Pearson Product-Moment correlation method. The variables indicating significance at the .05 level were then further tested by means of the two way analysis of variance with unequal frequencies.

The fifteen null hypotheses tested in the study and the results were:

#1. No difference will be found in the self-expressed attitudes of teachers, in the six areas of human relations

measured by the THRQ, attending a school-wide university staffed curriculum workshop and those teachers not participating in such a workshop. (Accepted).

- 1a. No difference will be found in the self-expressed attitudes toward the profession of teachers participating in a university staffed school-wide workshop and those teachers not participating in such a workshop. (Accepted).
- 1b. No difference will be found in the self-expressed attitudes toward other teachers of teachers participating in a university staffed school-wide workshop and those teachers not participating in such a workshop. (Accepted).
- 1c. No difference will be found in the self-expressed attitudes toward the principal of teachers participating in a university staffed school-wide workshop and those teachers not participating in such a workshop. (Accepted).
- 1d. No difference will be found in the self-expressed attitudes toward the students of teachers participating in a university staffed school-wide workshop and those teachers not participating in such a workshop. (Accepted).
- 1e. No difference will be found in the self-expressed attitudes toward the school of teachers participating in a university staffed school-wide workshop and those teachers not participating in

such a workshop. (Accepted).

- 1f. No difference will be found in the self-expressed attitudes toward the community of teachers participating in a university staffed school-wide workshop and those teachers not participating in such a workshop. (Accepted).

#2. Teachers self-expressed attitudes do not vary in relation to the seven variables of (a) sex, (b) length of teaching time in the system, (d) level of teaching assignment, (e) perception of total staff morale, (f) preparation for a new teaching environment, (g) length of formal educational preparation. (Rejected).

- 2a. Male teachers of both secondary and elementary teaching level will not express less change toward positive attitudes than female teachers. (Accepted).

- 2b. Teachers with greater total teaching experience will not express less change toward positive attitudes than teachers with less teaching experience. (Accepted).

- 2c. Teachers with greater total teaching time in their current school system will not express less change toward positive attitudes than teachers with less total teaching time in the school system. (Accepted).

- 2d. Elementary teachers (K-6) will not express more change toward positive attitudes than

will secondary teachers (7-12). (Accepted).

- 2e. Teachers perceiving the total staff morale as high will not express more change toward positive attitudes than teachers that perceive the total morale to be low. (Accepted).
- 2f. Secondary teachers (9-12) preparing to move to a new teaching environment will not express more change toward positive attitudes than those not preparing for a movement to a new teaching environment. (Accepted).
- 2g. Teachers with greater formal educational preparation will not express more change toward positive attitudes than teachers with limited formal education. (Accepted).

Five of the seven variables were found to have significant relationships with teachers' attitude scores. The five were sex, years taught, years taught in the system, teaching level and perception of staff morale. Three of the five variables indicated correlation with the change scores of human relations questionnaires sub areas, as seen below:

<u>Variable</u>	<u>Significant Change Score of Sub Area</u>
Sex	Attitude toward the principal
Teaching level	Attitude toward the principal
Morale perception	Attitude toward the principal
	Attitude toward the school
	Attitude toward the total change score

school-wide curriculum workshop and the self-expressed attitudes of those teachers not participating in a workshop. This proved true for the six sub-test scores as well as the total instrument score.

The analysis of the data provided evidence for the conclusion that the teachers' sex, number of years taught, number of years taught in the system, level of teaching assignment, and perception of staff morale does significantly effect their self-expressed attitudes in the six areas of human relations measured. The teachers' sex, level of teaching and perception of staff morale were significantly related to attitude change in three areas of human relations: attitude toward the principal, attitude toward the school and total attitude.

### Discussion

The basic assumption in this study was that the curriculum workshop would prove an effective method to stimulate teachers towards a positive attitude in the area of human relations. Previous studies have pointed out that teachers' attitudes in the area of human relations do become more negative as the year progresses. This conclusion proved true in the current study. The tendency toward negative attitudes proved to be too strong for the anticipated positive effect of the workshop in the form used. The difference in field and laboratory experiments was apparent here. Field experiments are guided not only by the research

The attitude scores of the male teachers participating in the workshop and those not participating moved in a positive direction in their attitude toward their principal.

The female teachers' attitude scores registered a move in a negative direction whether they participated in a workshop or not.

The teaching level variable demonstrated a similar result. The attitude scores of the secondary teachers moved in a positive direction in their attitude towards their principal, for both workshop participators and non-participators. The secondary teachers that were workshop participants did register a greater gain than those not participating.

The attitude scores of the elementary teachers moved in a negative direction in their attitude towards their principal. This was true of both workshop and non-workshop teachers.

The teachers perceiving staff morale as high registered a more positive attitude than those teachers perceiving staff morale as low in all three areas which indicated significance. The areas were attitude towards their principal, attitude toward the school, and total attitude score.

### Conclusions

The statistical analysis of the data led to the conclusion there is no significant relationship between the self-expressed attitudes of teachers participating in a

objectives but also by the practical objectives of the group being studied. If all members involved had the same objectives to improve human relations, as well as working to improve specific facets of the curriculum, the objectives would have more chance for fulfillment. The implication is, if curriculum workshops are to be effective in helping teachers attain positive attitudes, this objective should be clarified together with the improved use of technology or of methodology desired. The study indicated the workshops were helpful in that teachers participating become less negative, over the seven months, than teachers not participating.

The teachers in this study which expressed a high perception of staff morale also scored high in their total attitudes. This result suggests an effective method for determining if teachers have positive attitudes in the field of human relations may be simply to ask them to indicate their perception of staff morale.

The importance of the administrator to the teachers was illustrated by the correlation between the change scores and their attitude toward the principal in all three variables where change scores were found significant.

The emphasis on change of attitudes should be noted in this study. Comparisons between the attitudes of elementary and secondary teachers, for example, were not pursued.

Implications for Future Study

The discussion stated above indicates further research might well be conducted in the following areas:

- a. If curriculum workshops do have the ability to lessen the trend toward negative human relations attitudes in their current format, what format improvements should be used to strengthen this tendency?
- b. Can teachers' human relations attitudes be determined consistently by simply asking them their perception of staff morale?
- c. What characteristics of the principal influence the teachers attitudes both negatively and positively?
- d. What methods could an individual school or school system be able to use successfully to implement an effective program for improving teachers' human relations attitudes?
- e. Do schools attempt to identify their teachers attitudes?
- f. If the years taught in a system is significant, what implication does this have for tenure, transfer credit for years taught and encouragement for teacher mobility to improve effectiveness?
- g. If schools would identify and then seek to improve their staffs' attitudes one in-service training



method could be small interaction groups with the specific purpose of aiding each individual in recognizing and strengthening their skills in human relations.



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## APPENDIX A

MICHIGAN STATE UNIVERSITY  
East Lansing, Michigan

### TEACHER HUMAN RELATIONS QUESTIONNAIRE

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

#### Answer Scale

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

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

## Answer Scale

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

- \_\_\_11. I find it easy to accept everyone on this faculty.
- \_\_\_12. Some teachers here think they have all the answers.
- \_\_\_13. Teachers here willingly accept their share of the responsibilities of the school.
- \_\_\_14. Most of our teachers have a real understanding of how to work with children.
- \_\_\_15. There are people on this faculty who are a discredit to the teaching profession.
- \_\_\_16. I feel as though I "belong" socially and professionally with this faculty.
- \_\_\_17. At faculty meetings I feel free to express my opinions because I know that the other teachers will give me a fair hearing even when they disagree with me.
- \_\_\_18. Certain faculty members seem to have more influence with the principal than I do.
- \_\_\_19. Some teachers are kept on the faculty only because they have influence with powerful people in the community.
- \_\_\_20. Teachers here form in groups of personal friends in the lunchroom, at faculty meetings and the like.
- \_\_\_21. This faculty gives a teacher the sense of belonging and being needed.
- \_\_\_22. Teachers are jealous of new teachers who join the staff.
- \_\_\_23. Teachers on this faculty work well together.
- \_\_\_24. Whenever this faculty attacks a problem as a team they get the job done.
- \_\_\_25. The principal never acts impulsively or emotionally.
- \_\_\_26. The principal deliberately dodges issues.
- \_\_\_27. When teachers oppose policies formulated by the principal they do not hesitate to tell him so.

## Answer Scale

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

- \_\_\_ 28. The principal has the school well organized and it runs smoothly.
- \_\_\_ 29. I feel that the principal tries to escape or shift to others responsibilities that are rightfully his.
- \_\_\_ 30. The principal leads the faculty into developments which they do not favor when he thinks these will help the school make a good impression.
- \_\_\_ 31. It is difficult to know just what to expect because the principal is always making changes.
- \_\_\_ 32. Certain people on this faculty have more influence over school affairs than the principal does.
- \_\_\_ 33. The principal never calls a teacher down in front of others.
- \_\_\_ 34. During faculty meetings the principal discusses mistakes that individual teachers have made without naming the offending teacher.
- \_\_\_ 35. Teachers feel that they will be penalized in some way if they displease the principal.
- \_\_\_ 36. In faculty meetings the principal is skilled at giving the appearance of agreement when actually there is no agreement.
- \_\_\_ 37. The principal does not usually praise teachers for good work done.
- \_\_\_ 38. Most of the small irritations that disturb teachers in this school are caused by the principal.
- \_\_\_ 39. The principal has favorites among the staff who get special treatment from him.
- \_\_\_ 40. The principal will listen to my ideas.
- \_\_\_ 41. I think our principal is a wonderful person.
- \_\_\_ 42. The principal is genuinely interested in me and in what I am doing.
- \_\_\_ 43. There are students in my classes who cannot be taught anything because they are not capable of learning.

## Answer Scale

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

- \_\_\_44. Students here do not want to study, they only want to have a good time.
- \_\_\_45. I have too many children who do not want to learn.
- \_\_\_46. Too few of my students are really working up to their ability.
- \_\_\_47. My students are very cooperative.
- \_\_\_48. Students in this school are very selfish.
- \_\_\_49. Our students display plenty of school spirit.
- \_\_\_50. Students here are really working together to make this a better school.
- \_\_\_51. Students are willing and capable of accepting responsibility.
- \_\_\_52. Students here are careless with library books and frequently lose them.
- \_\_\_53. I find that my students can be depended upon to do the jobs they have agreed to do.
- \_\_\_54. Students here tend to think that the school belongs to them and that we of the faculty just work here.
- \_\_\_55. Students in our school are well trained and it shows up in the orderly, quiet way the conduct themselves in rooms, halls, and on the playground.
- \_\_\_56. If I were free to choose pupils, I would select all the same students I now have.
- \_\_\_57. Too many of our students do not act their age.
- \_\_\_58. Upperclass students tend to corrupt the younger students by undermining their standards of conduct.
- \_\_\_59. Teachers enjoy working in this school.
- \_\_\_60. Conditions in this school are static; we do not seem to be making any progress.
- \_\_\_61. There is an undercurrent of discontent among faculty members in this school.

## Answer Scale

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

- \_\_\_62. If I were free to choose, I would remain at this school in my present position.
- \_\_\_63. This school is not as good as people think.
- \_\_\_64. I would make many changes in this school if I were principal.
- \_\_\_65. People outside this school do not know what it is really like.
- \_\_\_66. Certain departments get first consideration for funds and materials.
- \_\_\_67. We do not have sufficient faculty meetings to allow discussion of all the things that need to be discussed.
- \_\_\_68. Too much time is spent discussing petty matters at faculty meetings.
- \_\_\_69. This school is organized so that teachers always know what is expected of them.
- \_\_\_70. Some teachers here bring pressure on the others to keep things going their way.
- \_\_\_71. This school fosters a strong feeling of belonging in its teachers.
- \_\_\_72. A strong point about our school is in the fact that children are given opportunity to develop leadership ability.
- \_\_\_73. It is difficult to plan and work with my classes because extra-curricular activities take up so much of the children's time.
- \_\_\_74. In general I am satisfied with the equipment and materials provided for my department.
- \_\_\_75. People who live in this community are vitally interested in the school and what it is trying to do.
- \_\_\_76. There are courses we should teach in this school, but the community will not approve.
- \_\_\_77. The community fully appreciates the work the school is doing.

## Answer Scale

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

- \_\_\_ 78. Some people in this community have too much influence in school affairs.
- \_\_\_ 79. The morals in this community are not as high as they should be.
- \_\_\_ 80. Parents in this community are too strict on their children.
- \_\_\_ 81. Parents in this community are vitally interested in their children.
- \_\_\_ 82. Too many people in this community snoop into other people's affairs.
- \_\_\_ 83. This is the best community I have ever worked in.
- \_\_\_ 84. There are certain reasons why I do not feel accepted in this community.
- \_\_\_ 85. This community puts the same standards on the personal life of the teacher as on any other citizen.
- \_\_\_ 86. Unmarried teachers do not feel free to date in this community.
- \_\_\_ 87. Teachers are looked on with respect in this community.
- \_\_\_ 88. Many social organizations, clubs and the like are not open to teachers in this community.
- \_\_\_ 89. What teachers say and think is heard with respect in this community.
- \_\_\_ 90. The community provides many social opportunities for teachers.

## APPENDIX B

### TEACHERS PERSONAL DATA SHEET

The following questionnaire measures teachers' expressed attitudes in several areas the requires approximately twenty minutes to complete.

There is no need to identify you as an individual, but it is important that your responses be coded. On the line at the end of this sentence please write the initial of the month of your father's birth, your mother's birth and your birth \_\_\_\_\_. If for any reason, these initials are impossible for you to specify, then please place on the last line the initial of the month of your birth.

Please complete the following items:

1. Are you male \_\_\_\_ or female \_\_\_\_?
2. How many years have you taught \_\_\_\_?
3. How many years have you taught in this system \_\_\_\_?
4. Are you currently working at the elementary level (K-6) \_\_\_\_ or the secondary level (7-9) \_\_\_\_ or secondary level (10-12) \_\_\_\_?
5. In your opinion, do you believe the morale of your faculty to be high or low \_\_\_\_?
6. Will you be moving to a new high school upon its completion \_\_\_\_?
7. What is the highest degree that you currently hold  
None \_\_\_\_ B.A. or B.S. \_\_\_\_ B.A. or B.S. + \_\_\_\_  
M.A. \_\_\_\_ M.A. + \_\_\_\_
8. Check the term or terms in which you attended the university workshop. Fall \_\_\_\_ Winter \_\_\_\_  
Spring \_\_\_\_ None \_\_\_\_



# APPENDIX C

## ANALYSIS OF VARIANCE TABLE FOR WORKSHOP PARTICIPANTS AND NON-PARTICIPANTS

Test Score	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistics	Approximate Significance Probability
<u>Profession</u>						
Pre-test	Between Categories	3592.340	3	1197.446	1.892	.130
	Within Categories	158791.008	251	632.633		
	Total	162383.349	254			
Post-test	Between Categories	50.900	3	16.866	2.392	.068
	Within Categories	1780.181	251	7.092		
	Total	1831.082	254			
Change	Between Categories	2.072	3	.690	.126	.940
	Within Categories	1369.676	251	5.456		
	Total	1371.749	254			
<u>Other Teachers</u>						
Pre-test	Between Categories	222.371	3	74.123	2.008	.112
	Within Categories	9261.236	251	36.897		
	Total	9483.607	254			
Post-test	Between Categories	219.927	3	73.309	1.608	.186
	Within Categories	11437.657	251	45.568		
	Total	11657.584	254			
Change	Between Categories	153.578	3	51.192	1.230	.299
	Within Categories	10442.829	251	41.604		
	Total	10596.407	254			

APPENDIX C (Continued)

Test Score	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistics	Approximate Significance Probability
<u>Principal</u>						
Pre-test	Between Categories	174.060	3	58.020	1.506	.212
	Within Categories	9665.924	251	38.509		
	Total	9839.984	254			
Post-test	Between Categories	83.072	3	27.690	.529	.667
	Within Categories	13157.594	251	52.420		
	Total	13240.666	254			
Change	Between Categories	194.992	3	64.997	1.251	.291
	Within Categories	13040.991	251	51.956		
	Total	13235.984	254			
<u>Students</u>						
Pre-test	Between Categories	193.020	3	64.340	1.836	.139
	Within Categories	8795.316	251	35.041		
	Total	8983.337	254			
Post-test	Between Categories	81.701	3	27.233	.605	.616
	Within Categories	11290.000	251	44.980		
	Total	11371.701	254			
Change	Between Categories	180.655	3	60.218	1.613	.185
	Within Categories	9366.026	251	37.314		
	Total	9546.682	254			

APPENDIX C (Continued)

Test Score	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistics	Approximate Significance Probability
<u>School</u>						
Pre-test	Between Categories	209.862	3	69.954	1.926	.124
	Within Categories	9112.663	251	36.305		
	Total	9322.525	254			
Post-test	Between Categories	192.704	3	64.234	1.453	.227
	Within Categories	11093.632	251	44.197		
	Total	11286.337	254			
Change	Between Categories	85.506	3	28.502	.716	.546
	Within Categories	9977.811	251	39.752		
	Total	10063.317	254			
<u>Community</u>						
Pre-test	Between Categories	170.966	3	56.988	2.216	.085
	Within Categories	6452.383	251	25.706		
	Total	6623.349	254			
Post-test	Between Categories	181.468	3	60.489	2.286	.078
	Within Categories	6638.939	251	26.449		
	Total	6820.407	254			
Change	Between Categories	80.265	3	26.755	1.065	.365
	Within Categories	6303.718	251	25.114		
	Total	6383.984	254			

APPENDIX C (Continued)

Test Score	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistics	Approximate Significance Probability
<u>Total</u>						
Pre-test	Between Categories	3382.356	3	1127.452	2.014	.111
	Within Categories	140466.874	251	559.628		
	Total	143849.231	154			
Post-test	Between Categories	1974.253	3	658.084	.969	.409
	Within Categories	170355.095	251	678.705		
	Total	172329.349	254			
Change	Between Categories	2700.175	3	900.058	1.899	.128
	Within Categories	118939.550	251	473.862		
	Total	121639.725	254			



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