A CORRELATIONAL STUDY BETWEEN EIGHT TEACHER EFFECTIVENESS INDICATORS AND TEACHER PUPIL CONTROL IDEOLOGY CHARACTERISTICS

By

WILLIAM ABIT ALEXANDER, JR.

Bachelor of Science
Appalachian State University
Boone, North Carolina
1974

Master of Education
University of North Florida
Jacksonville, Florida
1976

Educational Specialist
Clemson University
Clemson, South Carolina
1987

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
May 1991

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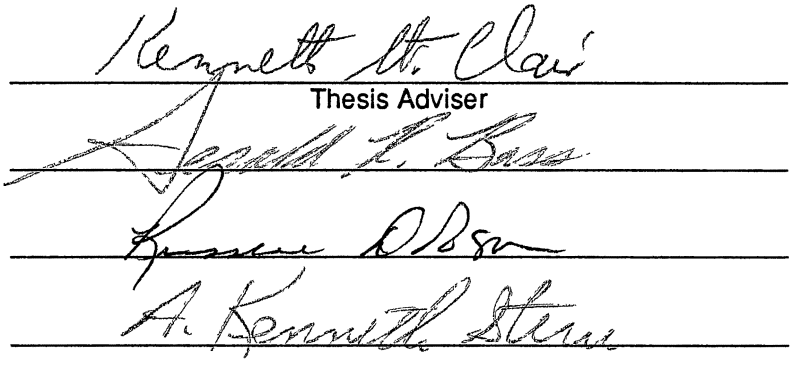
Thesis Approved:



Thesis Adviser

Dean of the Graduate College

ACKNOWLEDGMENTS

My professional work career has been full of memorable experiences. While serving as an educator, I had the privilege of interacting with many wonderful students, teachers, and professors.

The following professors provided support and guidance to me during the previous six years of training, research, and study: Dr. Ken St. Clair, Dr. Russell Dobson, Dr. Russ Marion, Dr. Tim Gaines, Dr. Tom Cloer, Dr. Lynn Arney, Dr. Gerald Bass, Dr. Ken Stern, and Dr. Don Fuhr.

The following leaders motivated me to adopt high standards of professional excellence: Mr. Keith Richardson, Dr. Roger Stevenson, Dr. Robert Saul, Dr. Joe Brooks, Mr. Henry Simmons, Bishop Frank Cerveny, Mr. Ned Becker, Mr. Ed Little, Mr. Hugh Jacobs, Uncle Tommy Alexander, Dr. Zane Moore, Dr. James Johnson, Tommy Anderson, and Dr. Joe Gettys.

To my loving parents, Emma and Abit, I give my thanks for the genetic predisposition to succeed at this academic level.

To my sister and brother, Jan and Tim, thank you for always giving me unconditional support and love.

To the entire Francis McCrary pedigree, especially Mac McCrary, Steve Sheorn, Ken McCrary, and Billy Pitts, thanks for the encouragement.

This project would never have been completed without Jane and Will Alexander. Because of their loyal, unselfish support, I gratefully dedicate this research to them.

Jesus said, "If one of you wants to be great, he must be like the son of man, who did not come to be served, but came to serve and to give his life for others."

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CHAPTER I

TEACHER PUPIL CONTROL IDEOLOGY

Need for the Study

The educational systems in America have cycled through distinct periods of change. Educators recognize three major periods of concern that have been directly associated with either quantity, equality, or quality-based schooling since the middle of this century. Each phase of concern necessitated social, economic, and programmatic adjustments on the part of American school systems.

Shortly after World War II, school systems across the country were faced with a tremendous increase in the number of students entering our educational system. America had an overabundance of students to serve. Utilizing the appropriate resources, the quantity problem was eventually brought under control.

America next began to experience racial problems related to equality in educational opportunities for ethnic minorities. Although this concern still remains as a significant factor today, giant steps to remedy this problem have occurred.

The report of the National Commission on Excellence in Education (1983) created major concerns about education in America. This report unofficially started the third period of change for American school systems. Quality

education soon became the top order of business for schools. This issue continues, through the present day, to be an unresolved source of concern.

A great deal of contrasting beliefs, philosophies, and assumptions existed within the sources of authority as to which area of schools should be altered and how to alter in order to achieve higher quality. Nonetheless, state by state, most of America has responded to this problem generally the same way. Many states have passed some form of quality based education laws which dramatically affect the entire system. It is significantly important, however, that educators across our country had very little influence or input concerning these mandated school reforms which were intended to produce more quality in schools.

During the second half of this century, only the Sputnik crisis and desegregation rival the Nation at Risk (1983) report in terms of the impact on American education. Educational systems across our country felt immediate and powerful pressures to improve. Specific factors were listed in the Nation at Risk (1983) report that would substantiate America's decline in educational productivity. The report indicated the following as major sources of concern:

1. Twenty-three million adults in the United States are functionally illiterate.

2. Thirteen percent of American teenagers are functionally illiterate.

3. Between 1975 and 1980 remedial math course offerings in college increased by 72%.

4. Only one-fourth of the recent Armed Services recruits were able to read at the ninth grade level.

South Carolina, the state represented in the present study, has an even greater need to plan for educational reform. According to the South Carolina statistical abstracts (1983), the Palmetto State ranked 50th in per pupil

expenditure and 50th in the Scholastic Aptitude Test score ranking. South Carolina made the same effort to fund schooling in 1981 as it did in 1960. According to McDaniel (1984), the illiteracy rate in South Carolina was nearly double the national average.

South Carolina passed legislation in 1984 to address the problems associated with education. As a result of the Education Improvement Act (EIA), South Carolina has significantly shifted its educational emphasis to quality based education. Because of the requirements for statistical proof of education quality built into South Carolina's Education Improvement Act, standardization of the curriculum became important. Unfortunately, quality based education has almost totally been measured in standardized terms.

The practice of assessing the worth of educational programs has consumed the time, effort, and resources of many educators. During the first few years after EIA, South Carolina education was primarily focused on standardized curriculum. Evidence of the standardizing effect from this reform law was mandated teacher instructional models (Program for Effective Teaching), testing, custodial teaching paradigms and system-oriented organizational structure.

The Program for Effective Teaching Model (1979) was officially adopted by South Carolina as the new instructional design that each teacher, in ninety out of ninety-two school districts, would be required to learn. Each district provided ten instructional days for teachers to be taught and graded on their comprehension of this instructional model.

Many educators believe the intent of this model is to make all teachers similar in their instructional styles. The development of indistinguishable instructional styles is a form of standardization. It can serve to limit creativity

and the unique talents/skills of individual educators. This process can potentially make delivery of the subject matter to students a custodial process.

Another inappropriate aspect of a standardized curriculum is evident when teachers dwell on narrow skills such as factual recall, at the expense of analytical skills. This custodial approach to educating children has been seen in the curriculum, the teaching style of teachers, and the central administrative philosophies and policies of many South Carolina schools. According to experts, there is no other state in the country where tests mean as much as they do in South Carolina (Putka, 1989). Under South Carolina's EIA, low test scores on standardized tests can block student promotions or force schools into state-supervised intervention programs. High test scores can mean individual or district monetary bonuses.

There is little wonder that the measuring of school success by using factual recall tests has resulted in standardized, custodial practices in the educational systems of South Carolina and many other states. Teachers' attitudes and practices in the classroom are naturally influenced by this push to standardize the curriculum. This is evident when schools over-emphasize the teaching of knowledge level content facts to students. When this occurs, teachers learn to be custodial. Custodialism is best described as a narrowly focused, standardized instructional style that features limited student-teacher interaction. Many teachers have a natural tendency to respond to the district and state pressures to score higher on standardized tests that will be used as a "yardstick" for measuring their success as a professional educator by the following: (1) devoting more time to factual content material, memorization, and repetitious recall work, (2) favoring a rigid and highly controlled setting, (3) stereotyping students, (4) losing of some spontaneity and general stimulation, and (5) tracking and sorting/selecting which lead to other educational

inequities. When this scenario occurs, many of the basic principles of interactive education and learning are lost.

According to Walt Haney (1989), an education professor and testing specialist at Boston College, there is incredible pressure on school systems and teachers to raise test scores. Roy Truby (1989), executive staff director of the National Assessment Governing Board which sets policy for the National Assessment of Education Progress, believes that South Carolina's use of factual recall standardized tests as a tool to measure teacher performance is unsatisfactory and significantly misleading. Truby previously served as Superintendent for the Greenville, South Carolina school district.

School-wide use of basal instructional programs, homogeneous grouping, excessive use of worksheets, and tracking will almost naturally become a part of the custodial teaching paradigm. Nonetheless, these school practices and structure allow the systems to become more regulatory. South Carolina educators and many other states now contend with these factors.

State legislators created this educational reform package for South Carolina public schools with limited participatory input from the professional educators serving the system. Therefore, the initiation of the actual education plan and the values legitimizing the plan came from outside the system. This situation makes acceptance of all the reform values by any part of the educational system an unlikely probability.

Fortunately, an alternative instructional approach has a wide support base. This instructional approach involves teachers' guiding students through the use of intellectual skills (reading and listening, estimating, calculating, and measuring) and knowledge gained from subject matter content to make value judgments. The students are taught to ask the right questions before making a "critical" idea or value decision. The classroom atmosphere is flexible in status

and rules, sensitive to student differences and needs, and open to creative instructional planning which leads to better learning and higher levels of thinking. This type of learning promotes relevant and applicable skills. Students actually achieve in an academic area directly related to the development of intellectual potential. The researcher believes this type of teaching and learning to be associated with the humanistic pupil control ideology.

In the early 1990's, key educational leaders in South Carolina realized the need to de-emphasize many standardized practices. This change of philosophy was the direct result of efforts made by Governor Caroll Campbell, Mary J. Willis, and several other educational leaders. Also, Dr. Barbara Nielsen, the recently elected state superintendent, perceived the need to alter some of the custodial practices previously endorsed by our state department of education.

According to Ted Sizer (1985), education should be built on instructional programs that lead to the acquisition of the art of using knowledge by learners. The classroom teacher should facilitate this process by providing opportunities for the student to express/apply new knowledge in a meaningful way.

According to John Goodlad (1984), learning has to do with promoting maximum individuality in the personal experience of that which is being commonly encountered. If the effective teacher has a goal in mind, it is not that a precise objective shall be attained but that individual meaning will be derived (Goodlad, 1984).

Dobson, Dobson, and Koetting (1985) offer a very meaningful and relevant thought which must be considered whenever planning educational curriculum for children. Dobson (1985) states, "The way educators perceive, talk about, and live with children is an area worthy of critical analysis and professionals

must deal not only with what they see but with why they see what they see." These comments should have been taken into consideration by legislators implementing educational mandates before the direct and indirect effect of standardized teacher custodial practices, teaching methodologies, and testing influenced children in a negative way.

Today, the major world megatrends dictate change. Information processing and problem solving are the key skills required by our students in the modern world. Educators must acquire creative vision (mind scope) to develop the appropriate curriculum to meet our current needs. It is a concern to many educators that the current standardized curriculum used in so many schools today will inadequately facilitate student training in problem solving.

Because enough of the literature, current educational practices, and research data show potential negative results associated with standardized teacher characteristics and custodial pupil control ideology, the researcher perceives the need to document a link between humanistic teacher characteristics and educational effectiveness.

The researcher is aware that promoting the humanistic style of pupil control ideology will not alone solve the educational problems facing America today. However, the hiring of teachers with humanistic practices and training of teachers to be instructionally and socially interactive with students in a humanistic manner will be one means of breaking the custodial educational practices/trends in use today.

Background and Value

School systems in South Carolina have a legal obligation, through EIA, to seek program changes that would make their schools more effective. Teacher

effectiveness is an important part of this process. Any factor proven to have an impact on the level or degree of teacher effectiveness should be carefully considered by all administrators.

Hiring teachers is one of the most important responsibilities given to a school administrator. This specific duty is a potential million dollar investment for the school system each time a new teacher is hired. Nonetheless, the personal contact with children and the positive or negative results from this interaction are more important than the monetary investment. Each student-teacher relationship represents a series of experiences that will have a lasting effect on the child. The cumulative effect of experiences is an important principle of human development. As explained by Combs, Avila, & Purkey (1978), life is not reversible: every experience a person has is forever. One cannot un-experience what has happened. Every significant experience in a human relationship has its impact upon those involved.

Next to the home, schools probably exert the single greatest influence on how students see themselves and their abilities. According to Patterson (1973), the concepts which the teacher has of the children become the concepts which they come to have of themselves. From the moment students first make contact with school, the inviting or disinviting actions of school teachers, coupled with the physical environment, policies, and programs, dominate their education.

Academic achievement and self-esteem are two factors significantly influenced by teachers. Brookover, Erickson, and Joiner's (1967) six-year study showed that the self-concept of academic ability was significantly related to school achievement. This study showed that a student's self-concept of ability is a better predictor of success in school than is overall self-concept. The intent of the Brookover et al. study was to determine if the expectations and evaluations of teachers could influence the development of a student's self-

concept. The research of Brookover et al. showed that the teachers' attitudes and opinions have a significant influence on the students' success in school.

Bloom (1980), Good (1979), and Gorton (1983) report research studies showing that effective teachers demonstrate interactive behaviors to a far greater degree than do average or below average teachers.

According to Bloom (1980), researchers who were at one time concerned about providing equality of educational opportunity for students now speak of the learning conditions that can bring about equality of educational outcomes for students. Central to these studies is the concern about the causal links between the process variables and the qualitative and quantitative changes in the learning of students. Good (1979) refers to this as process-product research. Individual teacher indicators (process) can result in a positive change in student achievement (product). The process in each of these studies refers to specific teacher effectiveness characteristics and the product refers to student achievement or student self-esteem.

Brookover, Erickson, & Joiner (1967) show that an interchangeable process-product cycle can develop with student self-esteem and student achievement. These studies show a positive correlation between teacher directed student self-actualization and student achievement.

While it might appear that the teacher's behavior, according to Gorton (1983), is the only critical variable associated with effective teaching, the attitude of the teacher about his subject matter and toward students is also very important. A teacher's attitude influences students in a manner that directly relates to academic success and the desire to attend school. According to Brophy (1979), teachers who believe strongly that the students under their charge are capable of learning new skills or subject matter are more likely to be

successful in increasing student learning. Students usually respond very positively to teachers who believe that the students in their care can learn.

Sabine's (1977) teacher effectiveness research show students favoring two important teacher characteristics: teachers' challenging the students and teacher caring for the students. Obviously the students in our public schools value teachers who show a genuine interest in them.

Gage (1978) reports in a study related to the art of teaching that a teacher's attitude is a crucial variable influencing the educators' decisions to use specific effective teacher behaviors mentioned previously.

Definition of Terms

Schools will vary in terms of their educational policies and practices related to control of students. Some educators that serve schools assume a "humanistic" approach to interacting with students, while other educators assume a "custodial" approach when interacting with students. The following quotations from Appleberry & Hoy (1970) describe, in their extreme form, custodial and humanistic characteristics of teachers.

> Humanistic Pupil Control Behavior – The model for the humanistic orientation is the school conceived of as an educational community in which students learn through cooperative interaction and experience. Learning and behavior are viewed in psychological and sociological terms rather than moralistic ones. Self-discipline is substituted for strict teacher control. The humanistic orientation leads teachers to desire a democratic atmosphere with its attendant flexibility in status and rules, sensitivity to others, open communication, and increased

student self-determination. Both teachers and pupils are willing to act on their own volition and to accept responsibility for their actions.

Custodial Pupil Control Behavior – The custodial orientation favors a rigid and highly controlled setting concerned primarily with the maintenance of order. Students are stereotyped in terms of their appearance, behavior, and parents' social status. Teachers who hold a custodial orientation conceive of the school as an autocratic organization with a rigid pupil-teacher status hierarchy; the flow of power and communication is unilateral downward. Students must accept the decisions of teachers without question. Student misbehavior is viewed as a personal affront; students are perceived as irresponsible and undisciplined persons who must be controlled through punitive sanctions. Impersonality, pessimism, and "watchful mistrust" imbue the atmosphere of the custodial school.

Effective Teacher Indicators – Eight behavioral characteristics consistently exemplified by successful teachers. Research studies by Good (1979), Bloom (1980), and Brophy (1979) show a link between qualitative and quantitative changes in the learning of students and the eight selected teacher effectiveness characteristics: (1) subject expertise, (2) time on task, (3) interactiveness, (4) assumed responsibility for students, (5) provides constructive feedback, (6) accommodates for different student ability levels, (7) clarifies and illustrates in a meaningful manner (stimulation), (8) addresses multiple level cognitive objectives.

Conceptualization of the Problem

Because education has the important task of confronting a multitude of problems with limited resources available to solve those problems, it is essential for all schools to consider any feature that might enhance/promote the teaching- learning process.

Educators in all areas of America inherit the professional obligation to seek answers to a rather common set of school problems. The leaders in our school systems should read far and wide, research hypothesized solutions, and participate in networks of support in an attempt to remedy each school problem. One important aspect of networking involves schools sharing successful programs, strategies, and practices with other schools.

The researcher believes that effective schools and more specifically effective teachers are positively linked to humanistic factors mentioned in the rationale. The researcher wishes to determine if a positive statistical correlation exists between eight teacher effectiveness indicators and humanistic teacher characteristics. A descriptive research study involving state-certified school teachers and principals from accredited schools in the upper state of South Carolina will be completed for the purpose of answering the following question:

> Is there a positive correlation between ratings on each of the eight teacher effectiveness indicators and the teachers' ratings on the Pupil Control Ideology Survey instrument of custodial vs. humanistic styles?

The researcher recognizes the null hypothesis in this study which will be stated in the following manner: There will not be a significant relationship between teacher effectiveness and humanistic pupil control ideology. The alternative directional research hypothesis predicts that a positive statistical

relationship does exist between teacher effectiveness and humanistic pupil control ideology.

Purpose of the Study

The purpose of the present study is:

1. To verify that a predicated relationship does exist between eight specific teacher effectiveness indicators and school personnel exemplifying humanistic characteristics. The researcher will attempt to determine whether a positive relationship between effectiveness indicators and humanistic characteristics exists by statistically analyzing data collected from principals and teachers.

2. To make the research information obtained from this study accessible and useful to school administrators completing the annual school needs assessment. The comprehensive planning process (Cooper, Corley, & Ray, 1986), which is ongoing in the public schools of South Carolina, has developed valid means to project areas in need of improvement. The planning process promotes objective analysis of each school. This includes an analysis of the teaching staff. Many times a school will administer a valid survey instrument to students and parents in an attempt to get responses related to the effectiveness of teachers. If ratings indicate potential problems with the teaching staff and archival data support the survey, solutions become a necessary part of the planning process. Promoting humanistic teacher values through staff development training will hopefully become be a valid answer to some of the identified school problems.

3. To project a better understanding of the custodial teacher pupil control practices.

4. To analyze the standardized testing practices/policies assumed by South Carolina.

5. To enhance teacher staff development programs. Educators deserve to be exposed to factors that would increase their effectiveness.

6. To enhance the teacher selection process which should always give careful consideration to information related to teacher effectiveness. Many long- term educational factors relate to a teacher's behavior and attitude.

Assumptions

The following assumptions were used in this study:

1. There are differences among teachers. Specific humanistic teacher characteristics increase the teacher's chances of being rated effective.

2. The principal can accurately/appropriately assess a teacher's ability and skills according to the eight pre-selected indicators for teacher effectiveness.

3. Because the degree of students' self concept of academic ability is a significant predictor of success in school and teachers' attitudes, behaviors, and opinions (TPCI) help shape and mold students' self concept of academic ability, any study reporting a definitive link between teacher effectiveness and teacher pupil control ideology becomes especially important.

4. Students enjoy school more when exposed to humanistic teaching.

5. Students develop positive self-esteem when exposed to humanistic teaching.

6. Teacher motivation is higher for humanistically rated teachers.

7. Specific teacher staff development programs can result in a more humanistic teacher behavior.

Limitations of the Study

The following were the limitations for the study:

1. Cooperation of the administrators was voluntary; consequently, not all educators agreed to participate in this study.

2. The principal rated teachers that he/she had previously served for at least one year.

3. Although the "indicators for teacher effectiveness survey" were proven to be valid and reliable by previous studies, only a specially chosen group of indicators were selected for use in this research.

4. Because random selection was not used, generalizations from the study will be limited to the schools involved.

5. Ex Post Facto Descriptive Research uses independent variables that cannot be manipulated.

6. Ex Post Facto Descriptive Research uses subjects that cannot be randomly assigned to treatment groups.

7. Ex Post Facto Descriptive Research relates to causes that are often multiple rather than single.

Summary

The findings in this study should yield important information which could be used by administrators when recruiting and hiring educators to serve children. Also, when planning professional staff development activities, administrators could effectively use the information obtained from this study.

The researcher believes that each professor, principal, teacher, and statistician participating in the study will have shared valuable teacher effectiveness information with the education profession. It is also felt that this

"shared" information will improve the standards of education for public schools in South Carolina.

The researcher does not wish or intend to infer that most South Carolina educators are ineffective because some of the custodial state policies can be linked to standardized testing/teaching. However, this study does intend to note that a few significant state standardization practices/policies can be custodial in outcome and to determine whether custodial pupil control ideology is statistically linked to a lower teacher effectiveness rating according to principal ratings. If the predicted relationship exists, the development of humanistic pupil control ideology characteristics should be given appropriate consideration when planning educational programs in the future.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Classroom discipline and interpersonal teacher-pupil relationships represent two important aspects of education. Many teacher evaluation instruments yield very general and often inconclusive results related to these two educational characteristics. Assessment of Performance in Teaching (APT) and Program for Effective Teaching (PET) are just two systems used to review classroom discipline and teacher-pupil interaction. APT and PET have been recently criticized for producing a narrowly focused view of the teaching process.

Bond (1952) describes classroom discipline in a positive, inviting manner. He said, "Classroom discipline is the process whereby a teacher arranges an environment and sets the stimuli in such a manner that all pupils in a given situation cooperate in desirable activities and experience satisfaction and growth in the undertaking." Although some educators might disagree with the previous description of classroom discipline, most will uniformly agree that teacher and pupils must interact cooperatively if subject goals are to be accomplished. However, there has been a significant difference in educators' beliefs/opinions concerning what appropriately constitutes adequate classroom discipline.

In recent years, researchers have been able to catalogue teacher pupil control ideology on a continuum from custodial to humanistic. This reveals an educator's innate beliefs concerning management of students in a classroom setting. By using the PCI instrument, valid and reliable measurements related to teacher pupil control ideology have been produced. Many research studies have also used the TPCI variable to analyze statistical probabilities/relationships to other variables, such as teacher-pupil interaction levels, teacher stress, teacher's length of service, teacher motivation, teacher empowerment, and teacher effectiveness.

Flanders Interaction Analysis

By systematically observing the verbal behavior of both teachers and pupils, researchers were able to determine teacher-pupil interpersonal relationships in the classroom. This method of describing pupil-teacher interaction in the classroom is known as Flanders Interaction Analysis. According to Amidon and Flanders (1967), a major finding from this interactive research has been the identification of the influence teachers exert upon pupils' student achievement.

Flanders (1968) describes teacher influence as being either indirect or direct. The indirect influence refers to teachers soliciting the opinions or ideas of the pupils, applying or enlarging on those opinions or ideas, praising or encouraging the participation of pupils, or clarifying and accepting their feelings. The direct influence involves teachers stating their own ideas or opinions, directing the pupil's actions, or justifying the teacher's authority or use of authority.

FIA Relation to Indirect-Humanistic TPCI

Flanders selected several kinds of behavior to describe the interactive nature of teaching. Seven were concerned with teacher behavior and two categories were concerned with pupil behavior. Goldenberg (1971) hypothesized that certain interactive teacher behaviors were more commonly associated with indirect, humanistic TPCI rather than the custodial teacher ideology. Three interactive behaviors proved to be significantly different when each were statistically compared to humanistic and custodial TPCI. The three interaction behaviors tested were: accepting and developing student ideas, lecturing and giving facts or opinions concerning content or procedures and student-initiated pupil verbal behaviors.

According to Goldenberg (1971), the concept of indirect teacher influence is compatible with humanistic pupil control ideology. The humanistic orientation of pupil control ideology of teachers leads them to desire a democratic classroom climate that promotes democratic social interaction with pupils, open channels of two-way communication, and increased student self-determination (1971). The opposite of this type of class environment is a directed, structured class where there is far less student-teacher interaction.

FIA Relation to Dominant and Socially Integrative Behavior

Anderson (1939) analyzed two behavioral traits, dominant and socially integrative, which relate to the two types of teacher influences described by Flanders. According to Anderson, dominant behavior is the behavior of a person who is inflexible, rigid, and deterministic. Such a person disregards the desires or judgment of others and considers himself, in the conflict of differences, to hold all the correct answers. Examples of this behavioral

characteristic are: the use of force, commands, threats, shame, blame, attacks against the personal status of another.

Anderson (1939) predicts that socially integrative behavior will lead to a oneness or commonness of purpose among differences in individuals. It is the behavior of a flexible, growing person who is looking for new meanings, greater understandings in his contact with others. The person exemplifying this integrative behavior is non-coercive, open, and consistently attempts to understand others.

Additional research studies support the interactive teaching methodology. Soar (1967) studied sixteen classes of third, fourth, fifth, and sixth grade students. He found a greater growth in vocabulary for the student groups instructed by indirect (humanistic) teaching techniques. Campbell's (1968) research found that seventh through ninth grade general science students taught by the indirect methodology scored higher in achievement testing and scientific attitude development.

Recent TPCI Research Links to Quality Educational Experiences

Several descriptive research studies have been completed in the last fifteen years which substantiate directional research predictions involving humanistic ideology and quality of school life experienced by teachers and students. Each descriptive teacher pupil control ideology research study analyzed by the researcher indicates some evidence which links TPCI with teacher effectiveness. The teaching factors related to TPCI in these research procedures which show the areas of school life where custodial or humanistic behavior serve to either strengthen or weaken teacher effectiveness are:

teacher to student interaction, classroom robustness, teacher stress, teacher motivation, teacher empowerment, and student achievement.

Student interactions with teachers can be viewed on a continuum from nurturing to hostile. Many factors influence the precise relationship that a student has with his/her teacher.

According to Lunenburg and Schmidt (1989), educators and social researchers increasingly are becoming aware that establishing positive student reactions to school life is an important objective for schools. It can even be thought of as one key link to improving the quality of school life.

Student's Satisfaction with School

Schmidt and Lunenburg (1989) defined quality of life in school as the student's satisfaction with school, the student's commitment to class work, and the students' reactions to teachers. Their research supported the hypothesis relating custodial pupil control ideology with unfavorable quality of school life. Humanistic teacher ideology was correlated to favorable quality of school life ratings by students.

The researchers used an instrument designed to measure the quality of school life as perceived by students. Each of the three main indicators of school quality defined by Schmidt and Lunenburg (1989) was measured by this instrument. The descriptors relate to students interacting with teachers either directly or indirectly.

Teacher Perceived Student Threats

Schools are systems where the students have little choice about participating in the organization. Student control is stressed in some form

because weak control, according to Willower and Lawrence (1979), is commonly equated with ineffectiveness. The following hypothesis concerning teachers' perceptions of student threats to teacher status was tested by Willower and Lawrence (1979): The greater the teacher-perceived student threat to teacher status, the greater the custodialism in teacher PCI. Their research supported this hypothesis.

Classroom Robustness

Robustness of a class is a general description of the overall interactive activities consistently taking place in a class. High interest level, eventfulness, and stimulation clearly describe a highly robust class. An academic setting defined in these terms give the description of classroom activities that students would find desirable. The opposite of a robust class would be characterized as a classroom high in routineness and lacking in creativity. According to Estep, Willower, and Licata (1980), the robust classrooms are simply active and interesting places that do not require strict control.

Estep et al. (1980) related classroom robustness with specific TPCI ratings. PCI mean teacher ratings were correlated to the robustness ratings produced by the students. The researchers found a positive association between PCI humanism and classroom robustness.

Teacher-Student Confrontations

Occasional teacher conflict with a student is an almost expected occurrence. Each discipline situation would warrant an individual investigation to determine exact cause; however, some educators seem to have limited confrontations with all students. Foley and Brooks (1978) completed research

which successfully supported the assumption that humanism in teachers is directly associated with fewer unresolvable conflicts with students.

Student Projection of Hostility

Frederick Lunenburg (1983) completed research which provided supportive evidence linking teacher pupil control ideology with student rejection and hostility. The hypothesis in this study predicted a direct relationship between custodialism in teacher pupil control ideology and children's projections of rejections and hostility onto teachers. A correlation between humanistic teacher pupil control ideology and low student rejection and hostility ratings was proven to exist.

Student Alienation

Group teacher pupil control ideology ratings for the entire staff of four junior high schools were analyzed in relation to student alienation within the schools. According to Shearin (1982), consistency or agreement on humanistic/custodial pupil control ideology among teachers within a school is important. PCI staff agreement resulted in a predictable relationship with student alienation. The findings in this study showed that schools characterized by humanistic control had less student alienation than schools characterized as custodial.

Teachers' Public Projection of TPCI

Blust and Willower (1979) suggested that teachers behave in a relatively custodial manner when in places of high visibility. This "public" custodial behavior is a direct response to perceived norms for strict pupil control. However, according to Blust and Willower (1979), these same teachers will

usually behave in keeping with their personal control ideologies within the confines of their teaching environment. Research (1979) confirmed the hypothesis that teachers exhibit more custodial pupil control behaviors when in public than in their classrooms.

Student Teachers' TPCI

Jones and Hardy (1980) showed that new teachers often experience a change in their pupil control ideology. It was discovered that student teachers typically begin the internship period with a more humanistic ideology concerning classroom management and instructional styles. However, the reality of being in charge of every phase of a class can press new teachers to choose the easiest method of management control, which typically is custodial. This custodial method of managing students often reduces the amount of interactive instruction in the teaching–learning process.

Jones and Hardy (1980) believed that modifications in prospective and provisional level teacher training programs could provide the knowledge and skills which would allow inexperienced educators to implement humanistic management and instructional procedures without being compelled to resort to custodial control methods. Teacher mentor programs, peer coaching, and additional practical experiences required by the state certification departments might also prove especially beneficial to the aspiring professional educator.

Halpin, Halpin, and Harris (1982) completed a study which investigated the relationship between pre-service teachers' pupil control ideology and self-concept characteristics. Halpin (1982) states that humanistic pre-service teachers can be characterized as emotionally mature, realistic about life, expedient, attentive to people, and higher in self-confidence. The pre-service

teachers with an authoritarian ideology were generally found to have opposite self-concept characteristics than the pre-service teachers rated humanistic. The research (1982) results also indicated humanistic teachers were less susceptible to stress. Although the results from this study associated pre-service teacher humanistic ideology with certain personality and self-confidence characteristics, there was no direct link between teacher pupil control ideologies and teacher stress. However, Harris, Halpin, and Halpin (1985) completed another study that did establish a relationship between teacher pupil control ideology characteristics and stress. The researchers (1982) showed that a higher level of stress is significantly related to teachers with custodial ideologies.

TPCI and Teacher Stress

Albertson and Kagan (1987) completed a study displaying a relationship between teacher pupil control ideology and stress. The researchers first identified five teacher stress related factors and then attempted to correlate these stress factors to teacher pupil control ideology. According to Albertson and Kagan (1987), the more teachers endorse a relatively authoritarian attitude toward pupil control, the more occupational stress they tended to perceive, particularly in relation to a lack of administrative support and difficulty in working with students, and relationship with other teachers.

Albertson and Kagan (1987) presented several suggestions for improving occupational stress. Developing time management techniques, learning how to relate to personal needs, and completing in-service programs were suggested ways teachers could alleviate occupational stress.

Docking (1985) completed a study that established a positive relationship between teacher intervention training programs and reduction of teacher stress. The four hypotheses listed in this research study by Docking are:

1. PCI scores following the intervention course will be less custodial than before the course.
2. Classroom management behaviors following the intervention course will be less custodial than before the course.
3. Teaching anxiety will be reduced by the intervention course.
4. Discipline anxiety will be reduced by the intervention course.

Each of the hypotheses was supported by the research.

Vroom (1966) describes force of motivation as having intensity and directionality. The intensity of this force, according to Vroom (1966), is determined by the degree of attractiveness of the outcomes from certain behaviors. When teachers are shown that humanism will yield more productive direct outcomes in a teaching situation, a type of expectancy concerning this pupil control ideology will become a motivating force for the educator.

TPCI and Teacher Motivation

Kottkamp and Mulhern (1987) define motivation as the conscious-process through which the individual chooses to initiate effort at a particular level and to maintain it for a particular duration, depending upon subjective estimates made about both the self and the work environment. This research (1987) study supported the hypothesis that humanistic pupil control ideology was positively related to force of motivation among teachers.

In a related study, Kottkamp and Mulhern (1987) used a new instrument to measure school climate. The Rutgers Organizational Climate Description

Questionnaire was used to determine climate openness. The OCDQ-RS computed supportive plus engaged teacher characteristics minus directive and frustrated characteristics to determine levels of school climate. It was particularly interesting that both open school climate and increased teacher motivation were positively associated with humanistic teacher pupil control ideology.

TPCI and Teacher Autonomy

Willower and Rose (1981) performed research which dealt with the relationship between a professional educator's sense of control over the teaching environment and his/her pupil control ideology and pupil control behavior. This research allowed them to accept the hypothesis which predicted a positive association between the degree of a teacher's sense of power and his/her combined pupil control ideology and behavior ratings. The major thrust of the study was to show that teachers believing they have power/control over their setting will feel less pressure to conform.

The alternate research hypothesis predicting a direct relationship between humanistic pupil control ideology and teacher empowerment was not proven to be significant. Nonetheless, Willower and Rose (1981) believe that an increase in sample size would make a difference in the correlation probability for the second hypothesis which links humanistic pupil control ideology and teacher empowerment.

Sociological factors such as norms and role expectations usually render behavior predictable and observable. Specific teacher behavior viewed as predictable, controlling or custodial can result from the teacher attempting to compensate from a perceived lack of control over the instructional setting. It

was noteworthy that the potential humanistic student to teacher relation was not inhibited when the teacher perceived empowerment or a strong sense of control over his/her setting.

It is unfortunate that powerful external influences frequently control a teacher's sense of empowerment. Teaching situations that promise to yield a productive match of humanistic pupil control ideology and behavior may be replaced by very custodial standards/structure. Many educational systems today are moving towards a more structured, formal setting with preexisting standards of teacher to student behavior, particularly instructional behavior.

According to Silver (1983), organizational structure is determined by the degree of four structural features found within the organization. The degree of organizational complexity, centralization, formalization, and stratification essentially shape an organization into a rigid mechanistic bureaucracy at one extreme or a very interactive professionally organic organization at the other extreme. This continuum obviously leaves an organization/system many places which it can fit. In each situation, the needs of the system should play a major part in determining organizational structure.

Throughout the past decade and a half, important national and state level organizations have been formed for the purpose of assessing the status of education in our country. According to AASA (1988), these key educational, research, and political associations represent influential sources that significantly impact public school policy that is being implemented across America today. The National Conference of Legislators, National Governors Association, National Association of Schools, Southern Regional Educational Board, and private research sources seem to produce the "cutting edge" kind of education news that often result in educational policy decisions made by state school systems.

TPCI and Student Self-Esteem

Pirkey (1984) and Cloer (1989) have spent a career describing the importance of providing children with an "inviting" classroom atmosphere. This concept of sending positive, inviting messages to students has a very close link with the self-esteem, self-concept theories researched by Brookover et al. (1967). The Brookover et al. study showed that the teacher's attitude, behavior, and opinion have a significant influence on students' academic achievement and self-esteem.

The work of psychologists and psychotherapists, like Carl Rogers (1973) and Arthur Combs (1978), helped define the need for humanistic education. These humanistic advocates believe the goal of education should be to develop people who can love, feel deeply, expand their inner selves, create, and who continue the process of self-education. Rogers (1973) felt his descriptive goal of education directly reflects a fully functioning person or a self actualized person.

Patterson (1973) indicates there is evidence that self-actualization characteristics can be brought out in people when these individuals interact with others already possessing and exhibiting self-actualizing qualities. This phenomena is known as reciprocal affect. It is also significant to recognize that negative influences can result from restrictive/standardized student-teacher interactions. Harry Chapin illustrates this best in a poem he composed.

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Flowers Are Red

The little boy attended the first day of school
He got some crayons and started to draw
He put colors all over the paper
For colors was what he saw
And the teacher said...What you doin' young man
I'm paintin' flowers he said

She said...It's not the time for art young man
And anyway flowers are green and red
There's time for everything young man
And a way it should be done.
You've got to show concern for everyone else
For you're not the only one
and she said...
Flowers are red young man
Green leaves are green
There's no need to see flowers any other way
Than the way they always have been seen
But the little boy said...
There are so many colors in the rainbow
So many colors in the mornin' sun
So many colors in a flower and I see every one
Well the teacher said...You're sassy
There's ways that things should be
And you'll paint flowers the way they are
So repeat after me...
And she said...
Flowers are red young man
Green leaves are green
There's no need to see flowers any other way
Than the way they always have been seen
But the little boy said...
There are so many colors in the morning sun
So many colors in a flower
And I see every one
The teacher put him in a corner
She said...It's for your own good
And you won't come out til you get it right
And all responding like you should
Well finally he got lonely
Frightened thoughts filled his head
And he went up to the teacher
And this is what he said...and he said
Flowers are red, green leaves are green
There's no need to see flowers any other way
Than the way they always have been seen
Time went by like it always does
And they moved to another town
And the little boy went to another school
And this is what he found
The teacher there was smilin'
She said...Painting should be fun
And there are so many colors in a flower
So let's use every one

Berne and Savory (1985) report important teacher-student interactions that can help to build self-esteem in children. The researcher believes the following humanistic teacher behaviors can be learned and should be reinforced, practiced, and supported in all educational environments.

A. Teachers attempt to build a positive relationship with students

1. Be available to children
2. Listen without making judgments
3. Remember names
4. Keep the sharing mutual
5. Emphasize similarities
6. Care enough to prepare
7. Be real and don't pretend

B. Teachers being nonthreatening

1. Be careful about challenging fantasies
2. Be careful with your negative feelings
3. Be willing to reach out physically
4. Hold encounters in relaxed places
5. Keep encounters predictable
6. Never embarrass students
7. Don't set up tests of trust
8. Show interest in a nonthreatening way
9. Ask questions that don't threaten

C. Teachers nurturing success

1. Build success into the relationship
2. State the positive without evaluating
3. Acknowledge student's signs of care
4. Capitalize on existing successes
5. Watch for growth sparks
6. Point out a student's increasing skill
7. Have no unspoken expectations
8. Keep expectations realistic

But that little boy painted flowers
In neat rows of green and red
And when the teacher asked him why
This is what he said...he said
Flowers are red, green leaves are green
There's no need to see flowers any other way
Than the way they always have been seen.

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9. Be aware you are a model
10. Don't bore children - be innovative and stimulating

D. Teachers creating the bridge to a loving world

1. Invest something of yourself in the student
2. Tell/show students they are part of your world
3. Utilize the natural environment
4. Let students hear you with others
5. Share something that's yours
6. Allow students to be of help to you
7. Act as a bridge to the outside world
8. Let students use your strengths as theirs
9. Invite students to empathize with you
10. Tell stories about your life

E. Teachers fostering the freedom to choose

1. When appropriate, enable students to take the lead
2. Enable self-motivation to grow
3. Give rewards out of friendship
4. Involve students in choices
5. Let trusting be mutual
6. Be aware of student's subtle messages
7. Be prepared to teach liking

F. Teachers appropriately dealing with strong emotions

1. Acknowledge a student's right to emotions
2. Provide outlets for strong feelings
3. Allow strong feelings time to cool off
4. Be ready to have your concern tested
5. Respect the specialness of names
6. Use humor in building relationships
7. Touch often speaks louder than words

TPCI Summary

Most of the studies included in this research based review were ex post facto descriptive research designs. These studies did show evidence that would positively correlate humanistic teacher pupil control ideology with specific teacher to student behaviors, teacher motivation, lower teacher stress, and student achievement. However, this same research based literature review

has produced limited evidence that would correlate specific teacher effectiveness and teacher pupil control ideology.

The final summary point concerning the research based review of literature is the apparent need to further explore the possibility of showing a more conclusive relationship between humanistic teacher control ideology and teacher effectiveness.

CHAPTER III

PROCEDURES

Introduction

The primary purpose of this study was to examine the proposition that there is a relationship between teacher pupil control ideology and teacher effectiveness. This chapter reviews methodological procedures employed in the study. Information on the measures of teacher pupil control ideology and teacher effectiveness is included. The sample, administration of the instruments, and the statistical methods utilized are also described.

Survey Instruments and Validation

Pupil Control Ideology and Principal Rating instruments were used to collect appropriate data which enabled the null hypothesis and the directional research hypothesis to be tested. The researcher took Likert mean data collected from the PCI and PRF survey forms to evaluate the validity of the null hypothesis. A Pearson Product-Moment correlation, T-test, and Chi-Square Test was used to test the research hypotheses. In all tests, a .05 level of significance was established for this particular study.

The Pupil Control Ideology (PCI) Form is a 20 question validated teacher survey instrument that rates a teacher's control ideology in a range from humanistic to custodial. The PCI form was designed and validated by Donald J. Willower, Wayne K. Hoy, and Terry L. Eidell (1967).

The Pupil Control Ideology (PCI) form is an easily administered survey instrument which represents a valid and reliable method for investigators to use in establishing a teacher's interpersonal/interactive characteristics. This rating is based on a theoretical range of test scores from 20 to 100. The higher rating scores indicate humanistic teacher characteristics and lower score ratings indicate custodial teacher characteristics. Hoy and Willower (1967) calculated a split-half reliability coefficient by correlating even-item subscores with odd-item subscores. The resulting Pearson product-moment coefficient was .91 (1967).

The validating of the PCI instrument also involved the use of t-tests. According to Willower, Hoy and Eidell (1967), a t-test using the difference of the means of two independent samples was applied to test the prediction that teachers judged to hold a custodial ideology would differ in mean PCI scores from teachers judged to have a humanistic ideology (1967). The researchers used a one-tailed test which had a calculated t-value of 2.639. The level of significance was .01. The PCI instrument is felt to be a valid and reliable descriptor of general humanistic and custodial teacher characteristics.

The eight teacher effectiveness indicators listed below make up the Principal Rating Form (PRF). PRF data will be correlated to teacher rating data collected from the PCI instrument. PRF indicators are:

1. The teacher demonstrates a high degree of subject matter expertise.
2. The teacher overtly demonstrates that he/she has a responsibility for student success.
3. The teacher spends a majority of the class time actively involved with his/her students in the learning process.
4. The teacher provides regular feedback to students which informs them of their progress and indicates how they can improve.

5. The teacher assigns to students tasks that are appropriate to their ability level so that chances of success are high and failures low.

6. The teacher clarifies what needs to be learned and illustrates how to do the assigned work.

7. The teacher addresses higher – as well as lower – level cognitive objectives.

8. The teacher effectively uses existing instructional material in order to devote more time to practices that enrich and clarify the content.

Research studies show a link between qualitative and quantitative changes in the learning of students and the eight selected teacher effectiveness characteristics. The featured research studies substantiating these eight effectiveness indicators are Good (1979), Bloom (1980), Brophy (1979), Sabine (1977), and Gorton (1983). State-approved evaluation instruments also reflect these effectiveness indicators.

The Principal Rating Form, which contains the eight teacher effectiveness indicators developed by the researcher, was validated before being used as a principal source for collecting data in this study.

Specific certified educators in South Carolina who had previously been evaluated by one of the three existing merit (Bonus, Campus, Individual) models, or an instrument approved by the State Department of Education qualified as a candidate for the field study. Educators rated meritorious or in need of improvement were selected as participants in the field testing. A total of sixty educators meeting the previously stated qualifications participated in the validation process. Principals serving these "qualifying" educators were asked to rate their effectiveness by using the new rating form (PRF) developed by the researcher.

To protect against a potential bias in the field tests, participating principals were given limited background information. Each principal was informed of the need to help validate the survey instrument being designed for use in a broader, more involved study. The principals' assistance involved their rating specific teachers picked to be a part of the field testing. Principals rated only teachers they serve or have served.

The actual selection of the "qualifying" teachers was completed by an existing research team from the largest school district in the upper state area of South Carolina. The assistant superintendent in charge of personnel reviewed and approved this validation proposal before passing it on to the district research team for analysis. The district research team recognized merit in the project proposal and approved the validation study. This selection process provided additional validity to the study, simplified the search, and limited the involvement of each principal. The researcher worked directly with the district personnel office. A short descriptive demographic listing of qualifying teacher-school- principal was recorded on the rating form which was then delivered to each principal involved by the researcher. Only the rating forms were made available to the researcher after the principal completed the evaluation. Confidentiality was always a requirement because of the need to protect the sensitive nature of the data being processed.

The researcher hand-calculated the data using a t-test to determine if there were a significant difference between the mean ratings of meritorious teachers and teachers in need of improvement. A significant difference was proven to exist. The instrument was considered valid.

Method

A primary objective in the selection of schools to be included in this study was to provide educator groups that were demographically balanced according to their respective classification level. Schools participating in the study were selected on the basis of size, diversity of student population served, socio-economic status, geographical boundary, and accessibility to the researcher. Four high schools, one from each classification level, two middle schools, and three elementary schools participated in the study.

The researcher visited with each school administrator and discussed the details of their involvement. Each principal was informed of the need to help verify a meaningful research hypothesis. The measurement instruments to be used in the study were also described/discussed with the principals. Because of the need to protect the sensitive nature of the data being processed, respect for confidentiality was significantly emphasized during the researcher's preliminary meeting with each principal.

Each of the measurement instruments, PCI and PRF, used in this study had a position near the top of each form where teacher demographic information could be recorded. Separation of the teacher identification information from the actual rating responses was easily accomplished because of a paper perforation. This helped assure confidentiality when sensitive data were being collected and transferred.

Teachers supplied individual pupil control ideology ratings from the PCI forms. Principals supplied effectiveness ratings when they assessed the effectiveness of each teacher with the PRF instrument. The individual teacher PCI forms and the principal's PRF rating form for the same teacher were stapled together and mailed back or hand-delivered to the researcher by each principal.

Also, the identifying demographic information located at the top of each form, PCI and PRF, was removed before being transferred back to the researcher.

The PCI instrument was administered to 234 state-certified teachers from nine accredited schools in the upper state area of South Carolina. Nine state-certified administrators used the PRF instrument to describe the perceived effectiveness of teacher participants in the study.

Principals were asked to allow their teaching staffs to complete the PCI form during a stated faculty meeting. Ninety-eight percent of all teachers from each school participated. Principals were asked to control/limit any conversations between teachers when the PCI instruments were being completed. The process required approximately fifteen minutes, and the directions were self-explanatory. The principals informed each faculty group that they were contributing valuable data for a worthwhile study. Principals were also asked not to analyze any teacher PCI rating until he/she had completed the teacher's PRF rating. These procedural requests contributed to the validity of the study.

Analysis

Pupil Control Ideology and Principal Rating instruments were used to collect appropriate data to test all the null and directional research hypotheses for each grade level and for the entire group. The researcher used Likert-type data collected from the PCI and PRF survey forms to evaluate the hypotheses. A Pearson Product-Moment Correlation test, T-test, and Chi-Square test were used in separate statistical procedures to either reject or accept the stated research hypotheses and to help identify pertinent findings from the study.

The following research hypotheses were tested during this study. Both sets of hypotheses were applied to the entire teacher group and to three designated levels of teachers: secondary, middle, and elementary. A p. 05 level of significance was established for all tests.

Null Hypothesis 1: There is not a significant relationship between a teacher's pupil control ideology and teacher effectiveness as perceived by the principal.

Directional Hypothesis 1: There is a significant positive relationship between a teacher's pupil control ideology and teacher effectiveness as perceived by the principal.

Null Hypothesis 2: There is not a significant difference in the effectiveness of humanistic and custodially rated teachers as perceived by the principal.

Directional Hypothesis 2: Humanistically rated teachers are more effective than custodially rated teachers as perceived by the principal.

The Pearson Product Moment Correlation test was used to test null hypothesis and directional hypothesis number one for the entire teacher group and each level of teacher groups. The PCI and PRF data collected from each teacher participant became the two continuous variable sets. Rejection or acceptance of each correlation hypothesis was based on this Pearson analysis.

The T-test was used to test null and directional hypothesis number two for the entire teacher group and individual teacher groups. The PCI data were organized into two categorical variables: humanistic and custodial. A rating score of 60 was designated as the cutoff point between the humanistic and custodial categories. Any raw score higher than 60 was classified as a humanistic rating. The PRF data represented the continuous dependent variable.

Statistical information related to the Pearson correlation is listed in Table I and Table II. This particular Pearson analysis tested the entire teacher group. A correlation probability of .0001 was reported. Because this probability was less than p. 05, null hypothesis number one was rejected, and directional hypothesis number one was accepted.

TABLE I

DESCRIPTION OF TEACHER PUPIL CONTROL IDEOLOGY AND TEACHER EFFECTIVENESS

		Total School Groups			
Variable	N	Mean	Std. Dev.	Minimum	Maximum
PCI	235	63.40	8.07	44	81
PRF	235	30.102	6.9	8	40

TABLE II

CORRELATION ANALYSIS FOR TOTAL GROUP

	Pearson Product Moment Correlation Coefficient	
Continuous Variables	Independent Variate (PCI Rating)	Criterion Variate (PRF Rating)
PCI	1.00	.372*
PRF	.372	1.00

Correlation probability .0001
*significant at the .05 level

Statistical information related to the Pearson correlation is listed in Table III and Table IV. This particular Pearson analysis tested the secondary level group. A correlation probability of .0001 was reported. Because this probability was less than p. 05, null hypothesis number one was rejected and directional hypothesis number one was accepted.

TABLE III

DESCRIPTION OF TEACHER PUPIL CONTROL IDEOLOGY AND SECONDARY-LEVEL TEACHER EFFECTIVENESS

		Secondary School Groups			
Variable	N	Mean	Std. Dev.	Minimum	Maximum
PCI	121	61.72	8.19	44	81
PRF	121	29.48	7.50	8	40

TABLE IV

CORRELATION ANALYSIS FOR
SECONDARY GROUPS

Continuous Variables	Pearson Product Moment Correlation Coefficient Independent Variate (PCI Rating)	Criterion Variate (PRF Rating)
PCI	1.000	.364*
PRF	.364	1.00

Correlation probability .0001
* significant at the .05 level

Statistical information related to the Pearson correlation is listed in Table V and Table VI. This particular Pearson analysis tested the middle school level group. A correlation probability of .0001 was reported. Because this probability was less than p. 05, null hypothesis number one was rejected, and directional hypothesis number one was accepted.

TABLE V

DESCRIPTION OF TEACHER PUPIL CONTROL IDEOLOGY AND MIDDLE SCHOOL TEACHER EFFECTIVENESS

		Middle School Groups			
Variable	N	Mean	Std. Dev.	Minimum	Maximum
PCI	45	64.1	7.84	48	79
PRF	45	28.7	6.28	15	40

TABLE VI

CORRELATION ANALYSIS FOR MIDDLE SCHOOL GROUPS

	Pearson Product Moment Correlation Coefficient	
Continuous Variables	Independent Variate (PCI Rating)	Criterion Variate (PRF Rating)
PCI	1.00	.540*
PRF	.540	1.00

Correlation variability .0001
* significant at the .05 level

Statistical information related to the Pearson correlation is listed in Table VII and Table VIII. This particular Pearson analysis tested the elementary level group. A correlation probability of .0937 was reported. Because this probability

was greater than p. 05, null hypothesis number one was accepted, and directional hypothesis number one was rejected.

TABLE VII

DESCRIPTION OF TEACHER PUPIL CONTROL IDEOLOGY AND ELEMENTARY TEACHER EFFECTIVENESS

	Elementary School Groups				
Variable	N	Mean	Std. Dev.	Minimum	Maximum
PCI	69	65.89	7.37	49	81
PRF	69	32.04	5.88	15	40

TABLE VIII

CORRELATION ANALYSIS FOR ELEMENTARY GROUPS

	Pearson Product Moment Correlation Coefficient	
Continuous Variables	Independent Variate (PCI Rating)	Criterion Variate (PRF Rating)
PCI	1.00	.203*
PRF	.203	1.00

Correlation probability .0937
*Not significant at the .05 level

T-Test Analysis

Statistical information related to the T-test is listed in Table IX. This particular T-test analysis involved the entire teacher group. A T probability of .0001 was reported. Because this probability was less than p. 05, null hypothesis number two was rejected, and directional hypothesis number two was accepted.

TABLE IX

T-TEST ANALYSIS (ALL GROUPS)

PCI Categorial Groups	Total Groups – Continuous Variable: PRF N	Mean	St. Dev.	St. Error	Variances	Prob > T
Humanistic	148	31.73	5.9	.49	Unequal	.0001*
Custodial	87	27.32	7.5	.81		

*Significant at the .05 level

Statistical information related to the T-test is listed in Table X. This particular T-test analysis involved the secondary level group. A T probability of .001 was reported. Because this probability was less than p. 05, null hypothesis number two was rejected and directional hypothesis number two was accepted.

TABLE X

T-TEST ANALYSIS (SECONDARY GROUPS)

PCI Categorial Groups	Secondary Groups – Continuous Variable: PRF N	Mean	St. Dev.	St. Error	Variances	Prob > T
Humanistic	65	31.50	6.55	.80	Equal	.001*
Custodial	56	27.14	7.90	1.05		

*Significant at the .05 level

Statistical information related to the T-test is listed in Table XI. This particular T-test analysis involved the middle school level group. A T probability of .002 was reported. Because this probability was less than p. 05, null hypothesis number two was rejected and directional hypothesis number two was accepted.

TABLE XI

T-TEST ANALYSIS (MIDDLE SCHOOL GROUPS)

		Middle School Groups – Continuous Variable: PRF				
PCI Categorial Groups	N	Mean	St. Dev.	St. Error	Variances	Prob > T
Humanistic	30	30.70	5.70	1.04	Equal	.002*
Custodial	15	24.93	5.72	1.47		

*Significant at the .05 level

Statistical information related to the T-test is listed in Table XII. This particular T-test analysis involved the elementary level group. A T probability of .15 was reported. Because this probability was greater than p. 05, null hypothesis number two was accepted, and directional hypothesis number two was rejected.

TABLE XII

T-TEST ANALYSIS
(ELEMENTARY GROUPS)

	Elementary Groups – Continuous Variable: PRF						
PCI Categorial Groups	N	Mean	St. Dev.	St. Error	Variances	T	Prob > T
Humanistic	53	32.60	5.33	.73	Equal	1.22	.15*
Custodial	16	30.18	7.32	1.83		1.45	

*Not significant at the .05 level

PCI Chi-Square Analysis

A Chi-Square test was used to analyze each item in the PCI and PRF instrument for a select group of humanistic and custodially rated teachers who participated in this study. The researcher used rating data to identify the highest 25% rated humanistic teachers and the lowest 25% rated custodial teachers from all 234 teacher participants. A Chi-Square test was completed with this data for each of the 20 PCI indicator questions. The purpose of this statistical procedure was to identify significant differences that might exist between custodial and humanistic teacher responses on each of the 20 PCI indicator questions. It is expected that a significant difference will exist for many of the items. The Chi-Square analysis may report that some PCI indicator questions have no significant difference between custodial and humanistic teacher responses. However, each of the results from this Chi-Square analysis of PCI

indicators will report an important finding for the researcher. These findings should be pertinent information to report in the summary chapter of this research project.

The following research hypotheses were tested during this phase of the study. Each set of hypotheses applied to the highest 25% rated humanistic teachers and the lowest 25% rated custodial teachers. A p. 05 level of significance was established for all Chi-Square tests.

Null Hypothesis – There is not a significant difference in the highest 25% humanistic and the lowest 25% custodial rated teacher responses to PCI questions (1-20).

Non-Directional Hypothesis – There is a significant difference in the highest 25% humanistic and the lowest 25% custodial rated teacher responses to PCI questions (1-20).

Statistical Chi-Square tests information related to each of the 20 PCI questions is listed in Tables XIII through XXXII.

TABLE XIII

TEACHER'S PUPIL CONTROL IDEOLOGY
RESPONSE FOR QUESTION 1

PCI Question 1: It is desirable to require pupils to sit in assigned seats during assemblies.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	50	3	4	<–Frequency
	87.72	5.26	7.02	<–Row percentages
Upper Quartile PCI (humanistic) teachers	29	7	20	<–Frequency
	51.79	12.50	35.71	<–Row percentages

Chi-Square Value = 17.84
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 1.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 1.

TABLE XIV

TEACHER'S PUPIL CONTROL IDEOLOGY
RESPONSE FOR QUESTION 2

PCI Question 2: Pupils are usually not capable of solving their problems through logical reasoning.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	24	8	25	<–Frequency
	42.11	14.04	43.86	<–Row percentages
Upper Quartile PCI (humanistic) teachers	4	1	50	<–Frequency
	7.27	1.82	90.91	<–Row percentages

Chi-Square Value = 28.03
DF = 2
Probability = .00

*Because 33% of the cells have expected counts less than 5, Chi-Square may not be a valid test.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 2.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 2.

TABLE XV

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE FOR QUESTION 3

PCI Question 3: Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	1	49	7	<–Frequency
	1.75	85.96	12.28	<–Row percentages
Upper Quartile PCI (humanistic) teachers	0	56	0	<–Frequency
	0	100	0	<–Row percentages

Chi-Square Value = 8.45
DF = 2
Probability = .015

*Because 67% of the cells have expected counts less than 5, Chi-Square may not be a valid test.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 3.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 3.

TABLE XVI

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE FOR QUESTION 4

PCI Question 4: Beginning teachers are not likely to maintain strict enough control over their pupils.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	25	12	20	<–Frequency
	43.86	21.05	35.09	<–Row percentages
Upper Quartile PCI (humanistic) teachers	7	14	35	<–Frequency
	12.50	25.00	62.50	<–Row percentages

Chi-Square Value = 14.36
DF = 2
Probability = .001

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 4.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 4.

TABLE XVII

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE FOR QUESTION 5

PCI Question 5: Teachers should consider revision of their teaching methods if these are criticized by their pupils.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	23	11	23	<–Frequency
	40.35	19.30	40.35	<–Row percentages
Upper Quartile PCI (humanistic) teachers	22	12	21	<–Frequency
	40	21.82	38.18	<–Row percentages

Chi-Square Value = .121
DF = 2
Probability = .94

*Not significant at the p. 05 level – The null hypothesis is accepted and the non-directional hypothesis is rejected.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 5.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 5.

TABLE XVIII

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE FOR QUESTION 6

PCI Question 6: The best principals give unquestioning support to teachers in disciplining pupils

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	41	7	9	<--Frequency
	71.93	12.28	15.79	<--Row percentages
Upper Quartile PCI (humanistic) teachers	15	11	30	<--Frequency
	26.79	19.64	53.57	<--Row percentages

Chi-Square Value = 24.26
DF = 2
Probability = .00

*Significant at the p.05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 6.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 6.

TABLE XIX

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE FOR QUESTION 7

PCI Question 7: Pupils should not be permitted to contradict the statements of a teacher in class.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	25	11	21	<--Frequency
	43.86	19.30	36.84	<--Row percentages
Upper Quartile PCI (humanistic) teachers	3	7	45	<--Frequency
	5.45	12.73	81.82	<--Row percentages

Chi-Square Value = 26.87
DF = 2
Probability = .00

*Significant at the p.05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 7.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 7.

TABLE XX

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE FOR QUESTION 8

PCI Question 8: It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	38	12	7	<--Frequency
	66.67	21.05	21.28	<--Row percentages
Upper 1Quartile PCI (humanistic) teachers	18	15	23	<--Frequency
	32.14	26.79	41.07	<--Row percentages

Chi-Square Value = 16.002
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 8.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 8.

TABLE XXI

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE FOR QUESTION 9

PCI Question 9: Too much pupil time is spent on guidance and activities and too little on academic preparation.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	21	15	21	<–Frequency
	36.84	26.32	36.84	<–Row percentages
Upper Quartile PCI (humanistic) teachers	7	3	46	<–Frequency
	12.50	5.36	82.14	<–Row percentages

Chi-Square Value = 24.32
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 9.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 9.

TABLE XXII

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE FOR QUESTION 10

PCI Question 10: Being friendly with pupils often leads them to become too familiar.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	21	9	27	<–Frequency
	36.84	15.79	47.37	<–Row percentages
Upper Quartile PCI (humanistic) teachers	2	3	50	<–Frequency
	3.64	5.45	90.91	<–Row percentages

Chi-Square Value = 25.53
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 10.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 10.

TABLE XXIII

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE FOR QUESTION 11

PCI Question 11: It is more important for pupils to learn to obey rules than that they make their own decisions.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	24	13	19	<–Frequency
	42.86	23.21	33.93	<–Row percentages
Upper Quartile PCI (humanistic) teachers	4	9	42	<–Frequency
	7.27	16.36	76.36	<–Row percentages

Chi-Square Value = 23.67
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 11.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 11.

TABLE XXIV

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE FOR QUESTION 12

PCI Question 12: Student governments are a good "safety valve" but should not have much influence on school policy.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	21	9	27	<–Frequency
	36.84	15.79	47.37	<–Row percentages
Upper Quartile PCI (humanistic) teachers	4	4	48	<–Frequency
	7.14	7.14	85.17	<–Row percentages

Chi-Square Value = 19.356
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 12.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 12.

TABLE XXV

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE
FOR QUESTION 13

PCI Question 13: Pupils can be trusted to work together without supervision.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	43	9	5	<–Frequency
	75.14	15.79	8.77	<–Row percentages
Upper Quartile PCI (humanistic) teachers	15	7	34	<–Frequency
	26.79	12.50	60.71	<–Row percentages

Chi-Square Value = 35.32
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 13.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 13.

**For this item the scoring was from 5 agree to 1 disagree.

TABLE XXVI

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE FOR QUESTION 14

PCI Question 14: If a pupil uses obscene or profane language in school, it must be considered a moral offense.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	44	7	5	<–Frequency
	78.57	12.50	8.93	<–Row percentages
Upper Quartile PCI (humanistic) teachers	19	11	26	<–Frequency
	33.93	19.64	46.43	<–Row percentages

Chi-Square Value = 25.03
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 14.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 14.

TABLE XXVII

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE FOR QUESTION 15

PCI Question 15: If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	46	6	4	<--Frequency
	82.14	10.71	7.14	<--Row percentages
Upper Quartile PCI (humanistic) teachers	16	11	29	<--Frequency
	28.57	19.64	51.79	<--Row percentages

Chi-Square Value = 34.92
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 15.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 15.

TABLE XXVIII

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE FOR QUESTION 16

PCI Question 16: A few pupils are just young hoodlums and should be treated accordingly

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	26	8	22	<–Frequency
	46.43	14.29	39.29	<–Row percentages
Upper Quartile PCI (humanistic) teachers	13	6	46	<–Frequency
	5.45	10.91	83.64	<–Row percentages

Chi-Square Value = 26.99
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 16.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 16.

TABLE XXIX

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE FOR QUESTION 17

PCI Question 17: It is often necessary to remind pupils that their status in school differs from that of teachers.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	43	7	7	<–Frequency
	75.44	12.28	12.28	<–Row percentages
Upper Quartile PCI (humanistic) teachers	12	8	36	<–Frequency
	21.43	14.29	64.29	<–Row percentages

Chi-Square Value = 37.09
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 17.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 17.

TABLE XXX

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE
FOR QUESTION 18

PCI Question 18: A pupil who destroys school material or property should be severely punished.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	49	6	2	<–Frequency
	85.96	10.53	3.51	<–Row percentages
Upper Quartile PCI (humanistic) teachers	24	16	16	<–Frequency
	42.86	28.57	28.57	<–Row percentages

Chi-Square Value = 23.98
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 18.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 18.

TABLE XXXI

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE
FOR QUESTION 19

PCI Question 19: Pupils cannot perceive the difference between democracy and anarchy in the classroom.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	21	15	20	<–Frequency
	37.50	26.79	35.71	<–Row percentages
Upper Quartile PCI (humanistic) teachers	3	4	49	<–Frequency
	5.36	7.14	87.50	<–Row percentages

Chi-Square Value = 32.05
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 19.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 19.

TABLE XXXII

TEACHER'S PUPIL CONTROL IDEOLOGY RESPONSE FOR QUESTION 20

PCI Question 20: Pupils often misbehave in order to make the teacher look bad.

	(1 or 2 rating) Agree	(3 rating) Uncertain	(4 or 5 rating) Disagree	
Lower Quartile PCI (custodial) teachers	21	11	24	<–Frequency
	37.50	19.64	42.86	<–Row percentages
Upper Quartile PCI (humanistic) teachers	1	2	53	<–Frequency
	1.79	3.57	94.64	<–Row percentages

Chi-Square Value = 35.33
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 20.

Non-Directional Hypothesis: There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses to PCI question 20.

PCI Chi-Square Summary

A significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses existed for all ideological statements analyzed except number four which dealt with beginning teachers' control over

their pupils. Though the analysis of ideology statements two and three resulted in a significant statistical probability, low cell counts might invalidate the Chi-Square test results.

PRF Chi-Square Analysis

An additional Chi-Square statistical analysis will be performed in an attempt to analyze the eight teacher effectiveness items on the PRF. The researcher will use data from the previously identified highest 25% rated humanistic teachers and the lowest 25% rated custodial teachers from all 234 teacher participants. A Chi-Square statistical analysis will be completed with this data for each of the eight PRF teacher effectiveness indicators. The purpose of this statistical procedure will be to identify significant differences that might exist between principal rating responses on each of the eight PRF teacher effectiveness indicators for the previously identified highest 25% and lowest 25% rated humanistic and custodial teachers. It is expected that a significant difference will exist for most of the items. The Chi-Square analysis may report that some PRF effectiveness indicators have no significant difference between principal ratings of selected humanistic and custodial teachers. Nonetheless, each of the results from this Chi-Square analysis of PRF teacher effectiveness indicators will report an important finding for this study.

The following research hypotheses were tested during this phase of the study. Each set of hypotheses applied to the highest 25% rated (humanistic) teachers and the lowest 25% rated (custodial) teachers. A p. 05 level of significance was established for all Chi-Square tests.

Null Hypothesis – There is not a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator (1-8)

Non-Directional Hypothesis – There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator (1-8).

Statistical Chi-Square test information related to each of the eight PRF indicators listed in Tables XXXIII through XXXX.

TABLE XXXIII

PRINCIPAL'S RATING ON TEACHERS FOR EFFECTIVENESS INDICATOR 1

Effectiveness Indicator 1: The teacher demonstrates a high degree of subject matter expertise.

	(1 or 2 rating) Low	(3 rating) Average	(4 or 5 rating) High	
Lower Quartile PCI (custodial) teachers	7	20	30	<--Frequency
	12.28	35.09	52.63	<--Row percentages
Upper Quartile PCI (humanistic) teachers	0	11	45	<--Frequency
	0	19.64	80.36	<--Row percentages

Chi-Square Value = 12.605
DF = 2 (1-number of rows) x (1-number of columns)
Probability = .002

*Because 33% of the cells have expected counts less than 5, Chi-Square may not be a valid test.

Null Hypothesis: There is not a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 1.

Non-Directional Hypothesis: There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 1.

TABLE XXXIV

PRINCIPAL'S RATING ON TEACHERS FOR EFFECTIVENESS INDICATOR 2

Effectiveness Indicator 2: The teacher overtly demonstrates that he/she has a responsibility for student success.

	(1 or 2 rating) Low	(3 rating) Average	(4 or 5 rating) High	
Lower Quartile PCI (custodial) teachers	12	22	23	<--Frequency
	21.05	38.60	40.35	<--Row percentages
Upper Quartile PCI (humanistic) teachers	2	10	44	<--Frequency
	3.57	17.86	78.57	<--Row percentages

Chi-Square Value = 18.21
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 2.

Non-Directional Hypothesis: There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 2.

TABLE XXXV

PRINCIPAL'S RATING ON TEACHERS FOR EFFECTIVENESS INDICATOR 3

Effectiveness Indicator 3: The teacher spends a majority of the class time actively involved with their students in the learning process.

	(1 or 2 rating) Low	(3 rating) Average	(4 or 5 rating) High	
Lower Quartile PCI (custodial) teachers	11	20	26	<–Frequency
	19.30	35.09	45.61	<–Row percentages
Upper Quartile PCI (humanistic) teachers	3	4	49	<–Frequency
	5.36	7.14	87.50	<–Row percentages

Chi-Square Value = 22.28
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 3.

Non-Directional Hypothesis: There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 3.

TABLE XXXVI

PRINCIPAL'S RATING ON TEACHERS FOR EFFECTIVENESS INDICATOR 4

Effectiveness Indicator 4: The teacher provides regular feedback to students which informs them of their progress and indicates how they can improve

	(1 or 2 rating) Low	(3 rating) Average	(4 or 5 rating) High	
Lower Quartile PCI (custodial) teachers	13	23	21	<--Frequency
	22.81	40.35	36.84	<--Row percentages
Upper Quartile PCI (humanistic) teachers	3	10	43	<--Frequency
	5.36	17.86	76.79	<--Row percentages

Chi-Square Value = 18.92
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 4.

Non-Directional Hypothesis: There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 4.

TABLE XXXVII

PRINCIPAL'S RATING ON TEACHERS FOR EFFECTIVENESS INDICATOR 5

Effectiveness Indicator 5: The teacher assigns tasks to students appropriate to their ability level so that chances of success are high and failures low.

	(1 or 2 rating) Low	(3 rating) Average	(4 or 5 rating) High	
Lower Quartile PCI (custodial) teachers	10	24	23	<–Frequency
	17.54	42.11	40.35	<–Row percentages
Upper Quartile PCI (humanistic) teachers	3	7	46	<–Frequency
	5.36	12.50	82.14	<–Row percentages

Chi-Square Value = 20.75
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 5.

Non-Directional Hypothesis: There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 5.

TABLE XXXVIII

PRINCIPAL'S RATING ON TEACHERS FOR EFFECTIVENESS INDICATOR 6

Effectiveness Indicator 6: The teacher clarifies what needs to be learned and illustrates how to do the assigned work.

	(1 or 2 rating) Low	(3 rating) Average	(4 or 5 rating) High	
Lower Quartile PCI (custodial) teachers	10	22	25	<–Frequency
	17.54	38.60	43.86	<–Row percentages
Upper Quartile PCI (humanistic) teachers	3	10	43	<–Frequency
	5.35	17.86	76.79	<–Row percentages

Chi-Square Value = 13.02
DF = 2
Probability = .001

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 6.

Non-Directional Hypothesis: There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 6.

TABLE XXXIX

PRINCIPAL'S RATING ON TEACHERS FOR EFFECTIVENESS INDICATOR 7

Effectiveness Indicator 7: The teacher addresses higher - as well as lower - level cognitive objectives.

	(1 or 2 rating) Low	(3 rating) Average	(4 or 5 rating) High	
Lower Quartile PCI (custodial) teachers	15	23	19	<–Frequency
	26.32	40.35	33.33	<–Row percentages
Upper Quartile PCI (humanistic) teachers	3	17	36	<–Frequency
	5.36	30.36	64.29	<–Row percentages

Chi-Square Value = 14.14
DF = 2
Probability = .001

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 7.

Non-Directional Hypothesis: There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 7.

TABLE XL

PRINCIPAL'S RATING ON TEACHERS FOR EFFECTIVENESS INDICATOR 8

Effectiveness Indicator 8: The teacher effectively uses existing instructional material in order to devote more time to practices that enrich and clarify the content.

	(1 or 2 rating) Low	(3 rating) Average	(4 or 5 rating) High	
Lower Quartile PCI (custodial) teachers	9	27	21	<–Frequency
	15.79	47.37	36.84	<–Row percentages
Upper Quartile PCI (humanistic) teachers	3	8	45	<–Frequency
	5.36	14.29	80.36	<–Row percentages

Chi-Square Value = 22.03
DF = 2
Probability = .00

*Significant at the p. 05 level – The null hypothesis is rejected and the non-directional hypothesis is accepted.

Null Hypothesis: There is not a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 8.

Non-Directional Hypothesis: There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding effectiveness indicator 8.

PRF Chi-Square Summary

A significant difference resulted from principal ratings for each effectiveness indicator in the highest 25% humanistic and the lowest 25% custodial rated teacher groups. Though the analysis of effectiveness indicator

number one resulted in a significant statistical probability, a low cell count might invalidate the Chi-Square test results.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study was designed to examine evidence that effective schools and, more specifically, effective teachers are positively linked to humanistic pupil control ideology factors.

Summary

A review of related literature revealed several descriptive research findings which support research predictions involving humanistic ideology and quality of school life experienced by students. The following specific educational factors were found to be directly or indirectly related to pupil control ideology: interactiveness, student achievement, stress, motivation, empowerment, and classroom robustness. Because of the previously established research links between a teacher's pupil control ideology and quality of school life, a strong degree of research credibility was given to the hypothesis proposed in this particular study.

Two instruments of analysis were used in this study. The Principals Rating Form was used to identify specific teacher effectiveness ratings. Principals rated teacher participants with this PRF. The Pupil Control Ideology Instrument was used in this study to identify the teachers' pupil control ideology.

A sample of 234 state certified teachers and eight certified school principals from the Piedmont (Upper State) region of South Carolina participated in this research study. The selection of the participating schools was based upon several factors:

1. willingnes to participate,
2. representative of each high school classification size,
3. geographic location, and
4. school accreditation.

The major objective of the study was to test the following null and directional research hypotheses:

Null Hypothesis – There will not be a significant relationship between teacher effectiveness and humanistic pupil control ideology.

Directional Hypothesis – A positive relationship does exist between teacher effectiveness and humanistic pupil control ideology.

A p. 05 level of significance was established. This probability level predicts that five times or less in 100 statistical test attempts the results will be due to chance or sample error. It also predicts that 95 times or greater in 100 statistical test attempts the results will be due to the prescribed varible.

Summary tables representing teacher demographic information can be found in Appendix D.

Findings

The findings of this study considered to be the most significant were the following:

1. The total group of teachers participating in this study showed that a significant positive relationship did exist between a teacher's pupil control ideology and teacher effectiveness as perceived by principals.

2. The secondary group of teachers participating in this study showed that a significant positive relationship did exist between a teacher's pupil control ideology and teacher effectiveness as perceived by principals.

3. The middle school group of teachers participating in this study showed that a positive relationship did exist between a teacher's pupil control ideology and teacher effectiveness as perceived by principals.

4. The elementary group of teachers participating in this study showed that a significant positive relationship did not exist between a teacher's pupil control ideology and teacher effectiveness as perceived by principals.

5. The total group of teachers participating in this study showed that a significant difference in humanistic and custodial teacher effectiveness does exist.

6. The secondary group of teachers participating in this study showed that a significant difference in humanistic and custodial teacher effectiveness does exist.

7. The middle school group of teachers participating in this study showed that a significant difference in humanistic and custodial teacher effectiveness does exist.

8. The elementary school group of teachers participating in this study showed that a significant difference in humanistic and custodial teacher effectiveness did not exist.

9. There is not a significant difference in both the PCI and PRF ratings (continuous variable used separately) for teachers being compared in the following groups (categorical variables): (1) male - female, (2) single-

separated/divorced, (3) single-married, (4) comparisons for any combination of ten year age categories for teachers, (5) experience categories-increments of five years.

10. There is a significant difference (t probability , p. 05) in both the PCI and PRF ratings (continuous variables used separately) for teachers being compared in the following subject area groups (categorical variables): Math-Language Arts, Math-Social Science, and Math-"Other" areas (P.E., vocational, elementary education).

11. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning the teacher's desire to require pupils to sit in assigned seats during assemblies.

12. Though a significant Chi-Square probability was found, the research might not support that a significant difference exists in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning the teachers' percpetion of students' ability to solve their problems through logical reasoning. A low Chi-Square cell number could have accounted for this finding.

13. Though a significant Chi-Square probability was found, the research might not support that a significant difference exists in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning the use of sarcastic remarks to defiant pupils. A low Chi-Square cell number could have accounted for this finding.

14. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses related to their belief in beginning teachers' ability to maintain strict enough control over their pupils.

15. There is not a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning teachers' reaction to pupil criticism of their teaching methods.

16. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning the appropriateness of having a principal's unquestioning support when a teacher disciplines pupils.

17. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning their belief in the appropriateness of students' questioning a teacher's statements in class.

18. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning their belief in the appropriateness of students being taught facts about a subject even if they have no immediate application.

19. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning their perception of the proper proportion of guidance counseling for students vs. academic preparation time.

20. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning the threat of students becoming too "familiar" because of teachers' friendly behavior.

21. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning the importance of students' learning unconditional obedience vs. independent thinking.

22. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning their belief in the importance of enabling student government organizations to influence school policy.

23. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning the amount of trust that should be accorded students when they are assigned to work together.

24. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning their opinions related to the moral offensiveness of a student speaking profanity in school.

25. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning their opinion of whether or not students would abuse open bathroom privileges.

26. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning the preferred treatment of a few disruptive students.

27. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning their belief that students need to be reminded of their subordinate place in school.

28. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning the severity of punishment which students should be given for destroying school property.

29. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning their belief in students' ability to perceive the difference between democracy and anarchy in the classroom.

30. There is a significant difference in the highest 25% humanistic and lowest 25% custodial rated teacher responses concerning their judgment of students' motives to misbehave.

31. Though a significant Chi-Square probability was found, the research might not support that there is a significant difference in the way principals rate

the highest 25% humanistic and lowest 25% custodial teachers regarding subject matter expertise. Low cell sizes could have accounted for this finding.

32. There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding a teacher's acceptance of responsibility for students' success.

33. There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding the amount of active teaching time given to their classes.

34. There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers regarding the teacher's practice of informing students of their progress and providing guidelines/support for improvement.

35. There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers concerning the teachers' ability to assign tasks to students that maximize their chances of experiencing success.

36. There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers concerning their ability to clarify and illustrate assigned work to students.

37. There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers concerning their ability to address higher as well as lower-level cognitive objectives.

38. There is a significant difference in the way principals rate the highest 25% humanistic and the lowest 25% custodial teachers concerning their ability to effectively use instructional material in order to devote more time to practices that enrich and clarify the content.

Conclusions

The following conclusions have been drawn from the findings of this study.

1. The pupil control ideology of teachers in this study seem to match their instructional styles, interactiveness, and management preferences, and effectiveness as perceived by principals.

2. Teachers with a humanistic pupil control ideology seem to reflect more flexibility, student concern, innovativeness, subject expertise, and affirming-type characteristics in their teaching habits and responsibility to student learning.

3. Teachers with a custodial pupil control ideology seem to reflect less flexibility, student concern, innovativeness, subject expertise, and affirming-type characteristics in their teaching habits and responsibility to student learning.

4. Although the results supported most of the hypotheses, the researcher recognizes the need to extend the degree of external ecological and population validity in this study.

Discussion of the Findings

A descriptive ex post facto method of research was used to develop pertinent information/data in this study. This research method was used because it is often impossible, impracticable, or threatening to manipulate such variables as teacher personality traits, teacher ideology, or teacher competence. It also dealt with relationships between nonmanipulated variables in a natural rather than artificial setting.

The study attempted to determine if there was a significant correlation between pupil control ideology teacher characteristics for 234 certified teachers and teaching effectiveness as rated by the state certified principals. The study

also sought to determine if a significant difference existed between effectiveness of humanistic teachers versus custodial teachers.

A statistically significant correlation resulted between the humanistic teacher characteristics and principal-rated effectiveness for the total group and two of three category groups. The elementary teacher group was not found to show a significant correlation between humanistic teacher ideology and teacher effectiveness.

A statistically significant difference occurred between the principal-rated effectiveness of humanistic versus custodial teachers for the total group and two of three category groups. The elementary group was not found to show a significant difference between the principal rated effectiveness of humanistic versus custodial teachers.

A significant amount of concern and speculation related to the elementary group findings exist. Several possible explanations for this part of the statistical study should be noted. The dispersion of the elementary PRF ratings is less than in the middle and high school groups. It is possible that this limited range could affect the potential for significant correlation. Also, because sample size was limited in number and not randomly selected, the potential for significant correlation could have been reduced.

Though the results support the hypotheses, the researcher recognizes the need to extend the degree of external ecological and population validity in this study. The current study will be generalized to participating populations in the upper state of South Carolina.

General Discussion

According to Yudof and Kirp (1987), the needs and demands placed on public education today are so diverse and evolving that it is essential for any school organization designed to provide services and promote opportunities for those in the system to be capable of changing or adjusting according to the system's needs. It is a belief held by many professional educators that schools cannot provide the type of service society needs when it is forced into a position of custodial standardization.

America in 1990 is in a period of transition concerning educational reform. Controversial disputes between Congress, the Bush Administration, and the National Governors Association are currently taking place over calls for a new national education commission. According to Newsweek (1990), central to the issue of significant federal intervention into American education is the federal testing program which is sponsored by the National Assessment of Educational Progress Organization. This development, if endorsed by federal legislation, would create a "gold standard" of student achievement throughout our country. The positive aspects of such a movement will be nationally accepted goals for student academic achievement. The negative aspects, according to this researcher, would be a greater source of pressure for standardization and consequently an indirect/ direct push to the custodial teaching practices discussed in this research paper.

Because of the national shift in educational emphasis to a quality base, many state legislatures have enacted laws/legislation that essentially mold schools into very structured organizations. There are two functional outcomes which state lawmakers apparently want schools to reflect. These outcomes are production and efficiency. It is apparent in parts of South Carolina EIA

legislation that task or goal accomplishment with the best cost efficiency ratio results as the key functional elements being pursued by lawmakers attempting to improve the quality of education. "Legislative learning" is a term that best describes the end result of a chain of events related to school policy setting. During this process, state legislators generated educational policy which must be accepted by schools throughout the state.

Education in South Carolina has benefited from EIA in many ways; however, there is one area of EIA that has a potentially negative influence on the teaching-learning process in our state. This threat presents itself when a school attempts to restructure its basic curriculum and instructional philosophy to accommodate a technical cause/effect type of education that ignores the humanistic approach to teaching. In this situation, students are often operating from only the knowledge sphere of learning. Educators forced to accept this technical curricula will usually follow a narrow, restricted custodial approach to instruction for students. It is also a concern of many educators that the "standardization" of the curriculum would limit children's development in the following areas: socialization, personality, and self-esteem concept.

Many educators operate from a functionalist educational paradigm. They see the process of teaching/learning as a science. Usually these educators accept only one way of completing a task. Scientific management theory describes this paradigm as a series of orderly steps. The idea of structure and standardization commands more credibility for the educators/leaders operating in a functionalist paradigm. Strict standardization is evident when schools adopt accountability mandates like testing, record-keeping, classroom management techniques, and certain instructional methodologies. When this particular paradigm is in effect, it is likely that custodial teacher pupil control ideology will be promoted.

Alternate educational paradigms, such as radical humanist, recognize multiple realities. Collaborative/collegial problem-solving is favored in this educational paradigm. Humanistic pupil control ideology would have a much greater chance to succeed in an educational setting where the educators operated in a humanist paradigm. It would be very important for those in charge of making policy to be aware of these factors. It is hoped that this reseach project will become a "voice" heard by legislators and administrators in charge of making educational policies.

T.J. Sergiovanni (1990) said, "Too many of the proposed education remedies today have become part of the problem resulting in stifling over-regulation, increased bureaucracy, and wasteful inefficiency." In response to this negative observation, Sergiovanni offers a very unique and challenging approach to leadership which could very well be one means of restoring a positive trend for American schools. Value-added leadership, as presented by Sergiovanni, offers a progressive alternative approach to the standardized management techniques employed by so many school systems across our country. He maintained that value-added leadership works because it focuses on higher types of developmental press such as: human potential, self-actualization, and raising leader and lower level participants' expectations.

Value-added leadership (Sergiovanni, 1990) can be summarized in the following manner:

1. It provides the necessary latitude that enhances choices in an otherwise bureaucratic and political world of demands and constraints.

2. It is aligned with a realistic view of how schools and other enterprises actually work, thus its practices are practical.

3. It is based on a theory of human rationality that enhances both individual and organizational intelligence and performance.

4. It responds to higher - order psychological and spiritual needs that lead to extraordinary commitment, performance, and satisfaction.

Making the proper investment in the educational process can become a major source of motivation for educators. Empowerment, creativity, removing the fear of failure when experimenting, aiming high, and becoming interactively involved with students are all avenues which can bring about extraordinary performance by educators serving children. Most aspects of humanistic educational practices appear to support the value-added leadership philosophy endorsed by Sergiovanni.

The following research information by Goldenberg (1971) describes significant theoretical considerations which all educators should acknowledge.

> Teachers are participating in and taking responsibility for designing and guiding experiences which involve and promote the cognitive and effective development of pupils in the schools. Within this context, this conceptual orientation holds schools and teachers accountable to acknowledge the total life of the child, his home, and family; his personality and emotions; and his cultural patterns and degree of socialization. It is important, then, that a teacher be willing to accept what a child is and learn to adapt to each student's uniqueness. Teachers must be willing to continually strive to understand the dynamics of teacher-student interaction and the consequence of each upon the other. Teachers can accomplish this through continual appraisal of his and the student's feelings and thoughts as manifested through their behaviors.

This researcher feels that administrators have a professional obligation to facilitate every educator who accepts the responsibility to teach children. One positive means of meeting this obligation is to provide productive staff

development programs for educators in direct contact with students. Docking (1985) completed research which supports the thought of using in-service intervention programs to alter teacher pupil control ideology.

Recommendations

This research project and the many other studies cited in this investigation has produced enough evidence to influence professional planning related to teacher training. Three specific areas of teacher training that would enable educators, experienced and inexperienced, to develop humanistic pupil control behaviors are: in-service staff development programs, teacher training programs sponsored by college and university professionals, and entry-year teacher internship programs administered by the qualified LEA agents and sponsoring higher education staff. Humanistic pupil control teacher training would likely help many teachers become sensitive to the needs of children. It also might help teachers develop instructional styles and classroom management techniques which enhance their overall effectiveness.

Recommendations for Further Research

Additional research in this area would serve to substantiate the findings from this study. Follow-up studies related to humanistic-custodial teacher pupil control ideology and teacher effectiveness could also answer several questions which resulted from this study. The following list represents important topics in need of further investigation:

1. Another related study which randomly selects from a larger general population would enable the results to be generalized to additional populations and other geographic areas. Also, this could possibly produce an explanation

for the relatively low correlation between the PCI reported by elementary level teachers and their PRF rated effectiveness.

2. A research investigation should be made to analyze special student academic successes and the teacher pupil control ideologies of their teachers.

3. Additional research should be made to refine and further validate the PRF instrument.

4. A research investigation should be made to further analyze both PCI and PRF ratings (such as a separate continuous variable) when compared to the mean of select age categories (pairs). Statistical reports did not show that a significant difference existed when both PCI and PRF ratings (each analyzed separately) were compared to the following pair of age categories: 20-29 and 30-39. However, because the t probabilities in these two age categories were very close to qualifying as significant, additional research is advised.

5. A research investigation should be made to further analyze both PCI and PRF ratings (each as a separate continuous variable) when compared to each of the following pairs of select teaching subject areas: Math and Language Arts, Math and Social Scienc, or Math and "Other" (elementary education, P.E., vocational) subjects. The statistical analysis in this research showed that a significant difference in both PCI and PRF teacher ratings (each separately used as a continuous variable) does exist when compared to each of the following teacher subject areas: Math and Language Arts, Math and Social Science, or Math and "Other" subjects.

6. A research investigation should be made to further analyze both PCI and PRF ratings (each as a separate continuous variable) when compared to the mean of select pairs of teaching experience categories for teachers (pairs). Statistical reports in this study did not show that a significant difference existed when both PCI and PRF ratings (each analyzed separately) were compared to

each of the following pairs of categorical (teacher experience) variables: 0-5 years and 6-10 years, 0-5 years and 11-15 years, or 0-5 years and 16-20 years of teaching experience. However, because the t probabilities were very close to qualifying as significant, additional research is advised.

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APPENDIXES

APPENDIX A

INSTRUMENTS

PUPIL CONTROL IDEOLOGY FORM

On the following pages a number of statements about teaching are presented. Our purpose is to gather information regarding the actual attitudes of educators concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Your responses will remain confidential, and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

INSTRUCTIONS: Following are 20 statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	U	D	SD
2.	Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	U	D	SD
3.	Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	U	D	SD
4.	Beginning teachers are not likely to maintain strict enough control over their pupils.	SA	A	U	D	SD
5.	Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	U	D	SD
6.	The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7.	Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD
8.	It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	U	D	SD

9.	Too much pupil time is spent on guidance and activities and too little on academic preparation.	SA	A	U	D	SD
10.	Being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11.	It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12.	Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13.	Pupils can be trusted to work together without supervision.	SA	A	U	D	SD
14.	If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	U	D	SD
15.	If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	SA	A	U	D	SD
16.	A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD
17.	It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18.	A pupil who destroys school material or property should be severely punished.	SA	A	U	D	SD
19.	Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20.	Pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD

INFORMATION SHEET

INSTRUCTIONS: Please complete this form by checking the appropriate boxes and filling in blanks where indicated.

1. Sex ( ) Male ( ) Female

2. Age ( ) 20-29 years ( ) 30-39 years ( ) 40-49 years

   ( ) 50-59 years ( ) 60-69 years

3. Present position (specify as indicated)

   ( ) Elementary Teacher (please specify level)

   _____

   ( ) Other (please specify position) _____

4. Experience as an educator (as of the end of this academic year)

   _____ years as a teacher

   _____ years as a principal, supervising principal, or superintendent

   _____ years as a guidance counselor

   _____ years, other (please specify position) _____

5. Amount of education

   ( ) less than Bachelor's degree
   ( ) Bachelor's degree
   ( ) Bachelor's degree plus additional credits
   ( ) Master's degree
   ( ) Master's degree plus additional credits
   ( ) Doctor's degree

6. Undergraduate preparation

   ( ) Major within the field of education
   ( ) Major in area outside the field of education

7. Graduate preparation

   ( ) Major within the field of education
   ( ) Major in area outside the field of education

PRINCIPAL RATING FORM

Effective teachers demonstrate certain behaviors and attitudes to a far greater degree than other teachers. Consider the effective teacher indicators listed below and assess each teacher that completes the PCI instrument according to these standards. Please circle the appropriate rating number beside the 8 effectiveness indicators as it directly applies to each teacher. *Please fold or staple the teacher PCI instrument to the matching principal rating form. Remove the teacher's name at the top of the PCI inventory sheet before placing in the appropriate self-addressed envelope.

Superior	Above Average	Average	Below Average	Low	
5	4	3	2	1	1. The teacher demonstrates a high degree of subject matter expertise.
5	4	3	2	1	2. The teacher overtly demonstrates that he/she has a responsibility for student success.
5	4	3	2	1	3. The teacher spends a majority of the class time actively involved with their students in the learning process.
5	4	3	2	1	4. The teacher provides regular feedback to students which informs them of their progress and indicates how they can improve.
5	4	3	2	1	5. The teacher assigns tasks to students appropriate to their ability level so that chances of success are high and failures low.
5	4	3	2	1	6. The teacher clarifies what needs to be learned and illustrates how to do the assigned work.
5	4	3	2	1	7. The teacher addresses higher - as well as lower - level cognitive objectives.
5	4	3	2	1	8. The teacher effectively uses existing instructional materials in order to devote more time to practices that enrich and clarify the content.

APPENDIX B

RESEARCH TABLES

Study Title	Researchers	Hypothesis	Results
"Pupil Control Ideology, Pupil Control Behavior and the quality of School Life"	Lunenburg and Schmidt	There will be a correlation between custodialism in pupil control ideology for teachers and negative pupil responses to the quality of school life	Verified
"Teacher Pupil Control Ideology and Behavior as Predictors of Classroom Robustness"	Estep, Willower, and Licata	There will be a correlation between custodial pupil control and high classroom robustness.	Not Verified
		There was a correlation between humanistic pupil control and high classroom robustness.	Verified
"Teacher Pupil Control Ideology and Pupils' Projected Feelings Toward Teachers"	Lunenburg and Stouten	Custodialism in teacher pupil control ideology will be directly related to pupils' projections of rejection and hostility on teachers.	Verified

Study Title	Researchers	Hypothesis	Results
"The Relationship Between Student Alienation and Extent of Faculty Agreement on Pupil Control Ideology"	Shearin	H1 Schools with high pupil control ideology agreement among teachers on the staff will have less student alienation than those with low agreement.	Verified
		H2 Schools with humanistic pupil control ideology among teachers will have less student alienation than those with custodial pupil control ideology.	Verified
"Secondary School Student Teacher Classroom Control Ideologies and Amount of Engaged Instructional Activities"	Jones and Harty	There is a correlation between increased preservice teaching time and increase in custodial pupil control ideology.	Verified
"Personality Characteristics and Self-concept of Pre-service Teachers in Relation-ship to Their Pupil Control Ideology"	Halpin, Halpin, and Harris	There is a correlation between increased pre-service teacher self-confidence and humanistic pupil control ideology.	Verified

Study Title	Researchers	Hypothesis	Results
"Investigating the Relationship Between Dimensions of Teacher Stress and Pupil Control Ideology Among Practicing Classroom Teachers"	Halpin, Halpin, and Harris	There is a correlation between increased stress and custodial pupil control ideology.	Verified
"Relationship Among Dispositional Traites, Attitudes Toward Pupil Control, and Occupational Stress Among Teachers"	Albertson and Kagan	There is a correlation between occupational stress and teachers' attitudes toward pupil control.	Verified

Study Title	Researchers	Hypothesis	Results
"Changing Teacher Pupil Control Ideology and Teacher Anxiety"	Docking	H1 PCI scores following the intervention course will be less custodial than before the course.	Verified
		H2 Classroom management behavior following the intervention will be less custodial than before the course.	Verified
		H3 Teaching anxiety will be reduced by the intervention course.	Verified
		H4 Discipline anxiety will be reduced by the intervention course.	Verified
"Teacher Expectancy Motivation, Open to Closed Climate and Pupil Control Ideology in High Schools"	Kottkamp and Mulhern	There will be a correlation between humanistic pupil control ideology and expectancy motivation.	Verified
"Teachers' Sense of Power and the Consistency of Their Pupil Control Ideology and Behavior"	Willower and Rose	There will be a correlation between teachers' sense of power and humanistic pupil control ideology.	Not Verified

Study Title	Researchers	Hypothesis	Results
"Teachers' Perceptions of Student Threat to Teacher Status and Teacher Pupil Control Ideology"	Lawrence and Willower	The greater the teacher perceived student threat to teacher status, the greater the custodialism in teacher PCI.	Verified
"Pressure, Personal Ideology and Teacher Pupil Control Behavior"	Blust and Willower	Teachers exhibit more custodial pupil control behaviors when in public than in their classrooms.	Verified

APPENDIX C

"THE TEACHER"

by

HIAM GINOTT

I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a child is humanized or de-humanized."

Hiam Ginott

APPENDIX D

SUMMARY TABLES

PCI RATING DISTRIBUTION FOR
PARTICIPATING TEACHERS
ALL GROUPS

PCI	Frequency	Percent
44	2	0.9
45	1	0.4
46	1	0.4
47	1	0.4
48	4	1.7
49	3	1.3
50	1	0.4
51	4	1.7
52	3	1.3
53	5	2.1
54	8	3.4
55	7	3.0
56	8	3.4
57	9	3.8
58	8	3.4
59	14	6.0
60	8	3.4
61	11	4.7
62	11	4.7
63	8	3.4
64	10	4.3
65	14	6.0
66	11	4.7
67	11	4.7
68	4	1.7
69	11	4.7
70	9	3.8
71	10	4.3
72	6	2.6
73	3	1.3
74	7	3.0
75	8	3.4
76	2	0.9
77	2	0.9
78	2	0.9
79	2	0.9
80	3	1.3
81	3	1.3

PRF RATING DISTRIBUTION FOR
PARTICIPATING TEACHERS
ALL GROUPS

PRF	Frequency	Percent
8	1	0.4
12	1	0.4
14	1	0.4
15	2	0.9
16	4	1.7
17	3	1.3
18	1	0.4
19	3	1.3
20	4	1.7
21	6	2.6
22	5	2.1
23	8	3.4
24	19	8.1
25	6	2.6
26	8	3.4
27	7	3.0
28	15	6.4
29	11	4.7
30	14	6.0
31	11	4.7
32	20	8.5
33	6	2.6
34	11	4.7
35	6	2.6
36	9	3.8
37	9	3.8
38	7	3.0
39	8	3.4
40	29	12.0

MARITAL STATUS
ALL GROUPS

Marital	Frequency	Percent	PCI Mean	PRF Mean
Single	35	15.3	62.3	27.5
Married	176	76.9	63.6	30.7
Widowed	1	0.4	46.0	24.0
Separated/Divorced	17	7.4	63.7	29.3

TEN YEAR AGE CATEGORIES
ALL GROUPS

Age	Frequency	Percent	PCI Mean	PRF Mean
20-29	37	16.2	61.3	28.2
30-39	84	36.7	65.0	30.7
40-49	82	35.8	63.2	30.7
50-59	21	9.2	61.6	27.8
60-69	5	2.2	62.8	32.8

SUBJECT AREAS SERVED
ALL GROUPS

Subject	Frequency	Percent	PCI Mean	PRF Mean
Language Arts	24	12.6	66.2	30.8
Math	32	16.8	59.0	26.8
Science	19	9.9	61.8	29.5
Social Science	14	7.3	64.3	32.0
Other	102	53.4	64.0	31.3

YEARS EXPERIENCE – FIVE YEAR INCREMENTS

Years Experience	Frequency	Percent	PCI Mean	PRF Mean
0-5 years	55	24.2	61.5	28.7
6-10 years	49	21.6	64.2	31.2
11-15 years	45	19.8	65.7	30.8
16-20 years	36	15.9	63.8	31.5
20 plus years	42	18.5	62.2	29.2

T-TEST ANALYSIS (ALL GROUPS)

Subject Matter Group	N	Mean	St. Dev.	St. Error	Variances	Prob > T
		Total Groups – Continuous Variable: PCI				
Lang. Arts	24	66.29	8.08	1.65	Equal	.0006
Math	32	59.06	6.64	1.17		

*Significant at the .05 level

T-TEST ANALYSIS (ALL GROUPS)

Subject Matter Group	N	Mean	St. Dev.	St. Error	Variances	Prob > T
		Total Groups – Continuous Variable: PRF				
Lang. Arts	24	30.80	7.83	1.59	Equal	.0483
Math	32	26.81	7.00	1.23		

*Significant at the .05 level

T-TEST ANALYSIS (ALL GROUPS)

Subject Matter Group	Total Groups – Continuous Variable: PCI				
	N	Mean	St. Dev.	St. Error	Variances	Prob > T
Math	32	59.06	6.64	1.175	Equal	.012
Social Science	14	64.35	5.55	1.48		

*Significant at the .05 level

T-TEST ANALYSIS (ALL GROUPS)

Subject Matter Group	Total Groups – Continuous Variable: PRE				
	N	Mean	St. Dev.	St. Error	Variances	Prob > T
Math	32	26.8	7.00	1.23	Equal	.03
Social Science	14	32.00	7.912	2.11		

*Significant at the .05 level

T-TEST ANALYSIS (ALL GROUPS)

Subject Matter Group	Total Groups – Continuous Variable: PCI				
	N	Mean	St. Dev.	St. Error	Variances	Prob > T
Math	32	59.06	6.64	1.175	Equal	.0032
Other	102	64.04	8.62	.85		

*Significant at the .05 level

T-TEST ANALYSIS (ALL GROUPS)

Subject Matter Group	Total Groups – Continuous Variable: PRF				
	N	Mean	St. Dev.	St. Error	Variances	Prob > T
Math	32	26.8	7.00	1.23	Equal	.001
Other	102	31.32	6.60	.65		

*Significant at the .05 level

VITA

William Abit Alexander, Jr.

Candidate for the Degree of

Doctor of Education

Thesis: A CORRELATIONAL STUDY BETWEEN EIGHT TEACHER EFFECTIVENESS INDICATORS AND TEACHER PUPIL CONTROL IDEOLOGY CHARACTERISTICS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Clinton, South Carolina, October 31, 1952, the son of William A. and Emma Alexander.

Education: Graduated from Clinton High School, Clinton, South Carolina, in June 1970; received Bachelor of Science Degree in Health and Physical Education from Appalachian State University in Boone, North Carolina in February 1974; received Master of Education Degree in Educational Administration from the University of Northern Florida in August 1976; received an Educational Specialist Degree from Clemson University in Educational Administration in December 1987; completed requirements for the Doctor of Education Degree at Oklahoma State University in May 1991.

Professional Experience: Biology Teacher, Episcopal High School, Jacksonville, Florida (1974-1978); Science Teacher, Clinton School District 56, Clinton, South Carolina (1978-1984); School Administrator, Clinton School District 56 (1984-1991).