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A STUDY OF THE ATTITUDINAL AND PERSONALITY TRAITS OF STUDENTS
ACCEPTED INTO THE ELEMENTARY EDUCATION AND SPECIAL
EDUCATION - EMOTIONAL IMPAIRMENT TRAINING
PROGRAM AT MICHIGAN STATE UNIVERSITY
DURING SPRING TERM, 1974

By

Wilfred A. Johnson

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ABSTRACT

A STUDY OF THE ATTITUDINAL AND PERSONALITY TRAITS OF STUDENTS
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The focus of this study involved an examination of selected personality and attitudinal characteristics of elementary and special education - emotionally impaired teacher education candidates, possibly assisting in the identification of those candidates who appear to be the most promising individuals for these training programs.

The intent of this study was to provide information to the special education - emotional impairment and elementary education program personnel for use in the selection process for majors. If it is possible to both define personality types in the elementary education and special education - emotional impairment trainees, as well as distinguish between personality traits of trainees in these two curricula, this information could become a useful part of a selection procedure for both training programs.

The attitudinal and personality characteristics were investigated in terms of: attitudes, interests, needs and the students' perception of their training program.

The sample selected for the study consisted of ninety-eight students accepted into the teacher training program for elementary education and special education - emotionally impaired at the junior level during the Spring Term, 1974, at Michigan State University.

Data were gathered by means of a battery of self-reporting instruments which included the Minnesota Teacher Attitude Inventory, Strong Vocational Interest Blank, Edwards Personal Preference Schedule and a student information form.

The total statistical analysis was subdivided into two sections. The first section dealt with categorical kinds of information. In this section, Chi-square tests of homogeneity were employed to test the significant differences between the two groups of teacher training candidates.

The second section dealt with quantitative kinds of information using multi-variate analysis of variance as the statistical treatment. This section was subdivided into three phases (M.T.A.I., S.V.I.B., E.P.P.S.) with each phase being run one at a time.

The data obtained on the instruments used in the study indicate that the two groups differed significantly in the following areas:

A. Information Form

1. The number of formal experiences they had had with handicapped children.
2. During what year in school their vocational choice was made.

B. Strong Vocational Interest Blank

1. Art teacher
2. English teacher
3. Language teacher
4. Recreation leader
5. Guidance counselor
6. Speech pathologist

The two groups did not differ significantly on the Minnesota Teacher Attitude Inventory, Edwards Personal Preference Schedule, or the remaining scales on the Strong Vocational Interest Blank, or the other eight variables on the Information Form.

ACKNOWLEDGMENTS

A thesis represents the concerted efforts of many people, and although the researcher accepts full responsibility for any weaknesses which remain, he must share the credit for all strengths. It is not possible to mention the name of each person who contributed to this study or the zeal of the writer.

Special appreciation is extended to my chairman, Dr. Ronald M. Wolthuis, for his guidance, encouragement and his willingness to invest hours of his time throughout this study and the entire graduate program. I am most grateful to Dr. Edwin Keller, whose stellar abilities as a professor made things a little more understandable and pleasant in writing this research document. Thanks to Dr. Donald Melcer for participating on my committee. I will forever be grateful for the leadership, friendship and professionalism given me by Dr. Eugene Pernell, Jr. Punch, I could never relate to you or anyone the fortitude, stamina, love and understanding that transpired through this study and graduate work between us. I thank God for you and the constancy you provided.

To my parents and family, I would like to say, never before have I really had the opportunity to exemplify your teachings of love, understanding, kindness, patience and preserverance as was needed in this project.

To my friends, Mary, Diane, Harold, Velma, Nat) who endured with me, thanks for you.

It is my hope that this endeavor will serve as an inspiration to my brother, Carl.

The writer is not verbose enough to properly thank his love, Mary, for her support, understanding and sacrifices through it all.

The magnitude of events during this phase of life cannot be eclipsed by any other.

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CHAPTER I

INTRODUCTION

Background of the study

The development and expansion of programs for the education of handicapped children and youth have often been hampered because of a severe shortage of qualified personnel. In the early sixties, it was estimated that for every one trained teacher, four were needed (Kirk and Sava, 1964). To help meet this critical shortage of teachers in all disability areas, the United States Congress, in 1963, enacted Public Law 88-164. Under the provisions of Title III of this Act, grants are made to colleges and universities and to state education agencies for the preparation of professional personnel for the education of handicapped children. Prior to this time, there had only been two public laws enacted which made provisions for training leadership personnel for the handicapped. In 1958, Public Law 85-926 was enacted for training teachers for the mentally retarded, and, in 1961, the United States Congress enacted Public Law 87-276 for training teachers of the deaf.

VanTassel (1972, pp. 2-3) stated that, "at Michigan State University, an institution with a very large regular teacher training program, special education enrollments have nearly doubled within the 1969-1971 period." Enrollments have increased even more since then. VanTassel goes on to say,

Two specific types of problems have developed as a result of this situation. While many school systems still need additional professional staff trained in certain disability areas, Michigan should attain projected, full-service objectives within the next three years (State Plan, 1971). Thus, the potential for saturation of this segment of the employment market for newly graduated teachers exists, and students currently completing training are likely to find it increasingly difficult to secure appropriate teaching positions.

"Increased undergraduate enrollments also pose the threat of seriously inhibiting faculty efforts to maintain or upgrade program standards." (In some cases, financial incentives have stimulated these educational institutions and state education agencies to institute or expand special education teacher training programs, perhaps limiting serious attempts to select the best qualified persons for admission to the field of special education.) A search for the identification of relevant selection criteria presents many problems because little is known at the present time about the specific relevant factors to consider in the selection of candidates for special education (emotional impairment) teacher training. A search of the literature in this case reveals that a number of studies have been conducted around the issues of:

- a. Teacher attitude
- b. Attitude change
- c. Career choice
- d. Personality change
- e. Personality needs

The focus of this study is an examination of personality and attitudinal characteristics of elementary and special education teachers at Michigan State University to possibly assist in the selection of special education - emotionally impaired teacher education candidates

and to assist in the identification of those candidates who appear to be the most promising individuals for these curricula and training programs.

Jordan (1962, p. 21) described a special class teacher as "a person qualified by temperament and training to deal with those children who have not 'prospered' in the regular program and who, as individuals, have probably disrupted the ideal process of teaching." Although Jordan offered little empirical support for such a description, he implied that the role of the special education teacher is different from that of the elementary teacher and that specific traits are necessary to fulfill this role successfully.

A hypothesized difference in personality characteristics between prospective special education and elementary teachers is suggested in several studies. Durflinger (1948) found that the trait patterns of high school teachers are different from those of elementary teachers. Ryans (1960, pp. 286-288) also demonstrated that the personality characteristics of elementary and secondary teachers are not identical and, furthermore, he discovered significant differences with respect to age, experience, sex, avocation, religion, and marital status. On the basis of these studies, then, two questions may be asked: (a) Are the personality characteristics of teacher trainees of the emotionally impaired different in degree and/or kind from those of elementary teacher trainees? and (b) Do these differences, if there are any, influence the individual's choice of a career? If these questions are to be answered, objective and empirically derived data on the types of persons expressing a preference for teaching the emotionally impaired are necessary.

Indeed, it has become increasingly evident in recent years that the teacher's personality ". . . is a significant variable in the classroom. Some would argue that it is the most significant variable" (Getzels and Jackson, 1963, p. 508). This variable is especially true in the field of teaching the emotionally disturbed and socially mal-adjusted where research indicates that the specialized needs and heightened sensitivities of the emotionally handicapped require teachers whose personal characteristics are as important as their professional competencies (Mackie, Kvaraceus and Williams, 1959). Yet, despite continued reports that the ability to motivate and establish rapport depends more on the teacher's personality than on specific classroom techniques (Rabinow, 1964), there have been few objective investigations concerning those facets of the teacher's personality which are necessary to insure successful teaching performance.

Field reports from administrators and supervisors indicate an increasing awareness of this problem together with an expressed need for some meaningful basis for evaluating personality factors in teacher recruitment, selection and training programs to add to the basically subjective process of selection which appears to prevail currently (Scheuer, 1966). It would appear that educational institutions should play an active role in determining which teacher traits are important for teachers of the emotionally impaired. This focus may be difficult to implement when the same colleges and universities have been remiss in the study of personality traits of elementary and secondary teacher candidates. As colleges of education begin to face a shrinking job market for their elementary and secondary education graduates, selective

admission policies are likely to be needed. Who among the diverse numbers and types of students applying should be selected for what type of teacher training?

In a recent issue of Phi Delta Kappan (January, 1974, pp. 330-334), Blackington, Houston, and Olmsted stated that "over time, each teacher develops a 'professional stance.' Professional training and work experience function mainly to allow the participants to elaborate upon personal and attitudinal tendencies already present. Early identification of such patterns is most likely to result in the various 'professional stances' which would be of significance to institutions seeking rational means for establishing admissions criteria and more efficient instructional programs." The seven professional stances identified by Phi Delta Kappan are:

1. The Child Focuser. The most integrated stance is that taken by the child focuser. As implied by the label, the key attribute of the child focuser is his/her single-minded devotion to the pupil as an unfinished personality whose special needs a teacher must understand and serve. For these teachers, schools really do exist for children.
2. The Pragmatist. More than other teachers, the pragmatists cut and fit, recut and fit and then fit again. A central article of faith of the pragmatist is that "experience teaches," and they are confident that they can properly assess the lessons of their experience. Even when the pragmatists find themselves wrong, what protects them is their adroitness; they are successful politicians. But most of all, the pragmatists, as good organization members, accept responsibility.
3. The Task Focuser. For the task focuser, the main business of the teacher is to guide pupils in mastering their assignments. The child focuser's notions that work and play are interchangeable and that entertainment may be used as a reward are foreign, for the task focuser's conception of a school is a serious business.
4. The Contented Conformist. Contented conformists do what is expected of them, conscientiously and with as much skill as

they can muster. However, the contented conformists do not feel pressure because they do not consider teaching as requiring the teacher to make a series of choices, but rather as doing what one is told.

5. The Time Server. The time server's lack of concern for his/her own excellence of his/her own personal achievement, along with a belief that teaching neither demands special knowledge nor significantly serves society are functions of a lack of integrated beliefs about education. Although time servers are quite positive in asserting that they "enjoy their work with children," their stance seems designed to keep the youngsters at a distance. Alone, among the stance types, the time servers assign an intrinsic value to order and are much concerned with problems of classroom management.
6. The Ambivalent. The ambivalents' group appears to be composed of persons who are somehow in transition, for what they do is full of inconsistencies. One hypothesis about the plight of the ambivalents is that for them the disparity between what to believe about children and teaching and what they have found to be the reality of the classroom is so great as to have fragmented their belief system.
7. The Alienated. The distinctive quality of the alienateds' stance is an inability to identify with other teachers or to accept the worth of tasks which schools set for children. The alienateds are the most heterogeneous of our stance types, since the roots of their discontent are so various. Some reject the particular groups of children assigned to them or the faculty of which they are a part. They are highly ego-centric and easily threatened.

The vast differences in personality traits and character motivations suggested by the previous delineation of teacher types raise several questions:

1. How did these teachers get this way?
2. Can a professional stance or elements of a professional stance be identified early in a prospective teacher's formal training program?
3. Is a person's professional stance modified during his training program?
4. Do different types of teachers have different types of professional stances or personality characteristics?

To be able to identify behavior patterns early in the education major's program or to be able to ascertain the teaching stance for which he or she appears to be preparing might provide the opportunity to modify some behavior or change elements of that stance to some degree. However, some data suggest that our educational institutions either lack or are not concerned about utilizing these elements in a teacher training program. Careful attention is not given to student entry information nor is there any attempt to monitor student behavior--both possible indicators of teaching potential. This failure may be especially damaging in the field of special education, particularly in the area of teaching the emotionally impaired. Little, if any, consideration has been given to exploring the possibility that effective teachers and therapists who work with the emotionally impaired may possess a cluster of similar personality attributes--or may adopt a particular "stance"--which enables them to "reach" disturbed children.

Need for the study

It is imperative that research models be developed for selecting or screening candidates who possess personality traits consistent with effective qualities as teachers of the emotionally impaired. Children who are receiving services for emotional impairment have many needs. If these children are to make appreciable educational gains, their teachers should possess certain qualities and hopefully not have as many needs to be met as do the children they teach.

Enrollments in undergraduate teacher training programs in special education - emotionally impaired have more than doubled in

recent years (1969-1974) at Michigan State University and other universities. Some of this growth can be attributed to the following factors:

1. There are both increasing public awareness and acceptance of the fact that children who are exceptional need special help.
2. Public and private services for the emotionally impaired have expanded during the past decade. The emergence of education for the emotionally impaired as a component of the total educational program in most large and medium-sized communities has increased.
3. Many more high school and college students are attracted to this field as a potential career choice.

Others may have chosen to teach the emotionally impaired as a result of the reduction in the numbers of regular elementary and secondary teaching positions. This decline in regular elementary and secondary teaching positions may result in part from the declining birthrate of the 1960's and the serious financial difficulties of many school districts during the 1970's. For a variety of reasons then, perhaps ranging from realistic interest in professional involvement with exceptional children to purely financial motives, students have enrolled in emotional impairment training programs in increasing numbers in recent years. In the area of special education, the extreme shortage of teachers of the emotionally impaired as well as an estimated attrition rate of sixty per cent to seventy per cent (within 1964-1967) of the trained teachers in the area of emotional impairment relative to other teaching areas, point up the need for more adequate screening and selection criteria of prospective teachers in the field. This study makes one attempt to meet that need.

Scope of the study

The need for a sound theoretical frame of reference in studies relating to the teacher's personality appears particularly urgent in the field of special education - emotionally impaired. Several researchers have stated that, "Unresolved key issues, conceptual ambiguities and professional dissension have blurred the concept of the teacher's role and the effects of his personal attributes" (Morse, Cutler and Fink, 1964). According to Morse, and others, there appears to be a mounting consensus that the personality, values and character traits of the teachers in this area are the touchstones of successful programming (Morse, 1958).

A number of investigators who see the teacher's role as essentially therapeutic have explored the specific attributes exhibited by teachers with special sensitivities. They have suggested that rather than "doing therapy" on the classic one-to-one model, such teachers function as therapeutic agents in their own right by virtue of their abilities to relate effectively to the troubled children in their classrooms (Morse, et al., 1964). A pilot study by Barrett-Lennard (1960) indicated that teachers regarded as "outstanding" by their supervisors had a greater degree of "congruence," "empathic understanding," and "unconditional positive regard" than teachers rated less effective.

Such superior performance is motivated, in part, by the concept of need which, as it is commonly used, recognizes that there are certain classes of activities in which the individual would engage if unfettered by the realities of everyday existence. Within an occupational group, an examination of these chosen or preferred activities

becomes important for two reasons: (a) It offers clues to resolve the question of why particular individuals choose certain pursuits; (b) It promises to yield insights into such important concepts as job satisfaction, morale and related concerns through an assessment of the relative congruence between an individual's preferred activities and the demands of the work situation. On these grounds alone, an examination of needs seems justified in the analysis of any occupational group.

Some understanding of the relationship between personality characteristics and the need to choose a career in teaching the emotionally impaired may have important implications for recruitment and counseling programs. A study of the personality characteristics of prospective teachers of the emotionally disturbed may also serve as the basis for the development of appraisal techniques which will be useful both to the student and his high school or college guidance counselor.

The intent of this study is to provide information to the personnel in the elementary education and special education - emotionally impaired programs on the personality characteristics of persons intending to major in each of these two teacher training programs. If it is possible to distinguish between personality types in both the elementary education and special education - emotionally impaired trainees, this information could become a useful part of the screening process in elementary and special education.

There is already evidence from many studies to indicate that personality characteristics and personal needs are closely related to vocational choices. Forer (1953, pp. 361-366) concludes that the choice of a vocation is not primarily rational nor logical, but is somewhat

blind, impulsive and emotional. "It is to a degree unconscious, an expression of basic personality organization and can and should satisfy basic needs." Roe (1956, pp. 109-111) reviewed the research on personality and vocational choice and summarized it by stating that according to previous studies, there are personality characteristics which differentiate between professional groups. Sternberg (1955) also concluded from his comparison of the personality patterns of college students majoring in different fields that there are differences, and found the sharpest differences were those that separated the aesthetic group (English and music) from the scientific group (chemistry, mathematics, biochemistry and psychology).

This study hypothesizes that the personal needs and personality traits of college students enrolled in the special education - emotionally impaired education program differ significantly from the needs and traits of those enrolled in the elementary education program. To evaluate this hypothesis, the personal needs of both sets of students were measured by the Edwards Personal Preference Schedule, a schedule which consists of 210 pairs of items and is designed to measure the relative importance of fifteen psychological needs. The personal needs in the Edwards Personal Preference Schedule are based upon a list of needs described by Murray, et al. (1938). The Edwards Personal Preference Schedule presents the relative strength of competing needs rather than the absolute strength of any one need. Items measuring a particular need are paired twice with each of the remaining fourteen needs, and the subjects taking the test are required to choose from each pair of items. The maximum score that can be obtained on any one need is 28.

In addition to personal needs, this study examined the personality and attitudinal traits of both types of education majors (teacher trainees for the special education - emotionally impaired and elementary education majors) who were undergraduates at the junior level and had been accepted into the program of their choice at Michigan State University. Analysis was made by comparing the standard scores received by both sets of students on the Edwards Personal Preference Schedule, the inventory scores achieved on the Minnesota Teacher Attitude Inventory, and the raw scores attained by both groups on the Strong Vocational Inventory Blank.

Overview of the remainder of the study

The related literature is reviewed in Chapter II. Chapter III contains a description of the procedures and instruments used in this study. The results of the study are presented in Chapter IV. In Chapter V, a summary of the study is made, and conclusions are drawn.

CHAPTER II

REVIEW OF LITERATURE AND PRIOR RESEARCH

Introduction

According to Saunders (1956), teacher education is concerned with the preparation of persons who will guide the learning activities of children while they are attending school. The institutions that have assumed this preparatory process have been charged with one of the great responsibilities of our day. Yet, just as elementary and secondary school programs have varied considerably from one locality to another, so have teacher education curricula varied among different institutions. Some of the differences have arisen from cultural distinctions, others from diverse philosophical concepts.

Many administrators, supervisors, teachers, parents, pupils and teacher educators have assumed that they are able to identify and evaluate those attitudes and skills which do or should comprise the successful and effective teacher. This belief remains true despite a rather large number of studies which have contested both the reliability and validity of some of the persons making the judgments. Indeed, one of the important problems in teacher education has been the selection of criteria for evaluating teachers on the basis of the following questions: What constitutes a good teacher? What are desirable teacher attitudes, skills and practices? How should teachers be trained to

develop desirable personality traits and attitudes? Furthermore, how does the college student decide on teaching as a career?

Factors Inhibiting Research on Teacher Personality, Attitudes and Skills

While some research has been conducted to examine changes in attitudes toward issues treated in course content, little attention has been given to the general effects of a college environment on students' attitudes toward careers, especially teaching as a career. This information would indeed seem important today when educators and the general public are concerned about the supply and quality of teachers.

The majority of the researchers and experts in the field have been saying that it is difficult or perhaps even impossible to define, prepare for, or measure adequately teachers' attitudes or personalities.

Barr (1961, pp. 105-106) provided a list of eight problematic areas incurred by researchers concerned with the task of measuring teacher effectiveness. The first seven of the problems mentioned below could affect current or future research; the last statement (8) indicates a direction that might prove to be the most fruitful areas of research pertaining to teacher personality, attitudes and skills. The list by Barr includes:

1. Many different words are used to describe the personal characteristics of teachers. One of the problems confronting workers in this area is how to reduce the list of descriptive terms according to some meaningful pattern.

2. The problem of measurement has not been solved. While a variety of data gathering devices were employed, such as tests, rating scales, self-reporting inventories, interviews and direct observation of behavior, none, except possibly the measurement of temperament and social competency, showed much validity.

3. The different investigators and constructor of data gathering devices defined the characteristics differently and, in most instances, chose to measure different aspects of personality even where similar vocabulary was employed. A difference of particular concern arises out of the fact that some investigators appeared to think of these personal characteristics as constituents of the person . . . they employed the vocabulary to describe behavior. Some give to these personality characteristics the status of intervening variables with action regulating powers; others used these terms to merely describe behavior.

4. There is a serious problem of definition. The terms employed in discussing the personal characteristics of teachers mean many different things to different people. No field needs, more than personality measurement, a meaningful system of definition, such as might be achieved through carefully constructed behavioral and/or operational definitions.

5. While the terms used to characterize the personal prerequisites to teacher effectiveness need to be solidly anchored in observable behavior, behaviors, even when taken in context, which frequently they are not, are too numerous to provide a useful system for

describing teacher effectiveness. Without getting too many intervening variables, and variables that are too ethereal to be verifiable, there is need for simplified schemata of reducing the number of things that educators need to keep in mind in the evaluation of teacher effectiveness.

6. It has been frequently observed that different criteria measure different aspects of teacher effectiveness. Not too much can be achieved in the validation of personality measures until better criteria are developed.

7. Possibly less use might well be made of self-reporting devices and the conventional point value rating scale, and more use might be made of tests, observable behaviors, and measurable personal characteristics.

8. The most promising positive relationships were found for objective measures of emotional stability, social competency, certain scores on the Minnesota Multiphasic Personality Inventory, and the tests of temperament.

As Barr indicates, then, research on personalities, attitudes, and skills of teachers cannot be totally effective until there has been some agreement on language, definition, and other variables that are measurable.

Teacher Attitude Studies

Schwiering (1953) did a study at the University of Wyoming providing information on the nature of teacher preparation which yields the greatest teacher competency. The findings of this study relate to

the growing concern expressed by Sandgren in the area of teacher training about what constitutes desirable or undesirable attitudes toward teaching and the teaching situation on the part of teachers.

This study was done by Schwiering in an attempt to: (1) report college teachers' analyses of their course objectives which contribute to pre-service teacher preparation; (2) analyze the evaluation of seniors in the college of education of specific course contributions to their teacher preparation; (3) analyze practicing teachers' evaluations of their college preparation for teaching; (4) compare supervisors' evaluations of the competence of the teachers they supervised with the practicing teachers' preparatory education evaluation; and (5) relate and compare all these evaluations as a means of suggesting preparatory program improvements. Schwiering's study can be summarized in the following statements:

Both interviews and questionnaires were used to gather data in regard to the skills and attitudes which were selected as criteria of teacher competence. These criteria included the ability of the teacher in: (1) using psychological principles of learning; (2) planning varied learning activities; (3) meeting needs through effective methods; (4) providing for democratic participation; (5) using materials effectively; (6) managing an effective classroom; (7) diagnosing and remedying weaknesses; (8) evaluating effectively; (9) guiding children effectively; (10) using guidance tests effectively; (11) counseling effectively; (12) providing for application of knowledge; (13) enriching culturally; (14) developing understandings and appreciation; (15) utilizing materials and skills; (16) promoting attitudes of social participation; (17) developing democratic competencies; (18) cooperating in school planning; (19) sharing in school responsibilities; (20) interpreting the school for the public; (21) practicing ethical behaviors; (22) participating cooperation in the profession. (pp. 13-14)

The results of the Schwiering study can be summarized as follows:

There was no positive pattern of agreement in the importance of objectives between the experienced teachers and the student teachers. Experienced teachers gave highest values to the variables 'participating cooperation in the profession' and 'practicing ethical behaviors' as being the most valuable. College instructors indicated those competencies that were most available and supervisors reported those competencies that were best demonstrated. The practicing teachers assigned the lowest scale value to 'counseling effectively.'

There was only a slight relationship between the variables of competence which received the lowest ratings from the experienced teachers and the supervisors. The practicing teachers designated only average contributions to the factor of 'diagnosing and remedying weaknesses.'

In view of our present knowledge about teacher education, it would be safe to suggest that teaching ability is so complex that it cannot be investigated efficiently in its entirety as a unit. However, it appears that there are some aspects of teaching ability which can be isolated and studied independently, perhaps at the risk of losing something that may occur through the interaction of the variables.

To measure teacher-pupil attitudes, the Teacher Attitude Inventory, a slight extension of the one constructed by Leeds (1950), was used by Robert Callis (1950). Callis found that his inventory would predict teacher-pupil relations reasonably well ($r = 0.60 - .60$ between inventory scores and a multiple criterion of teacher-pupil relations). Scores on Leeds' Inventory and the one used by Callis correlated 0.95; therefore, the results of this study would indicate that teacher attitudes are important and that it would be possible to examine attitudes of teachers entering their training program.

For the investigation of the reliability of the inventory and the change in teacher-pupil attitudes during training and experience,

six testing sequences were set up. Each sequence was composed of two testings of the same group of subjects.

Two major conclusions may be drawn from the findings of Callis' investigation. The first conclusion is that the attitudes measured by the Teacher Attitude Inventory are of sufficient stability to warrant further investigation as to their efficiency in predicting teacher-pupil relations and in pre-training selection of teachers. The changes in Teacher Attitude Inventory (T.A.I.)-scores that occurred during the time spans studied, even though significant in two of the three sequences, were not of great magnitude. The second major conclusion to be drawn from this investigation is that there are significant differences in teacher-pupil attitudes among subjects classified by their major curriculum, and that these differences are present in about the same magnitude at the beginning of professional training as at the end of the training.

A study was done by Badt (1957) at the University of Illinois to further understand the relationship and attitude comparison of non-exceptional individuals and exceptional individuals. To obtain expressions of these attitudes, questionnaires utilizing objective-type items were compiled. The respondents consisted of 144 students in education and 66 students in curricula other than education. The purpose of the study was to determine whether or not attitudes of student teachers change as a result of practice teaching and whether these attitudes can be correlated with ratings of teaching proficiency.

The students observed in this study attended a midwestern state teachers college and did practice teaching during one or more of the three twelve-week terms of the school year. The majority of the students were between the ages of 21 and 23 at the time the study was made, although there was a small number of veterans who ranged from 25 to 28 years of age and were enrolled in practice teaching.

The attitudes of the student teachers toward schoolwork and pupils was measured by the use of the Minnesota Teacher Attitude Inventory and the ratings of the critic teachers were made on the Student Teaching Report developed by the supervisors of student teaching at Ball State Teachers College. The Student Teaching Report consists of twenty seven rating scales dealing with teaching methods, planning, pupil-teacher relationships, and teaching effectiveness.

Scores on the Minnesota Teacher Attitude Inventory ranged from -67 to 115 out of a possible range of from -150 to 150. The mean score for the entire group of student teachers was 42.6 on the inventory taken before practice teaching and 54.3 on the one taken at the end of practice teaching. When students were grouped according to the teaching field they intended to enter, those following the elementary curriculum had the highest initial and final scores, while the secondary academic group (language, literature, social science, mathematics and science) had the next highest scores. Student teachers who did two terms of practice teaching had higher initial and final scores than did those who had only one term of practice teaching.

The University of Illinois study also revealed that the attitudes of student teachers as measured on the Minnesota Teacher Attitude Inventory improved during the period of time in which practice teaching was taken, but since previous research with the Minnesota Teacher Attitude Inventory has shown that training increases Minnesota Teacher Attitude Inventory scores, the results of this study would seem to indicate that practice teaching should be considered as training rather than experience since scores increased during practice teaching.

The Need for Teacher Attitude Studies
in Special Education

Yet, over and above the need for such generalized research on teaching competency, on teacher attitudes and on student motivation toward teaching as a profession in the field of teacher education, there is particular need for specialized research in the field of special education. Green (1972, pp. 513-515) has addressed this need for research on the attitudes and motivations of the practitioner in special education:

The most beautiful architecture, the most scientifically appointed classroom, and the best planned curriculum with multidisciplinary approaches, although of great importance, are, in my judgment, of little collective value unless two irreducible ingredients are present in a special education class--the special student correctly placed and the truly special teacher.

Too often teachers decide to enter the field of special education for what seems, on the surface, to be genuine feelings for atypical children but, in many cases, masks less genuine, less real motivating factors. Too often it has been my experience that teachers choose to work in the field of special education because a job is open--because, in fact, many jobs are open--in working with the children who do not fit a neat stereotype and an organized way of learning.

In order to make her teaching truly special, a special education teacher must really know her students. She must know them well enough to be able to set realistic goals on a short-term basis, goals that are discernible to the child, that seem to him to be obtainable and worth working toward. Often the special teacher, because of the very nature of the physical placement of her classroom, works entirely on her own, alone. Her class may be neatly placed in a large, comprehensive school without the many needed resources of other professionals in the field of special human engineering. Her main and only resource, therefore, is herself.

Regardless of personal needs, the staff are, to a large measure, the special ingredients in the so-called 'special environment.' The teacher must function from a base of

certain behavioral qualities which are almost instinctive rather than intellectually thought out and planned. There is a certain network of characteristics that seem to pattern themselves in the successful practitioners who are able to work constructively with young people--and particularly with the young people housed in special institutions.

Several researchers have made attempts at delineating these characteristics. For example, the successful use of the Edwards Personal Preference Schedule by Jackson and Guba (1957) and Tobin (1956) suggests that this instrument might also be effectively employed in establishing personality profiles for teachers and possibly prospective teachers of the emotionally impaired, profiles which in turn might be most helpful in predicting an individual's chances of finding satisfaction in the field. Apparently, however, its use has not been extended to this particular area of special education.

Roberts (1962) compared the needs, interests and values of elementary, secondary and special education teachers on the Edwards Personal Preference Schedule, the Thurstone Interest Schedule, and the Study of Values. Special education teachers scored significantly higher ($p > .05$) on nurturance needs and computational interest, and significantly lower on linguistic interests ($p < .01$) and political values ($p < .05$). From these data, Roberts (1962, p. 83) concluded:

Special education teachers appear to differ from the elementary teachers in a number of ways. They are less argumentative and overbearing. They are more friendly, kind, helpful, and sympathetic. They have a higher interest in biology, but they are less interested in activities involving computation. They are interested in verbal skills and understandings, but their interest in this area is less high or intense. They are less interested in personal power, influence and in being leaders.

Some research has shown, however, that despite the many positive attributes special education teachers have, particularly as these attitudes relate to Roberts' study of teachers, they, as well as other social service professionals, exhibit toward the exceptional individual reactions which emphasize to him how "different" he is, and to be different is thought to be less acceptable. Kvaraceus (1956) reported a study of graduate students in education and social service which suggested that, even among persons supposedly able to accept all kinds of children, there lingered prejudice against those who fail to conform to society's standards for "acceptable" appearance and behavior.

A second part of Badt's 1957 University of Illinois study cited earlier was conducted (a) to identify and quantify the characteristics that might contribute to successful student teaching of mentally or physically handicapped children and (b) to establish criteria for the selection of prospective teachers of these children. To accomplish this, five dimensions of human behavior were investigated to determine their relationship, if any, to successful student teaching of handicapped children. The five areas were: scholastic aptitude, scholastic achievement, educational (vocational) interest, personality, and attitudes toward children and teaching.

The subjects included in this investigation were student teachers in special classes for either mentally or physically handicapped children. It was found that successful student teaching in special classes is correlated with observable criteria which can be measured objectively. The test battery administered to them consisted of: Otis Gamma Test of Mental Ability Form E_m; Personal Information

Blank; Sixteen Personality Factors Questionnaire Form C; Gordon Personal Inventory; Thurstone Temperament Schedule; Educational Interest Inventory; Minnesota Teacher Attitude Inventory.

The results of the study for student teachers in special education (Badt, 1957, pp. 286-290) can be summarized as follows:

1. A positive significant relationship was found between scholastic aptitude and successful student teaching of mentally or physically handicapped children.
2. A positive significant relationship was found between scholastic achievement and successful student teaching of mentally or physically handicapped children.
3. A significant relationship was found between various measures of personality and successful student teaching of mentally or physically handicapped children. Eight significant measures of personality instruments were used in the study. These measures and significant subscales were: The Educational Interest Inventory-Vigor (V); The Thurstone Temperament Schedule-Dominant (D), Emotionally Stable (E); The Sixteen Personality Factors Questionnaire, Form C - Enthusiastic (F), Adventurous (H), Realistic (I), Practical (N), Stable (Q₄).
4. A significant relationship was found between three measures of educational (vocational) interest and successful student teaching of mentally or physically handicapped children. These measures were on the Educational Interest Inventory. The significant subscales were Elementary Teacher, Elementary Principal and Researcher.
5. A significant relationship was found between certain attitudes toward children and teaching, and successful student teaching of mentally or physically handicapped children.

The correlation between the Minnesota Teacher Attitude Inventory and the criterion measure was significant beyond the .01 level.

6. By factor analysis, it was determined that the measures of scholastic achievement were the most highly associated with successful student teaching of mentally or physically handicapped children.
7. Three patterns of successful student teachers of mentally or physically handicapped children emerged from this investigation. All three patterns were characteristic of

the successful student teachers. They were found (a) to be well adjusted, emotionally stable, able to successfully encounter the many trying situations that arise in a special class; (b) to possess the physical energy, the vitality and enthusiasm necessary to meet the demands of special class teaching; and (c) to obtain high scores on measures of scholastic achievement and general ability or intelligence and to possess a favorable attitude toward teaching and children. These three patterns and subpatterns were: Pattern 1--Achievement-Ability-Attitude; Pattern 2--Personal Adjustment-General Emotional Stability; (a) Experimenting, (b) Sociable, (c) Composed, (d) Emotionally Stable; Pattern 3--Dynamic Energy: (a) Energetic, (b) Responsible, (c) Realistic.

8. The student teachers of mentally or physically handicapped children differed markedly from other college students and from students preparing to teach in other fields on selected measures of personality interest and attitude.

Career Motivations

In recent years, a number of investigations have demonstrated that all undergraduate and graduate students undergo a change in attitudes as a result of college experiences, though they have not adequately related such change to students' choices of teaching as a career. Typical of such studies are those by Webster (1958), Lagey (1956) and Sandgren and Schmidt (1956). Rhine (1958) and Woodruff (1942), two other researchers in the area, proposed a theoretical orientation based on the attitude concept of attitude structure which states that attitudes are a function of the individual's belief-system. A person's favorable attitudes toward something are said to result from perceptions that the attitude-object facilitates need-satisfaction, while unfavorable attitudes result from a person's perception that attitude-objects block or hinder need-satisfaction. Under this formulation, the strength of an attitude will be dependent not only upon the individual's perception

about the attitude-object, but also upon the dominant need(s) engaged by the attitude-object. Decker (1955, pp. 5-7) applied this to a career choice by a simple substitution of terms: "Thus, the degree of acceptance (or rejection) of a career is dependent upon the individual's perception that the career facilitates (or hinders) the satisfaction of his important needs." In Badt's 1957 study at the University of Illinois (cited above), student teachers taking the Educational Interest Inventory were compared with a norm group of college students and significant differences were noted on all five of the scales (cautiousness, personal relations, original thinking, vigor and total score).

The student teachers in this investigation indicated that they entered the field primarily because of personal reasons. Few indicated that they had become interested in special education because of high school counseling programs. The challenge of the field, the desire to help the handicapped, and visits to special classes, schools or hospitals were some of the choices most frequently checked by the students as influencing their decision to become special education teachers.

Smith (1968, pp. 754-755) conducted a study to find out if psychological needs remain relatively stable or if they are modified during a special education graduate program. From the results, it would have to be concluded, at least for the sample used in this study, that (a) the psychological needs preferences of students as measured by the Edwards Personal Preference Schedule remain fairly stable and (b) individual students do not become more similar after an academic year. One interpretation of the results could be that psychological needs are one aspect of the individual's total personality pattern and, therefore,

reflect a characteristic mode of responding that remains relatively unchanged unless a planned program of intervention, such as psychotherapy, is introduced.

It could be questioned whether the students used in Smith's study came to the program with already motivated needs that tended to be reinforced by the program and thus remained relatively stable. The students used in the study were New York University students whose selection process included, among other things, interviews with at least two staff members, writing an autobiographical sketch and, when possible, observation in an actual classroom teaching situation. Perhaps these procedures contributed to the acceptance of students who, although differing in individual behaviors, exhibited certain similar behaviors, reflecting common needs which the New York University staff deemed important for teachers of emotionally disturbed children.

If we are to fully understand reasons for attraction to careers in the teaching of exceptional children, a variety of factors will need to be explored. In the past, there have been studies of preferences for special education teaching (Meyers, 1964; Jones and Gottfried, 1962; Badt, 1957), of the background of teachers and prospective teachers (Jones and Gottfried, 1964; Rich, 1960), and of certain personality characteristics of prospective and presently employed teachers (Jones and Gottfried, 1966; Jones and Gottfried, 1963). Other classes of variables may be pertinent.

One attribute which would seem to have potential explanatory usefulness is that of perceived prestige. It might be reasoned, for example, following certain evidence from occupational psychology, that

individuals are attracted to or repulsed by special education teaching because of the perceived prestige (or lack of prestige) associated with this area. Of course, this does not imply that prestige is the only variable operative in an individual's attraction to special education teaching as a career. Indeed, the studies just cited would contradict such a suggestion. It is important to note, however, that perceived prestige may be a factor in attraction to certain occupations. And, in the case of special education teaching, this variable has not been investigated.

Some work (Gottfried and Jones, 1964, pp. 218-220) has been done on a person's stated reasons for becoming a special education teacher, but there appears to be little published research on the standing of special education teaching in the occupational structure (i.e., the relative attractiveness, prestige, etc. of special education teaching compared to other kinds of teaching or other occupations) or on the image of special education teachers held by presently employed or prospective candidates of this occupational area.

Forer (1948) stated:

There is a growing awareness among vocational counselors as well as among clinical psychologists that the selection of one's occupation is not basically a fortuitous process. While the limits and pressures of uncontrollable external circumstances play a part, the general psychological factors listed below are of major causal importance, according to Forer's study 'Personality Factors and Occupational Choice.'

According to Forer, the following are contributors in making vocational choices.

1. Choice of a vocation is not primarily rational or logical, but is a somewhat blind, impulsive, emotional and automatic process and is not always subject to practical and reasonable considerations.

2. Primary reasons for selecting a particular vocation are unconscious in the sense that when the individual is pressed to elaborate beyond the superficial rationalizations of economic advantage and opportunity, he is forced to admit that he does not know why; he simply has to build bridges or cannot stand paper work. These activities have immediate appeal or distaste for him. We are saying that interest and references have unconscious roots.
3. Both of these factors point ultimately to the purposive nature of occupational choice. Obviously, it is necessary for most persons to find gainful employment. But, the economic motive is secondary. Occupational choice, the specific occupation chosen or the fact of lack of preference is an expression of basic personality organization and can and should satisfy basic needs.
4. Selection of a vocation, like the expression of other interests, is a personal process, a culmination of the individual's unique psychological development. Psychoanalytic theory describes all behavior as a compromise or arbitration between the complete expression of primitive needs on one hand and social demands and prohibitions on the other. Individual personality development is seen as a continual, unconscious process of coping with desires and situations. Eventually, by adulthood, the individual will have acquired a fairly consolidated system of techniques for simultaneous expression and adaptation which he employs to handle all situations, new and old. Different needs such as aggression, dependency, affection will have varying degrees of priority and peculiar forms of acceptable outlet for a given individual.

Still other researchers have concerned themselves with variables and their association with career decision or occupational choice (Rose, 1956; Super, 1953). Some studies have attempted to establish a relationship between personality characteristics, attitudes and interests as predicted on the basis of Murray's Theory (1938) (Holland, 1958; Darley and Hagenah, 1955; Forer, 1953; Sternberg, 1953; Cattell, 1950; Bordin, 1943). In line with this research, the personality characteristics of persons expressing a preference for teaching in the

elementary and secondary school have been accorded some attention (Ryans, 1960; Jackson and Guba, 1957; Tobin, 1956; Tanner, 1954; Blair, 1946; Ward and Kirk, 1942).

The studies by Jackson and Guba (1957) and Tobin (1956) are particularly relevant to the present research. Tobin investigated the use of the Edwards Personal Preference Schedule in establishing personality profiles for prospective and experienced teachers. He concluded that a "typical profile" could be established on the basis of personality needs, and that the profile could be used in predicting an individual's chances of finding satisfaction in the teaching field. On the other hand, Jackson and Guba (1957) used the Edwards Personal Preference Schedule to study the need structure of elementary and secondary teachers. They concluded that certain qualities do seem to characterize teachers as a group. In their study, these qualities were: highly nurturant, affiliative, and intrceptive.

Lord and Wallace (1949) reported that the influence of friends and relatives as well as actual contact with exceptional children was related to the decision to become a special education teacher. This study pointed out the fact that even though vocational choices are made blindly, automatically, and impulsively, past experiences do have some influence. These findings were confirmed by Gottfried and Jones (1964) and by Meyers (1964). It is well to note in the three studies just cited that, while there is some evidence that preteaching experience is related to a decision to teach exceptional children, such knowledge by itself does not advance theoretical formulations seeking to account for attraction to special education teaching. It also appears that

often the need promoted by the vocation is one of escape from feelings of inadequacy or from intolerable external demands, or represents a futile search for status which the individual cannot obtain in his daily living.

Gottfried and Jones (1964) investigated some of the factors that might be related to selecting special education as a career choice. A one-page questionnaire was used to elicit information about (1) the date a career choice was made, (2) the number or types of previous contacts with handicapped children, and (3) the reasons for choosing special education as a career. Analysis of the data showed that approximately forty percent of the respondents had some prior experience with handicapped individuals. Most of the respondents reported that they decided on a career in special education during the senior year of high school or in the freshman year of college. The most frequently stated reasons for entering the field were previous contact with handicapped children, a desire to help others, and the challenge of the work.

In a later study, Jones and Gottfried (1966) investigated the personality and motivational characteristics of teachers employed in or expressing interest in teaching various types of exceptional children, and prospective elementary and special education teachers. The Edwards Personal Preference Schedule and the Teacher Preference Schedule were the instruments used to obtain the data. In addition to completing one or both of these standardized tests, each subject ranked his preference for teaching twelve different types of exceptional children.

Jones and Gottfried (1966) suggested that among students preparing for special education teaching, high scores on the affiliation

subtest of the Edwards Personal Preference Schedule were associated with preferences for teaching delinquent and deaf children; low scores were associated with preferences for teaching speech handicapped children. High scores on the exhibition subtest were associated with preferences for teaching delinquent and partially seeing children. Similar relationships between scores on the various subtests and stated preferences for teaching different types of exceptional children were not found, however, in the sample of special education and elementary education teachers who were already employed. Jones and Gottfried proposed that this apparent discrepancy be attributed to differences in age and background of the subjects, or to knowledge about and experience with exceptional children. Further, they maintained that more reliable data may be obtained from prospective rather than experienced teachers.

Summary

The preceding chapter was an attempt to review the most recent and pertinent literature associated with the attitudinal and personality traits of prospective teachers of elementary education and special education--emotional impairment.

Although several studies have examined the characteristics of regular class teachers, there is an overall lack of empirical information concerning the characteristics of effective special education teachers. Some of the problems inhibiting research in this area are: definitions of terminology, choice of instrumentation, and establishment of criteria. In view of our present knowledge about teacher education, it would be safe to say that teaching ability is so complex that it

cannot be investigated efficiently in its entirety as a unit. However, it appears that there are some aspects of teaching ability which can be isolated and studied independently, perhaps at the risk of losing something that may occur through the interaction of the variables and the aspect of teacher-pupil relations.

A review of one study showed that with the instruments used, special education teachers scored significantly higher than the elementary teachers. The comparison of the two groups of teachers was made in the areas of needs, interests and values. That study concluded that special education teachers differ from elementary teachers in a number of ways: they are less argumentative and overbearing; they are more friendly, kind, helpful and sympathetic; and they are less interested in personal power, influence and assumption of leadership.

One section of the review concentrated on attitude change. In recent years, a number of investigations have demonstrated that all undergraduate and graduate students undergo a change in attitude as a result of college experiences. Attitude concepts are a function of the individual's belief-value matrix. The degree of acceptance or rejection of a career, then, is dependent on the individual's perception that the career facilitates or hinders the satisfaction of his needs.

Another section of the review concentrated on career choice. If we are to understand reasons for attraction to careers in the teaching of exceptional children, many factors will need to be explored. One attribute that might have potential explanatory usefulness is that of perceived prestige associated with this area. Of course, this does not imply that prestige is the only variable operative in attraction

to special education teaching. It does seem apparent that another motivational factor for selecting a career in special education is related to previous experiences with special education.

A vocational choice, like the expression of other interests, is a personal process, a culmination of the individual's unique psychological development. Psychoanalytic theory describes behavior as a compromise or arbitration between the complete expression of primitive needs on one hand and social demand and prohibitions on the other. Individual personality development is seen as a continual, unconscious process of coping with desires and situations. Eventually, by adulthood, the individual will have acquired a fairly consolidated system of techniques for simultaneous expression and adaptation which he employs to handle all situations, new and old.

CHAPTER III

METHODOLOGY

The purpose of this study was to explore differences between students in pre-service programs for teachers of the emotionally impaired and students in a regular elementary education training program. Two kinds of data were obtained: first, answers to a questionnaire developed for this study and, second, responses to three standardized tests measuring vocational interests, personality factors and teacher attitudes.

The study was exploratory in nature seeking to investigate differences between the two groups of students in their junior year. This point in time was chosen because it is the time after they have been admitted to the area of specialization but before they have had an appreciable amount of work in their field. Since it was hoped that the findings would have some relevance to selection, it was important to tap the subjects' interests and attitudes prior to extended training and experience in the field.

Study Questions

The first set of questions relate to items in the questionnaire.

1. Is there a difference between students in elementary education and students in special education - emotionally impaired regarding the perceived difficulty of their training program?

2. Is there a difference between students in elementary education and students in special education - emotionally impaired regarding the certainty of their vocational choice?
3. Is there a difference between students in elementary education and students in special education - emotionally impaired regarding the year in school they made their present career choice?
4. Is there a difference between students in elementary education and students in special education - emotionally impaired in regard to the number of experiences they have had with normal children?
5. Is there a difference between students in elementary education and students in special education - emotionally impaired in regard to the number of experiences they have had with handicapped children?
6. Is there a difference between students in elementary education and students in special education - emotionally impaired in regard to their commitment to teach in the area of their training?
7. Is there a difference between students in elementary education and students in special education - emotionally impaired in regard to the year in school they decided to go into teaching?

The second set of questions relate to the three standardized tests.

8. Is there a difference between students in elementary education and students in special education - emotionally impaired in regard to sub-scores relevant to teaching on the Strong Vocational Interest Blank?
9. Is there a difference between students in elementary education and students in special education - emotionally impaired in their personal needs as measured by the Edwards Personal Preference Schedule?
10. Is there a difference between students in elementary education and students in special education - emotionally impaired in their attitudes toward teaching as measured by the Minnesota Teacher Attitude Inventory.

Sample

A total of ninety-eight individuals was used in this study, all of whom were students enrolled in the teacher training program for elementary education or emotional impairment at Michigan State University.

A listing of all elementary education students and students majoring in special education - emotionally impaired was obtained. From the list of majors in elementary and special education - emotionally impaired, all transfer students were eliminated to reduce the number of uncontrolled variables that might be the result of another school's training programs. From the listing of elementary education majors, a random selection of students was made to obtain a sample size equal to the total population of on-campus special education - emotionally impaired majors. From both groups, only those subjects who were born during the years of 1950-1953 and were juniors during the Spring Term, 1974 were selected. This selection was done to keep the groups as homogeneous as possible with respect to the potential experiential differences associated with age. The junior class level was used because students are not declared majors in special education until they have acquired junior status. A copy of the subject selection criterion sheet for special education majors can be found in Appendix A.

A letter (Appendix B) explaining the purpose of the study and requesting the cooperation of the student in taking the tests was sent to forty-nine students majoring in emotional disturbance and to forty-nine elementary education majors. Times for testing selected subjects were set according to their availability. To encourage students to participate, they were told that each person completing all of the

materials would be eligible for a ten dollar gift. Ten persons, selected at random, received ten dollar checks.

Data were obtained from seventy-nine students in teacher training programs at Michigan State University. Of the forty-nine subjects selected from the elementary education majors, thirty-five completed all of the materials, and forty-four special education - emotionally impaired majors completed all of the materials.

The Measures

The student questionnaire

The questionnaire that provided data for the first seven research questions is presented in Appendix F.

When the students met in small groups, the questionnaire was the first task they were asked to respond to, after which the standardized tests were administered. All of the seventy-nine respondents participating in the study responded to the questionnaire.

The Strong Vocational Interest Blank

The SVIB is directed toward those occupational areas that are selected most often by college students. There are 398 items on the test including common occupations, general vocational areas and non-occupational scales. The men's version of the test consists of fifty-eight subscales while the women's consists of thirty-four subscales. Items selected from both versions of the test were those related to the field of teaching.

The non-occupational scales are as follows:

1. Academic Achievement (AACH): This scale contrasts the interests of those who do well in school, both in high school and college, with those who do poorly, but the results are more related to persistence in school than to level of performance.
2. Diversity of Interests (DIV): This scale was developed to learn something of the concept "breadth of interests." It contains twenty-four statistically unrelated items; if a person answers "like" to a large number of these items, he is reporting preference for a wide range of activities.
3. Masculinity-Femininity (MFII): The scale contrasts the interests of men and women working in the same occupations. Samples of men and women from each of eighteen occupations were used to identify the S.V.I.B. items that men and women answered differently.
4. Occupational Introversion - Extroversion (OIE): This scale was constructed by contrasting the S.V.I.B. responses of M.M.P.I.--defined "introverts" and "extroverts." The items that differentiated between these two groups were primarily concerned with public speaking, working with other people, being involved with groups--in general extrovertish activities (Campbell, 1969, pp. 1-19).

A copy of the S.V.I.B. for both men and women can be found in Appendix C.

Edwards Personal Preference Schedule

The EPPS provides measures of fifteen personality variables. In addition to these fifteen personality variables, the EPPS provides a measure of test consistency and a measure of profile stability. Consistency scores are based on a comparison of the number of identical choices made in two sets of the same fifteen items. Profile stability is obtained by correlating the partial scores in each row and column on the answer sheet over the fifteen personality variables for a single subject. Scores for the fifteen variables are reported in percentiles and standard scores.

There are 225 pairs of statements, with each subject choosing the statement that is more characteristic of himself.

The average college student should be able to respond to all statements in approximately fifty minutes.

The student is unaware of the fact that the statements in the inventory have been scaled for degree of social desirability. Statements with low social desirability represent traits that are judged to be socially undesirable, whereas high social desirability statements represent traits that are considered desirable.

A brief description of each personality variable follows:

1. Achievement (ACH): To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.
2. Deference (DEF): To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.
3. Order (ORD): To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.
4. Exhibition (EXH): To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.

5. Autonomy (AUT): To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.
6. Affiliation (AFF): To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.
7. Intracception (INT): To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.
8. Succorance (SUC): To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.
9. Dominance (DOM): To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.
10. Abasement (ABA): To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.
11. Nurturance (NUR): To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do

small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. Change (CHG): To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to try new and different jobs, to participate in new fads and fashions.
13. Endurance (END): To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.
14. Heterosexuality (HET): To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.
15. Aggression (AGG): To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence (Edwards, 1959, pp. 1-16).

A copy of the EPPS can be found in Appendix D.

The Minnesota Teacher Attitude Inventory

The MTAI is designed to measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships, and indirectly how well satisfied he will be with teaching

as a vocation. The most frequent use of the MTAI is in the selection of students for teacher preparation and the selection of teachers for teaching positions.

It is assumed that a teacher ranking at the high end of the scale should be able to maintain a state of harmonious relations with his pupils characterized by mutual affection and sympathetic understanding.

At the other extreme of the scale is the teacher who attempts to dominate the classroom. He may be successful and rule with an iron hand, causing fear, frustration, and numerous disciplinary problems.

There are no "right" or "wrong" answers with the MTAI. There are only agreement or disagreement with specific attitude statements, of which there are 150.

The possible range of scores is from plus 150 to minus 150. Each response scored "right" has a value of plus one, and each response scored "wrong" has a value of minus one. The MTAI gives only general attitude scores in the form of a raw score.

The MTAI has consistently shown significant differences among the attitudes of primary teachers, intermediate grade teachers, high school academic teachers, and teachers of various special subject fields. The differences have been with the primary teachers scoring high and teachers of special fields low (art, music, etc.) (Callis, Cook, Leed, 1965, pp. 1-6).

Hicks (1970) showed that investigations carried on over the past ten years indicate that the attitude of teachers toward children and school work can be measured with high reliability and that they are

significantly correlated with the teacher-pupil relations found in the teachers' classrooms. The Minnesota Teacher Attitude Inventory has emerged from these researches. A copy of the MTAI can be found in Appendix E.

Treatment of the data

The chi-square test was used to compare responses of the two groups to the seven questionnaire items. When expected cell frequencies were below 5.0, adjacent cells were combined on an a-priori basis. That is, care was taken to avoid maximizing chance in the combining of adjacent cells.

An overall alpha level for the seven chi-square tests was established and then subdivided for each of the individual tests. Details of the treatment are given in Chapter IV.

To compare the groups on the SVIB and the EPPS, a multivariate analysis of variance was applied. It was intended that univariate F tests would then be applied to the sub-scale scores in a post hoc analysis. This was done for the SVIB, but it was not done for the EPPS since the multivariate test for the EPPS indicated that there was no significant difference between the groups in their pattern of responses.

A univariate F test was determined for the single MTAI mean scores.

The EPPS is an ipsative measure; that is, the sub-scale scores are interdependent, high scores on a set of sub-scales necessarily cause lowered scores on other measures. The measures of need are not absolute measures but are relative to the other needs in the battery. The

correctional procedure of dropping one sub-scale measure was followed in the statistical analysis. The sub-scale omitted was the scale labeled affiliation. Examination of the EPPS test manual revealed that the variable affiliation had the lowest correlation of the fifteen variables, and, on that basis, was omitted. Given the fact that the multivariate analysis of variance for the EPPS indicated that there is no difference between the groups the ipsativity of the scale is probably of little concern in this instance.

The SVIB is only partially ipsative. The problem of ipsativity was further reduced in this analysis since only a relatively small selected number of sub-scales was used.

Again, an alpha level was set for the multivariate test and sub-divided for tests on the sub-scales. These values are presented with the findings in Chapter IV.

CHAPTER IV

FINDINGS

The findings are presented in two sections. The first section deals with the seven questionnaire items relating to the subjects' career choice. The second section reports the subjects' responses to the three standardized instruments measuring vocational interests, personality variables, and teacher attitudes.

Questionnaire Items

Perception of program difficulty

The first questionnaire item to be evaluated was the following: "In your opinion, which training program do you perceive as being more difficult?"

The responses to this item are presented in Table 1.

Table 1. Distribution of subjects according to their perceptions of program difficulty.

Program chosen as more difficult	<u>Groups</u>	
	Emotional impairment	Elementary education
Emotional impairment	43	30
Elementary education	0	3
No response	1	2
Total	44	35

It is apparent that both groups regarded the training program for teachers of the emotionally impaired as the more difficult program. Since there was almost perfect agreement no chi-square test was applied. Thus, the null hypothesis relating to perceived program difficulty was accepted.

Certainty of vocational choice

Questionnaire item number 4 concerned the subjects' certainty of their vocational choice: "Which of the following statements most closely approximate your current perception of your training program?"

The responses to this item are presented in Table 2.

Table 2. Distribution of subjects according to the certainty of their vocational choice.

Levels of certainty	<u>Groups</u>	
	Emotional Impairment	Elementary education
Very certain	25	17
Fairly certain	15	15
Not sure	4	2
Strongly question	0	1
Total	44	35

To apply a chi-square test to these data it was necessary to collapse categories in order to eliminate cells with small expected frequencies. This was done by combining the third and fourth levels with the second level.

When a chi-square test is applied to the resulting 2X2 table a χ^2 value of .53 is obtained which is not significant. Therefore, the null hypothesis relating to certainty of vocational choice is accepted. The trend of the data is that subjects who have chosen the emotional impairment program more often feel very certain of their vocational choice.

Year present career
choice was made

Questionnaire item number 5 concerned the year in school the subjects made their present career choice: "When did you decide on your present choice of elementary education or special education?"

The responses to this item are presented in Table 3.

Table 3. Distribution of subjects according to the year the career choice was made.

Year of choice	<u>Groups</u>	
	Emotional impairment	Elementary education
<u>High School</u>		
First	5	4
Second	1	0
Third	5	1
Fourth	8	6
<u>College</u>		
First	15	7
Second	10	16
Third	0	1
Total	44	35

To apply a chi-square test to these data it is necessary to collapse categories in order to eliminate cells with small expected frequencies. This was done by combining the first year with the second, and the third year with the fourth year of high school. The second and third year of college were also combined.

When a chi-square test is applied to the resulting 2X4 table a χ^2 value of 5.98 is obtained which was not significant. Therefore, the null hypothesis relating to the year the present career choice was made is accepted.

The data indicate that just as many subjects from each group make their career choice after entering college. However, a trend is apparent suggesting that emotional impairment majors tend to make their decision the first year of college while the majority of elementary education majors do not make their decision until the second year of college.

Number of experiences with normal children

Questionnaire item number 6 (Hypothesis 4) concerned the number of experiences the subjects had with children: "Indicate below the number of formal experiences you have had with normal children."

The responses to this item are presented in Table 4.

To apply a chi-square test to these data it is necessary to collapse categories in order to eliminate cells with small expected frequencies. This was done by combining one and two experiences, and three and four or more experiences with normal children.

Table 4. Distribution of subjects according to the number of experiences with normal children.

Number of experiences	<u>Groups</u>	
	Emotional impairment	Elementary education
<u>Normal</u>		
One	2	5
Two	13	7
Three	5	5
Four or more	24	18
Total	44	35

When a chi-square test is applied to the resulting 2X2 table regarding the subjects' experiences with normal children, a χ^2 value of .003 is obtained which is not significant. Therefore, the null hypothesis relating to the number of experienced with normal children is accepted.

It is apparent that the groups had an equal number of experiences with normal children.

Number of experiences with handicapped children

Questionnaire item number 6 was concerned with the number of experiences the subjects had with handicapped children: "Indicate below the number of formal experiences you have had with handicapped children."

The responses to this item are presented in Table 5.

Table 5. Distribution of subjects according to the number of experiences with handicapped children.

Number of experiences	<u>Groups</u>	
	Emotional impairment	Elementary education
<u>Handicapped</u>		
One	5	25
Two	16	5
Three	12	1
Four or more	11	4
Total	44	35

To apply a chi-square test to the data in Table 5, it is again necessary to collapse categories in order to eliminate cells with small expected frequencies. This was done by combining one and two experiences, and three and four or more experiences.

When a chi-square test is applied to the resulting 2X4 table, a χ^2 value of 31.06 is obtained which is significant at the .001 level. Therefore, the null hypothesis relating to the number of experiences with handicapped children is rejected. Thus, subjects in the emotional impairment program have had a greater number of experiences with handicapped children.

Year vocational choice was made

Questionnaire item number 7 concerned the year the subjects made their vocational choice: When did you decide to go into teaching?"

The responses to this item are presented in Table 6.

Table 6. Distribution of subjects according to the year vocational choice was made.

Year of vocational choice	<u>Groups</u>	
	Emotional impairment	Elementary education
<u>High School</u>		
First	13	6
Second	2	0
Third	6	1
Fourth	7	8
<u>College</u>		
First	8	10
Second	8	9
Total	44	34

Again it is necessary to collapse categories in order to eliminate cells with small expected frequencies. This was done by combining first and second year, and third and fourth year of high school. One case was rejected because of an inappropriate response, which accounts for the total N of 78 in the table.

When a chi-square test is applied to the resulting 2X4 table a χ^2 value of 3.65 is obtained which is not significant. Therefore, the null hypothesis relating to the year the vocational choice was made is accepted.

It will be noted that 28 emotional impairment majors made their choice during high school, while only 16 made their choice during

college. For the elementary education majors these figures are reversed, the majority, 19, of these students having made their choice in college. While this difference did not achieve significance, the trend of the data suggests that students selecting emotional impairment as a major arrived at this decision earlier in their school careers.

Commitment to teach in
area of training

Questionnaire item number 8 concerned the subjects' commitment to teach in their area of training: "Assuming job positions will be available, which statement most closely approximates your current feelings?"

The responses to this item are presented in Table 7.

Table 7. Distribution of subjects according to commitment to teach in area of training.

Commitment	<u>Groups</u>	
	Emotional impairment	Elementary education
Definitely will	21	19
Probably will	16	9
Not sure	6	3
Probably not	1	1
Definitely not	0	3
Total	44	35

To apply a chi-square test to these data it is necessary to collapse categories in order to eliminate cells with small expected frequencies. This is done by combining the three categories: Not sure, probably not, and positively not.

When a chi-square test is applied to the resulting 2X3 table a χ^2 value of 1.04 is obtained which is not significant. Therefore, the null hypothesis relating to commitment to teach in the area of training is accepted.

Standardized Test Results

For the three tests, the MTAI, the SVIB and the EPPS, an overall alpha level of .10 was set. Distributing this alpha level over the three tests established for each test an alpha level of .033. This alpha level was applied to the multivariate F tests for the SVIB and EPPS and to the univariate F test for the MTAI. Where there was significance, the alpha levels were further apportioned for the univariate F tests relating to group differences on the various sub-tests. For the SVIB the alpha level became .0017, and for the EPPS, .0024.

Strong Vocational Interest Blank

A multivariate F test was applied to determine the significance of overall differences between the two groups on the nineteen selected measures from the SVIB. The F ratio for the multivariate test of equality of mean vectors was 3.26 with nineteen and thirty-nine degrees of freedom. This F is significant at the .0003 level.

It is apparent that the two groups differ in their pattern of vocational interests as measured by these nineteen vocational interest scales.

Univariate F tests were then applied in a post hoc analysis of group differences on these scales: standard score means and standard deviations for the nineteen scales are presented in Table 8 and the univariate analysis are presented in Table 9.

Six of the nineteen scales discriminated between the two groups at the required .0017 level of confidence. In each case the emotionally impaired group displayed higher interest in the vocations involved. In fact, it is noteworthy that except for two scales, Math-Science Teacher and Business Teacher, the emotionally impaired majors consistently earned higher interest scores. A possible explanation for the change in pattern for the Math-Science Teacher and Business Teacher scales is that these scales may reflect less of an interest in social service type activities. It was anticipated that significant differences between the two groups in their expression of needs on the EPPS would shed light on their patterns of vocational interest. However, as will be discussed below, the groups did not differ significantly in their EPPS responses, making impossible any such use of the EPPS data.

However, it may be concluded that the two groups differ in their vocational interest patterns.

Edwards' Personal Preference Schedule

A multivariate F test was applied to determine the significance of overall differences between the two groups on the fourteen need scales.

Table 8. Table of means. Summary of data for emotionally impaired and elementary education majors for the S.V.I.B.

Variables	<u>Emotionally Impaired</u>		<u>Elementary Education</u>	
	<u>Means</u>	<u>Std. Dev.</u>	<u>Means</u>	<u>Std. Dev.</u>
1. Public Speaking	55.66	8.98	52.00	9.84
2. Teaching	61.84	5.01	61.26	5.92
3. Social Service	60.89	6.42	58.97	9.04
4. Music Teacher	30.52	9.04	28.37	12.97
5. *Art Teacher	*35.07	13.26	23.86	16.71
6. *English Teacher	*38.07	9.02	26.23	15.74
7. *Language Teacher	*38.43	8.35	27.74	16.93
8. *Recreation Leader	*46.54	8.67	32.57	18.66
9. *Guidance Counselor	*39.91	9.15	24.68	16.99
10. Social Studies Teacher	35.79	9.87	32.74	8.68
11. Social Worker	30.73	8.83	26.11	14.16
12. *Speech Pathologist	*35.41	8.69	20.20	14.05
13. Psychologist	26.52	12.67	21.80	12.32
14. Math-Science Teacher	25.02	8.67	30.17	8.36
15. Army Officer	32.54	11.40	27.94	11.95
16. Business Teacher	17.93	9.48	25.06	12.17
17. Home Economics Teacher	29.23	12.60	24.26	16.96
18. Physical Education Teacher	34.29	7.65	28.86	17.09
19. Elementary Teacher	36.52	10.41	31.34	18.19

Table 9. **Univariate F test for the S.V.I.B.

Variables	Mean SQ	df	F	q
1. Public Speaking	261.00	77	2.97	.0890
2. Teaching	6.64	77	.22	.6369
3. Social Service	71.48	77	1.21	.2751
4. Music Teacher	90.22	77	.75	.3888
5. Art Teacher	*2450.11	77	11.05	.0014
6. English Teacher	*2732.55	77	17.63	.0001
7. Language Teacher	*2227.23	77	13.45	.0005
8. Recreation Leader	*3806.59	77	19.44	.0001
9. Guidance Counselor	*4517.68	77	25.91	.0001
10. Social Studies Teacher	181.65	77	2.07	.1544
11. Social Worker	414.82	77	3.14	.0805
12. Speech Pathologist	4509.21	77	34.84	.0001
13. Psychologist	434.79	77	2.77	.0999
14. Math-Science Teacher	516.76	77	7.09	.0095
15. Army Officer	412.95	77	3.04	.0852
16. Business Teacher	989.70	77	8.56	.0046
17. Home Economics Teacher	481.54	77	2.23	.1393
18. Physical Education Teacher	576.53	77	3.56	.0629
19. Elementary Teacher	523.04	77	2.53	.1159

The F ratio for the multivariate test of equality of mean vectors was .9225, with fourteen and sixty-four degrees of freedom. This F was not significant, indicating that the two groups do not differ significantly in their pattern of needs.

Means and standard deviations for the fourteen EPPS sub-scales are presented in Table 10.

It is apparent that the differences between mean scores and standard deviations are so small as to make meaningless any further attempt to interpret trends in the data.

Minnesota Teacher Attitude Inventory

The univariate F test comparing the two groups on the MTAI is presented in Table 12.

For the emotionally impaired majors the mean was 46.36, the standard deviation, 43.15; for the elementary education majors the mean was 54.69, the standard deviation, 40.95.

The means are not significantly different and it is, thus, concluded that the groups do not differ on the attitude variable measured by the MTAI.

Table 10. Table of Means. Means and standard deviation for emotional impairment and elementary education majors for the E.P.P.S.

Variable	<u>Emotionally Impaired</u>		<u>Elementary Education</u>	
	<u>Mean</u>	<u>Std. Dev.</u>	<u>Mean</u>	<u>Std. Dev.</u>
1. Achievement	12.48	4.45	13.08	4.08
2. Deference	10.89	3.56	10.14	4.00
3. Order	7.64	3.64	8.28	4.63
4. Exhibition	13.30	3.30	13.68	3.13
5. Autonomy	13.16	3.65	13.17	3.99
6. Aggression	10.77	4.01	11.63	4.67
7. *Intracception	*20.86	3.86	18.03	5.01
8. Succorance	12.54	4.59	13.48	4.08
9. Dominance	12.93	4.33	11.51	4.64
10. Abasement	13.82	4.21	13.03	4.77
11. Nurture	19.29	5.02	19.28	4.54
12. Change	18.02	4.88	18.83	3.95
13. Endurance	10.93	3.67	11.26	4.92
14. Heterosexuality	14.14	5.80	15.80	5.77

Table 11. Univariate F test for the E.P.P.S.

Variables	Mean SQ	df	F	P
1. Achievement	7.22	77	.39	.53
2. Deference	10.78	77	.76	.39
3. Order	8.22	77	.49	.49
4. Exhibition	.47	77	.05	.83
5. Autonomy	.00	77	.00	.99
6. Aggression	14.28	77	.77	.38
7. Intraception	156.68	77	8.05	.01
8. Succorance	17.23	77	.90	.35
9. Dominance	39.17	77	1.96	.17
10. Abasement	12.15	77	.61	.44
11. Nurture	.00	77	.00	.99
12. Change	12.66	77	.63	.43
13. Endurance	2.06	77	.11	.74
14. Heterosexuality	53.95	77	1.61	.21

Table 12. Univariate F test for the M.T.A.I.

Variable	Mean SQ	df	F	p
1. M.T.A.I.	1350.07	77	.758	.387

CHAPTER V

SUMMARY AND DISCUSSION

The purpose of this study was to explore differences between students in pre-service programs for teachers of the emotionally impaired and students in a regular elementary education training program.

This study hypothesized that the personal needs and personality traits of college students enrolled in the special education-emotionally impaired program differ significantly from the needs and traits of those enrolled in the elementary education program.

Additionally, it was hypothesized that students in elementary education differed from students in special education-emotionally impaired in the number of experiences they have had with normal and handicapped children, the year they made their career choice and other factors related to their choice of career.

The present study attempted to look at those needs and traits by using several of the instruments suggested by previous studies and suggestions of the guidance committee.

There are currently several sources of information which may be used to select students for admission into teacher education training programs, including: field experience reports, grade point average and other subjective information. It would be very helpful to have supplementary objective data regarding potentially significant personality variables. This information would add to the validity of selection

procedures, as well as provide a basis for teacher training models which purport to individualize the training process. Identifying relevant selection criteria presents many problems because little is known at the present time about the specific relevant factors to consider in the selection of candidates for special education-emotionally impaired teacher training.

The subjects for the study were selected from a list of all elementary and special education-emotionally impaired majors, as was described in Chapter III. There was a total of ninety-eight subjects selected for the study. There were forty-nine from the elementary education group and forty-nine from the special education-emotionally impaired majors.

All tests were administered during the spring term of 1974 on both a group and individual basis. Each student completed a battery of tests consisting of a student questionnaire, Strong Vocational Interest Blank, Edwards Personal Preference Schedule and the Minnesota Teacher Attitude Inventory. Test results were discussed with students on an individual basis.

The chi-square test was used to compare responses of the two groups on the seven student questionnaire items.

Seventy-seven per cent of the students selected to participate in the study actually completed all portions of the test battery.

When cell frequency size did not allow for normal analysis, the collapsing procedure was used, as described in Chapter IV.

To compare the groups on the SVIB and EPPS, a multivariate analysis of variance was applied. It was intended that univariate F

tests would then be applied to the sub-scale scores in a post hoc analysis. This was done for the SVIB, but it was not done for the EPPS, since the multivariate test for the EPPS indicated that there was no significant difference between the groups in their pattern of responses.

A univariate F test was also determined for the single MTAI mean score.

In the first section of the findings, the seven student questionnaire items relating to the subjects' career choice will be discussed. The student questionnaire items are as follows:

1. Perceived difficulty of training program--It was apparent that both groups regarded the training program for teachers of the emotionally impaired as being more difficult. Since there was almost perfect agreement, no chi-square test was applied. Thus, the null hypothesis relating to perceived program difficulty was accepted.
2. Certainty of vocational choice--Even though the chi-square analysis was not significant, the trend of the data was that subjects who had chosen the special education-emotional impairment program more often felt very certain of their vocational choice.
3. Year student made present career choice--The data indicated that just as many subjects from each group made their career choice after entering college. However, a trend was apparent suggesting that emotional impairment majors tended to make their decision the first year of college, while the

majority of elementary education majors did not make their decision until the second year of college.

4. Number of formal experiences with normal children--The data indicated that both groups had approximately an equal number of experiences with normal children.
5. Number of formal experiences with handicapped children--The data for this variable indicated that subjects in the emotional-impairment program had had a greater number of experiences with handicapped children. The greater number of experiences by the emotional-impairment majors with handicapped children could reflect either an awareness of the number of required experiences needed for admission into the special education-emotional impairment program or a more intense commitment to, or interest in, the career choice made by the student. Future studies might choose to more carefully ascertain the underlying reasons why students in the special education-emotional impairment teacher training program have had more experience with handicapped children.
6. Year the student made his present vocational choice--It will be noted that twenty-eight emotional impairment majors made their decision during high school, while only sixteen made their choice during college. For the elementary education majors, these figures are reversed, with the majority, nineteen, of these students having made their choice in college. While this difference did not achieve significance, the trend of the data suggested that students selecting

emotional impairment as a major arrived at this decision earlier in their school careers.

7. Certainty of vocational choice--There was no significant difference between the groups concerning their commitment to teach in the area of their training.

The second section of the findings will report the subjects' responses to the three standardized instruments measuring vocational interests, personality variables and teacher attitudes.

On the SVIB, six of the nineteen scales discriminated between the two groups. In each case, the emotional impairment group displayed higher interest in the vocations involved. In fact, it is noteworthy that except for two scales, the math-science teacher and business teacher, the emotional impairment majors consistently earned higher interest scores. These results suggest that students at Michigan State University who select special education-emotionally impaired as a major are more inclined to want to develop relationships with people or be involved with social service-types of activities and are less inclined to prefer computational activities or interests.

It can readily be seen in Roberts' study and this study that there are certain personality traits, as measured by the EPPS, that are common to persons interested in, or who are teaching, special education.

Roberts' study (1962) compared similar groups of experienced teachers and found that the special education teachers differed from the elementary teachers in the following ways:

They were less argumentative and overbearing; they were more friendly, kind, helpful and sympathetic; they had a higher interest in biology, but they were less interested in activities

involving computation; they were interested in verbal skills and understandings, but their interest in this area was less high or intense; they were less interested in personal power, influence and in being leaders (1962, p. 83).

It should be noted, however, that Roberts' study involved experienced teachers. Since the F test on the fourteen need scales did not show significance between the two groups in the present study, there is no reason to believe the two groups differ greatly. There is a difference between the two groups on the intraception sub-scale of the EPPS. This difference would seem to indicate that students who select special education-emotionally impaired as a major are more inclined to engage in self-analysis and intraspection about themselves and others.

Jones and Gottfried (1966) used the EPPS with two groups of teachers similar to the groups used in the present study and found that the special education majors had high scores on the affiliation sub-test, which were associated with preferences for teaching delinquent and deaf children; low scores were associated with preferences for teaching speech handicapped children. High scores on the exhibition sub-test were associated with preferences for teaching delinquent and partially seeing children.

The results of this study are not consistent with those reported by Jones and Gottfried. Among the several factors that might account for the results obtained in the present study are the similar age range in the population sampled, similarity in training programs for the first two years in both, as well as the decision not to include majors in other areas of special education in the present study. The affiliation scale of the EPPS was not used because the EPPS is an

ipsative measure, and of the fifteen measures, affiliation had the lowest correlation. For these reasons, a comparison to Jones' and Gottfried's study is not possible.

The findings on the MTAI did not indicate any significant difference. It should be noted that both groups, while well within the range of "acceptable" scores, did fall toward the lower end of the scales. This might be attributed to the fact that the scores were obtained fairly early in the student's training program, and the first two years of these groups, as mentioned previously, do not differ a great deal. Any differences between the same groups later in their college education or after employment might reflect the influence of either the training program or professional experience of these students, as measured by the MTAI. These results would be consistent with those reported by Badt (1957) which suggest that practice teaching influenced the scores of the MTAI in an upward direction.

Career Choice

There is already evidence from many studies that personality characteristics, attitudes and personal needs are related to a person's vocational choice. The choice of a vocation is not primarily rational or logical, but is somewhat blind, impulsive and emotional. From the information obtained in this study, the choice of a career in either elementary education or special education-emotional impairment does not appear to be solely related to the variables investigated. The variables that showed significant difference between the two groups were: the year they made their career choice, and the number of experiences

they had had with handicapped children. Yet unresolved are the reasons why the students in special education-emotional impairment made their career choice earlier and had had additional experience with handicapped children.

The choice of special education-emotional impairment as a career could have been influenced by the idea of teaching jobs being available upon graduation, as a result of previous contact with handicapped individuals whether they were family members or citizens in the community, or any number of yet unknown factors.

Attitudinal and Personality Difference

The attitudinal and personality variables measured by the objective instruments utilized also did not clearly distinguish between the two groups. Differences were noted between prospective teachers in elementary education and special education-emotional impairment but, on the whole, the two groups were more similar than they were different. This similarity may be explained by: the type of student who chooses to attend Michigan State University, the similarity of the training programs for the first two years, the general helping attitude of persons entering teacher education at this time, or any of a variety of variables not investigated in this study.

Limitations and Suggestions for Further Research

The attitudinal and personality variables investigated in this study were selected on the basis of recommendations made through previous similar studies. Suggestions of the guidance committee and

the literature helped in deciding which instruments should be used to measure those variables of interest to this study. Other instruments that could have been used are: Teacher Preference Schedule, Thurston Interest Schedule, Study of Values, Teacher Attitude Inventory, Personal Information Blank, Sixteen Personality Factors Questionnaire and the Gordon Personal Inventory. These instruments are suggested on the basis of those used in studies found in the review of the literature in this study.

One of the problems limiting research attempts to relate teachers' personalities and attitudinal characteristics to effective classroom performance is that there is a serious problem in defining the terminology. The terms employed in discussing the personal characteristics of teachers mean many different things to different people. It might be necessary to rely less on self-reporting devices and to utilize more intensively tests, observable behaviors and measurable personal characteristics.

Also, the literature does not reveal a list of attitudinal and personality traits that have been agreed on by experts in the field which can be used in identifying "good" teachers. In addition to this limitation, there is no clear-cut definition that can be made which can distinguish a "good" special education-emotional impairment teacher from a "good" elementary education teacher. If the trend toward competency-based teacher training continues, and if competencies are to include the important areas of attitude and personality, better means of identifying, assessing and developing these characteristics will be needed.

Other limitations include (a) the limited number of studies done prior to this one concerning the selective process of emotional-impairment trainees, (b) the lack of information regarding the appropriate instruments to be used for a study of this type, and (c) the knowledge as to why some elementary education majors were not willing to participate in the study. Perhaps those students who volunteered to participate have more similar characteristics than those who did not choose to participate in the study.

Based on the findings of this study, it can be suggested that students in the two curricula, elementary education and special education-impairment, do not differ in the attitudinal and personality characteristics measured. The objective data obtained would not be useful in discriminating between the two groups of students. Until such data exist, the present selective process is adequate, but because of the subjectivity involved in that process, it stands to reason that students with personality traits similar to those on the selecting committee are being chosen.

Based on this study, the writer recommends that another investigator expand it to include a pre- and post-test of the subjects. This type of procedure would be useful in testing the consistency of the subjects' responses and how these responses change as a result of experience. The post-test should be administered after the subjects have entered the teaching field and acquired experience. To provide a norm pattern it would also be helpful to gather data on existing elementary and special education-emotional impairment teachers in the field who have been declared "good" or "inadequate" by recognized authorities.

A list of skills that would speak to the competencies of "good" teachers should be devised. This would be done so that there would be considerable agreement of terminology and definitions used by experts in the field. Another investigation might also utilize additional tests that would look at similar or different attitudinal personality trait-patterns and values.

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APPENDICES

APPENDIX A

SELECTION CONDITIONS AND PROCEDURES FOR UNDERGRADUATE
STUDENTS INTENDING TO BECOME MAJORS IN SPECIAL
EDUCATION TEACHER PREPARATION CURRICULA AT
MICHIGAN STATE UNIVERSITY

At the undergraduate level, Michigan State University offers preparation programs for those interested in becoming teachers of mentally retarded, emotionally disturbed, visually impaired, hearing impaired and blind/deaf. Because of the large numbers of candidates interested in these curricula and the limitation of available staff and resources, it has been necessary to establish curricular quotas for student admissions at the junior level and appropriate student selection procedures. This document intended to provide information relating to requirements and procedures for admission.

Selection Criteria

Selection of applicants is based upon subjective evaluation of certain factors and experiences as follows:

1. Intensity of interest in education of handicapped. Evidence may be shown by tutorial, volunteer or other work and contacts with handicapped persons over a period of time. Other evidence suggesting a commitment to the field will also be sought.
2. Evaluation of the nature and extent of previous experience with handicapped persons. Provisions are made by the Special Education staff to assist freshmen and sophomores with opportunities to gain such experience through various options.

These experiences may be sought by any first or second year student attending M.S.U. or other institutions. Campus students will be advised to work through the Volunteer Bureau.

Up to three different experiences of approximately 30 hours each will be required including one or more of the following:

- a. a tutorial experience with either handicapped or non-handicapped persons.

- b. experience with school age handicapped, preferably in the intended area of special education concentration.
- c. free-choice experience of some potential relevance to special education.

Volunteer experiences prior to high school graduation cannot be used to waive the above requirements, but do provide some evidence of interest and commitment as noted in number 1 above.

Verified volunteer or paid experiences after high school graduation may be used to waive the above requirements at the discretion of a special education major advisor.

A two-part subjective evaluation will be required after each experience.

- a. The student will be asked to provide written description of how the experience was related to his own goals.
 - b. The cooperating agency-supervisory person will be asked to complete an evaluation form.
3. Evaluation of laboratory and field experience in teaching. All candidates are expected to complete ED 101 A, "Exploring Teaching," prior to consideration as a special education major. Further specific description of this requirement is available in written form from the Department of Elementary and Special Education.
 4. Evaluation of previous academic preparation and grade point average. M.S.U. requires a minimum grade point average of 2.0 for entrance to College of Education curricula. Except in unusual circumstances, however, a minimum grade point average will not be sufficient for candidates who compete as applicants for special education curricula.
 5. Evaluation of inter-personal relationships, child relationships and other personal characteristics with relevance to teaching activity and particular special education curricula.
 6. Acceptance as a teacher certification candidate by those responsible for elementary or secondary preparation programs.

It is recognized that there are few, if any, satisfactory objective criteria for selection with demonstrated validity. A continuing attempt will be made to validate the above factors and judgments as a means for developing objective criteria for selection. In cases where information is inadequate, an interview may be required.

Numbers of Candidates

Admission to special education curricula has been established for each of the areas effective at the junior year level according to the following schedule:

Mental Retardation	44
Emotional Disturbance	42
Visually Handicapped (includes Blind/Deaf program)	
Deaf Education	24

The current ratio of on-campus to transfer student admissions is two to one.

It is expected that admission of 142 junior level students will yield approximately 120 senior graduates per year.

Procedures for Application

Interested candidates are encouraged to contact the Undergraduate Student Affairs Office, Room 134, College of Education for application materials and further descriptive information. Applicants are due March 15 and will be considered during the winter term of the applicant's sophomore year. Requirements listed under selection criteria must be completed prior to consideration.

All completed applications are sent to the special education faculty for review and successful candidates are notified during the spring term.

Transfer applicants are advised to contact their Michigan community college counselors or university advisors for information and experience opportunities available to them on the home campus or community.

APPENDIX B

My name is Will Johnson. I am a doctoral student at Michigan State University in the Department of Elementary and Special Education. I have completed all of my work towards my doctoral degree except for gathering data for my research. The research pertains to the attitudinal and personality traits of potential elementary and special education teachers. As a result of talking to your advisors, I compiled a list of students from which your name was randomly selected to be a participant in my research. Should you agree to participate, it would require approximately one and one half hours of your time for testing. The selected tests deal only with personality. All information will be held in strict confidence by me, not to be used or seen by anyone other than me. After the data has been collected and analyzed, you may have access to your results.

Each participant's name will be eligible to be drawn for one of the ten \$10.00 bills upon completion of the tests. You may call me at 355-4545 or come to 301-9 Erickson Hall.

I wish you the best luck on your summer endeavors, and I am extremely appreciative of your help.

Yours truly,

Will Johnson

WJ/am

It was indeed kind of you to participate in my study by responding to the series of tests selected for the study.

If you will recall, I promised strict confidentiality in regard to the test results. To keep that promise, no results will be mailed or given on the phone. I am located on the third floor of Erickson Hall (301-9). You may call 355-4545 to make appointments.

Enclosed is a list of the ten names drawn to receive \$10.00 each.

Again, I say thanks a million for your help.

Warmly,

Will Johnson

WJ/am

Enclosure

1. Janet Butler
2. Richard M. Collins
3. Georgia Davidson
4. Jill Forberg
5. LeeAnn Heusner
6. Christine Irvin
7. Karen A. Johnston
8. Barbara Mann
9. Ronda L. Pretzlaff
10. Barbara Wilmarth

APPENDIX C

PLEASE NOTE:

Appendix C, Form T399 "Strong Vocational Interest Blank For Men", Appendix C, Form TW398, "Strong Vocational Interest Blank For Women", Appendix D, "Edwards Personal Preference Schedule", Appendix E, "Minnesota Teacher Attitude Inventory", and Appendix F, "Information Form", not microfilmed at request of author. Available for consultation at Michigan State University Library.

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