

THE SOCIAL AND EDUCATIONAL ATTITUDES OF
SMALL-TOWN HIGH SCHOOL PRINCIPALS AS
RELATED TO VARIABLES OF AGE, AMOUNT
OF EDUCATION, ENROLLMENT SIZE, AND
DISTANCE OF SCHOOL FROM A METRO-
POLITAN AREA

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1970

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
July, 1973

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ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to Dr. Paul Warden, Chairman of my committee and thesis adviser, for his numerous hours of work and deep concern.

To the remaining members of the committee, Dr. Thomas Parish and Dr. Phillip Murphy, also goes a special thank you for their assistance and especially for their encouragement.

Thanks must also be extended to Mary Piscitello and Preston Stanley for their invaluable statistical assistance.

Deep gratitude must be given to my parents for their continuing guidance and understanding throughout the years. Such personal sacrifices as they have endured has made this study possible.

My final thanks goes to my husband. Without his encouragement and his recognition of my need for personal growth this study would never have been possible. His love and patience has made it completely worthwhile, as it led me to experience great growth as an individual.

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CHAPTER I

INTRODUCTION

Attitudes are often involved in a person's success in life situations. This is especially true of a small-town public school administrator. Such a principal holds a relation to the public like that of no one else in the community (Finney, 1920). He is a maker of public opinion, and should be able to function in this capacity to the greatest advantage of his community. "The secret of doing this kind of work successfully is, to a very large degree, the principal's own personality (Finney, 1920, p. 66)."

The attitude of a principal is one of the most vital factors which contribute to the educational program in a small town. The principal is often found to have a very close relationship to the citizens of his community. He is looked upon as a leader, and truly many important decisions about the community will be made by him. "Superintendents and principals are the main initiators of innovations in the public elementary and secondary schools (Mims, 1968, p. 136)." Therefore, a principal's attitude toward a given educational concept is important in that, if he approves of this concept, he will probably be the initiator of any program to activate this concept. On the

other hand, if the principal is indifferent to this concept, it will probably be overlooked. A principal is a community leader, and the community expects him to further their wishes. To be able to work effectively, the principal must have the support of the community, therefore, what is important to him must be important to those he represents. His attitudes must be shared by the community. If a principal is to represent a community, the community must be aware of his attitudes. If the community is to work effectively with this principal, it is important that they know how he stands on certain educational matters.

In an educational program, what the public wants and expects is predominant in a smaller community. Since the principal is usually the initiator of actions in a small town, citizens must rely on him to carry out their wishes (Mims, 1968). It is easier for a principal to further these wishes if he has similar attitudes to his community. Because the principal holds such an important place in his community as an educational leader, a need is seen for an assessment of his attitudes in relation to certain aspects of his community.

There are many variables which are suspected to be relevant to a person's attitudes; therefore, in order to talk in terms of these attitudes, it is necessary to assess these variables and discover how they relate to certain attitudes. That is, if a variable is found to have a relation to a given attitude, then it can be expected that

if this variable is present for a subject, the subject might possibly possess a certain attitude.

Attitudes, here, are described as evaluative beliefs that predispose the individual to behave selectively toward certain objects (Kerlinger, 1967). The attitudes dealt with in this study are those of the small-town principal. These attitudes will be assessed in two respects: social and educational. Social attitudes will be grouped into those being liberal and those being conservative. Educational attitudes will be divided into those that are progressive and those that are traditional. Variables which are expected to have some relationship to those social and educational attitudes are: total school enrollment of the community, age of the principal, amount of education of the principal, and the distance of the community from a metropolitan area of at least 10,000.

Statement of the Problem

Many practical educators might say they are aware of the concepts of conservative and liberal social attitudes, and traditional and progressive educational attitudes, but the actual social and educational attitudes of small-town principals have been greatly neglected. The problem of not having great knowledge about principals' attitudes is the basis of this study. It was earlier stated that the principal of a small-town public high school has a very strong relationship to the community. It is the purpose of

this study to focus upon the social and educational attitudes of these small-town principals, and the variables related to these attitudes.

Basic to this study are these questions: 1) Is there a relationship between a small-town high school principal's social attitudes and his educational attitudes? That is, if a principal has a conservative social attitude, will he have progressive or traditional educational attitudes? 2) Is there a relationship between the principal's social attitudes and the total school enrollment (kindergarten through twelfth grade) of his community? 3) Is there a relationship between the principal's educational attitudes and the total school enrollment of his community? 4) Is there a relationship between the age of the principal and his social attitudes? 5) Is there a relationship between the age of the principal and his educational attitudes? 6) Is there a relationship between the amount of education of the principal and his social attitudes? 7) Is there a relationship between the amount of education of the principal and his educational attitudes? 8) Is there a relationship between the distance of the school from a metropolitan area of at least 10,000 and the principal's educational attitudes? 9) Is there a relationship between the distance of the school from a metropolitan area of at least 10,000 and the principal's social attitudes?

Clarification of Terminology

Attitudes

The definition of an attitude accepted here is based on Rokeach's definition (Kerlinger, 1967): An attitude is an enduring structure of descriptive and evaluative beliefs that predispose the individual to behave selectively toward certain objects, known as referents. These referents are things toward which the attitudes can be directed. Some examples of attitudinal referents are: private property, discipline, subject matter, religion, and civil rights. The term "criterial referent" connotes a standard, a means of judging. If a referent is criterial for an individual, then it acts as a judgement standard for him. It is the focus of his attitude. Referents of attitudes are criterial in different ways for different individuals. What is relevant for one individual is not necessarily relevant for another. Nevertheless, there can be a sharing, a collective representation of the referents. People may be grouped according to their similarities in referents. In each group, the referents are positively correlated with each other, but not necessarily correlated with the referents of another group.

In this study, social attitudes will be divided into two groups, liberal and conservative. Educational attitudes will be grouped into progressive and traditional. That is, subjects who possess similar attitudinal referents will be

labeled as liberal or conservative in respect to social attitudes, and traditional or progressive with regard to educational attitudes. These groups of attitudes will be further discussed, so as to distinguish the similar referents of each group.

Bipolar Attitudes

Bipolar attitudes are those that exist on two ends of a singular continuum, one positive and one negative. Bipolarity is expressed symbolically by A and -A. This occurs when an attitudinal referent is critical for different sets of individuals, positively for one and negatively for the other. When one talks about progressive and anti-progressive ideas in education, for example, one is talking of bipolar attitudes. The individual who is anti-progressive disapproves of the same issues that a progressive approves. On the other hand, when one talks of progressive and traditional ideas in education, one is not speaking of bipolar attitudes. A traditional individual does not necessarily disapprove progressive ideas.

Dualistic Attitudes

Dualistic attitudes are two-sided, double attitudes. Duality is expressed symbolically by A and B. Liberalism and conservatism are examples of dualistic attitudes. Liberalism is not just the opposite of conservatism. Each seems to have an existence of its own. The liberal does

not just take an opposite stand to that of the conservative. He often does this, of course, but he does more; he affirms a stand of his own.

Orthogonality of Attitudes

An assumption of Kerlinger's study (1967) is that the structure of social and educational attitudes is not basically bipolar; it is rather dualistic. Liberal is not the opposite of conservative, nor is progressive the opposite of traditional. Each is an attitude system in its own right, a system that is orthogonal to its counterpart.

For further explanation, Kerlinger (1967) says:

The basic minimum of any large attitude system, structurally speaking, is two relatively orthogonal dimensions. By a 'large' system is meant any set or subset that includes several attitudinal referents that are critical to many individuals.

The duality-criteriality argument will become clearer if we translate it into factor-analytic terms with specific examples of social attitudes and their referents. Assume that we have the responses of many unselected individuals to a large number of heterogeneous social attitude items that include a number of attitudinal referents, and that we factor analyze the responses. Ordinarily more than two factors will emerge. But whatever the number of factors that do emerge, they will usually form two clusters. The factors of each cluster will be positively correlated, and the two clusters will be orthogonal to each other [p.112].

Social Attitudes--Liberal
and Conservative

In this study conservatism will have the criterial referents of private property, little government interference, religion, and few public utilities. Items in favor of the above referents will tend to be answered positively (+1, +2, +3) by conservatives. To the individual to whom private property, for example, is criterial, the other above referents will also tend to be criterial.

Liberalism will have criterial referents of civil rights, reform government aid to education, and social change. Items which favor the above referents tend to be answered positively (+1, +2, +3) by liberals. To the individual to whom reform is criterial, for example, the other above referents will also tend to be criterial.

Educational Attitudes--Progressive
and Traditional

For the traditionalist, discipline, subject matter, and strong moral standards are criterial referents. Items which favor the above referents tend to be answered positively (+1, +2, +3) by traditionalists. That is, to the individual to whom moral standards is criterial, the other referents will probably be criterial.

For the progressivist, child needs, individual differences, and social learning are criterial referents. Items which tend to favor the above referents tend to be answered

positively (+1, +2, +3) by progressivists. That is, to the individual to whom social learning is criterial, the other above referents will probably be criterial.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

Liberalism and conservatism have long been discussed and explored. Although the exploration has been vigorous and there is rather good evidence that this attitudinal dimension does exist, there is still dispute as to its essential character.

In education, there has been great discussion of what seems to be two dimensions in educational attitudes. These dualistic dimensions can best be described as traditionalism and progressivism. There has been comparatively little research into educational progressivism and traditionalism. Most of the work has been merely the product of the thinking of philosophers (Kerlinger, 1958b). This chapter will be divided into two sections. These sections will provide a framework for Chapters III, IV, and V. The first section will include a review of literature pertaining to studies of traditionalism and progressivism in education. The second section will deal with studies of educational attitudes as exhibited by administrators.

Studies Pertaining to Progressivism and
Traditionalism in Education

Before an attempt can be made to review the literature concerning the progressive and traditional educational attitudes of administrators, it must first be established that such attitudinal dimensions, in reality, do exist. This section is an attempt to validate the existence of progressivism and traditionalism.

In an attempt to answer the question: "Are there progressive and traditional people?", Kerlinger's study (1958b) set out to test a theory of educational values. This study focused on the overall theory stated in the ensuing propositions:

1) Individuals having the same or similar occupations or professional roles will hold similar attitudes toward a cognitive object which is related to the occupational or professional role. Individuals having dissimilar roles will have dissimilar attitudes. 2) There exists a basic differentiation in educational values, corresponding to restrictive and permissive, or traditional and progressive. 3) Individuals will differ in the strength of differentiation. This strength of differentiation is a function of occupational role, the extent of knowledge of the cognitive object (education), the importance of the cognitive object to the subjects, and their experience with it [p. 81]

In this study twenty-five subjects were used: eight education professors, ten liberal-arts professors, one university administrator, and six persons from outside the university (outside people). All subjects were deliberately chosen for their known attitudes toward education, since the basic purpose was to test the above theories.

The subjects all responded to a Q-sort consisting of a deck of cards containing statements about varying phases of education. All subjects' sorts were correlated with one another and then factor analyzed to see how the subjects clustered together. The results of this study indicate that two factors show up clearly. They are progressivism (Factor A) and traditionalism (Factor B). This study shows that education professors' responses are highly permissive, that is, they are loaded very highly on Factor A. Most liberal arts professors' responses are also loaded on Factor A, except that their loadings are both high and medium. The outside persons' responses show a mixed pattern. Their responses were scattered in that they appeared negatively on Factor A or medium or high on Factor B.

These findings seem to indicate two important things. First, progressivism and traditionalism in education are "real" entities. This is apparent because they emerge as clear-cut factors in the statistical analyses of this study. Second, there is a large gap between educators and laymen in their attitudes toward education, thus education is faced with a large communication problem.

In another study by Kerlinger (1958b), he merely conducted a follow-up study in the eastern part of the United States similar to the above study (done in the middle-west). It had two main purposes: (a) replication to see if the results would be the same with an entirely different

sample of people but with the same instrument and (b) to explore further the factors behind educational attitudes. The most important finding of this study is that there are apparently two basic dimensions or factors underlying attitudes toward educational progressivism and traditionalism, respectively. Thus, as far as this study is concerned, it seems that the original theory, as outlined above, is supported.

Two of the hypotheses given in the first Kerlinger study (1958a) posited that individuals having similar occupational roles would hold similar attitudes toward a cognitive object significantly related to the role. It also found that individuals would differ in the strength of their differentiation of the permissive-restrictive dimension, the strength being a function of the individual's knowledge of the cognitive object (education), and also a function of the importance of the cognitive object to him and his experience with it. In Kerlinger's second study (1958b), the author tries to explain the results of this from a joint point of view, incorporating both the person's role and his attitudes. Instead of saying, for example, that a person's role conditions his attitude toward a significant cognitive object related to that role, Kerlinger also says that an individual is likely to differentiate more sharply in the area significantly related to his enduring motives, needs, and interests. An education professor, for instance, can make sharp differentiations

among relatively complex statements about education. He can do this because he is crucially involved in educational matters. The layman, on the other hand, usually has no such high degree of involvement; therefore, he would not be likely to differentiate as well. In fact, it would be expected that his educational attitudes would be relatively unstructured or inconsistently structured. These results would seem to be of concern to educators, especially to those whose job it is to work with the public. Kerlinger's second study (1958b) was merely a replication of his first study (1958a) and served only as a means of support for his original theories. Both studies employed a Q sort, and both studies upheld these three hypotheses: 1) progressive and traditional factors do exist in educational attitudes, 2) individuals having similar occupations hold similar attitudes toward objects related to their professional role, 3) individuals differ in their strength of differentiation, this strength being a function of the individual's knowledge and his experience.

Through the above studies it has been shown that the dimensions of progressivism and traditionalism do exist. It was the purpose in a dissertation by John Temple Dean (1967) to explore these previously discussed dimensions of educational attitudes in relation to other variables. He tested the relationships between attitudes toward education and theological orientations, interpersonal values, as well as educational experiences. Some of the hypothesis

categories which are relevant to this study are: 1) the scale properties of the attitude-toward-education items, 2) the relationship between the amount of contact an educator has had with education (contact frequency) and his attitude scores, 3) the relationship between interpersonal values and attitudes toward education and 4) the relationship between the type of school and attitudes toward education. From the 81 colleges affiliated with the Council for the Advancement of Small Colleges (CASC) and the 55 colleges affiliated with the Accrediting Association of Bible Colleges (AABC), twenty-six were chosen for the sample. The instruments, designed to measure attitudes, values, theological orientation, contact with education, change orientation, and various demographic characteristics, consisted of Kerlinger's Attitudes-Toward-Education Scale, Toch and Anderson's Religious Beliefs Inventory, the Personal Questionnaire, specifically designed for this study, and the Gordon Survey of Interpersonal Values.

The results of this dissertation are as follows: As was hypothesized, liberals in theology did score significantly higher on the progressive-attitudes-toward education scale. Although the data was inconclusive, contact with education does appear to increase the intensity of a person's already-existing attitudes toward education. The older professors did score significantly higher than the younger professors on Conformity Value. Those affiliated with the AABC were significantly more theo-

logically conservative than were those affiliated with the CASC.

The above studies dealt with the ideas of progressivism and traditionalism in education. It was determined that such dimensions do exist. It was also found (Kerlinger, 1958a, 1958b) that individuals who are more involved with a certain object are better able to differentiate between varying ideas concerning this object. These two findings are relevant to this study in that, first, by showing that progressivism and traditionalism do exist, it becomes apparent that this study is measuring concepts that are real. Second, it shows that principals are the correct subjects to use in this study. Because they are so involved in educational matters, they can better differentiate statements about education.

Studies of Educational Attitudes of Administrators

In the preceding section, educational attitudes were discussed. It is the purpose of this section to discuss these attitudes in relation to public school administrators. Many variables concerning administrators will be reviewed in their relationships to educational attitudes.

A dissertation by Crawford J. Mims (1968) was undertaken to determine if the attitudes of superintendents, supervisors, and principals of the public secondary schools of Arkansas were favorable, unfavorable, or indifferent

toward twenty selected innovations in educational practices, and if there were significant differences among the administrators' attitudes. The study was also undertaken to determine if the administrators' attitudes were influenced by seven independent variables: age, race, educational level, last attendance at college, years of experience as a school administrator, size of school district, and expenditure per pupil. A search of the literature was made to determine innovations appropriate for the study. Twenty items, which were selected by a Panel of Reviewers, formed a questionnaire which was mailed to random samples of superintendents, supervisors, and principals of large, medium, and small districts of the four Congressional Districts of Arkansas.

From this dissertation several conclusions were drawn. It was found that the attitudes of superintendents, supervisors, and principals were favorable toward the twenty selected innovations in educational practices. Superintendents and principals were the main initiators of innovations in the public elementary and secondary schools of Arkansas. The attitudes of superintendents, supervisors, and principals were not influenced by age, race, educational level, time of last attendance at college, years of experience as an administrator, size of district, and expenditure per pupil. Finally, there was not a strong relationship between the attitudes of the administrators toward the innovations and the extent to which they were

being used in the schools.

Another dissertation which involved educational attitudes of administrators was completed by Dan J. Sillers (1961). The purpose of this dissertation was twofold: 1) to explore the perceptions of influential administrators in an institution in relation to disciplinary situations and 2) to determine if the particular administrator's position or role is a factor in the difference in his perceptions concerning disciplinary situations. Four administrators from each of nine institutions of higher education representing six states participated in the study. The administrators were: an academic dean, female disciplinarian, male disciplinarian, and the president. The analysis of the findings of this study is pertinent to the present study in one respect. It was found in Sillers' dissertation (1961) that there is within institutions a similar type of personality as shown by the significance of consistency of responses by schools. This indicates that similar types of personalities are found in the same institutions. Because of these similar personalities within the same institutions, it is probable that those responsible for hiring seek a sort of stereotypic individual whose attitudes will fit into the already established mores of the institution (Sillers, 1961).

The above dissertation by Sillers (1961) indicates a need for the present study. In Sillers' dissertation it was found that similar types of personalities are found in

the same institutions. This implies that school board members who hire administrators seek an individual with attitudes that are similar to theirs. It is, therefore, important to know the attitudes held by an administrator before he is hired for a position. That is, an assessment of a prospective principal's attitudes might be necessary, before a judgement can be made as to the similarities of this principal's attitudes with those of the hiring school board.

Once a principal is hired, according to Finney (1920), a very close relationship is formed between him and his community. He comes into close contact with the citizens of his school district, and must work together with them in many instances. It is, therefore, important that a community become aware of the attitudes of their principal, if such a working relationship is to exist.

One problem that occurs in such a relationship as above is a communication breakdown between educators and laymen, as found in Kerlinger's study (1958a). Principals, as educators, are more involved in educational matters, as opposed to the citizens (laymen) of a school district. If such a gap does exist, then perhaps this study will help to close this gap by clarifying what the existing attitudes of principals actually are.

Finally, one last need is seen for this study. It has been established that often there is a close relationship between a principal and the citizens of his school

district, and this relationship is hindered by an educator-layman communication gap. If such a gap does exist, then it becomes more difficult for the principal to function as a leader and an initiator of innovations, as discussed in the above dissertation by Mims (1968). The relationship of the principal as a leader and the citizens as supporters becomes hindered. If this is, in effect true, then it is imperative that citizens become more aware of the educational attitudes of principals. If a principal is to lead these citizens toward goals which they feel are valuable, they must be aware of his attitudes on such matters.

CHAPTER III

DESIGN

Introduction

This chapter presents the hypotheses which developed from the rationale as presented in Chapters I and II. Also discussed are descriptions of the sample, the methodology, the instrumentation, and the statistical analysis. Research limitations are stated so as to define the boundaries of the study.

Hypotheses

Hypothesis I: There is a direct, that is, positive relationship between high school principals' social attitudes and their educational attitudes. For example, principals who are found to be socially liberal will tend to be educationally progressive. Social attitudes will be determined by the score on the Social Attitudes Scale. Educational attitudes will be assessed by the score on the Education Scale.

Hypothesis II: There is a direct, that is, positive relationship between high school principals' scores on the Social Attitudes Scale and the total enrollments of their

schools. That is, principals who score higher on the Social Attitudes Scale (indicating liberalism) will most likely be employed in schools with larger enrollments, while those that score lower will most likely be from schools with small enrollments.

Hypothesis III: There is a direct, that is, positive relationship between principals' scores on the Education Scale and their school enrollments. This indicates that principals who are termed educationally progressive will most likely be employed in schools with larger enrollments.

Hypothesis IV: There is an inverse, that is, negative relationship between high school principals' ages and their social attitudes. That is, older principals will tend to be more socially conservative, while younger principals will most likely be more socially liberal.

Hypothesis V: There is an inverse, that is, negative relationship between high school principals' ages and their educational attitudes, as indicated by their scores on the Education Scale. For example, older principals will tend to be less educationally progressive, while younger principals will have more progressive educational attitudes.

Hypothesis VI: There is a direct, that is, positive relationship between the amount of education of high school principals and their social attitudes, as indicated by their scores on the Social Attitudes Scale. That is, principals with more education will tend to be more socially progressive.

Hypothesis VII: There is a direct, that is, positive relationship between the amount of education of high school principals and their educational attitudes, as indicated by their performance on the Education Scale. For example, principals with more education will tend to hold more progressive educational attitudes.

Hypothesis VIII: There is an inverse, that is, negative relationship between the distance of the principals' schools from a metropolitan area of at least 10,000 and the principals' social attitudes, as indicated by their scores on the Social Attitudes Scale. It is expected that the more socially liberal principals will be employed in schools located at smaller distances from a metropolitan area, while socially conservative principals will probably be employed in schools at greater distances from a metropolitan area.

Hypothesis IX: There is an inverse, that is, negative relationship between the distance of the principals' schools from a metropolitan area of at least 10,000 and the principals' educational attitudes. That is, the more educationally progressive principals will tend to be working in schools at lesser distances from a metropolitan area, and more educationally traditional principals will tend to be working in schools at greater distances from a metropolitan area.

Description of the Sample

The subjects in this study were randomly drawn from the population of high school principals in small towns in Oklahoma. A small town in this instance is defined as a town of school enrollment (kindergarten through twelfth grade) under 2,000. These towns were divided into four categories: 1) towns of enrollments from 1-500 2) towns of enrollments of 501-1,000 3) towns of enrollments of 1,001-1,500 and 4) towns of enrollments from 1,501-2,000.

Methodology

Fifty towns were randomly selected from each of the above first two categories (1-500 and 501-1,000). There are only thirty-nine towns in Oklahoma in the third category (1,001-1,500); therefore, all towns in this category were used as subjects. There are only fourteen towns in Oklahoma in the fourth category (1,501-2,000); therefore, all towns in this category were used as subjects. The total number of subjects was 153.

Questionnaires were mailed to all 153 principals in the population selected for this study. These questionnaires contained the items from Kerlinger's Social Attitudes Scale and his Education Scale. An information sheet was also included to assess the principal's age, amount of education, size of school district, and the distance of his school district from a metropolitan area. To insure the

confidentiality of responses, a self-addressed, stamped postcard was also enclosed. The postcard was to be mailed separately when the questionnaire was returned. In this way, an account could be made of those who had completed the questionnaire, but the origin of the questionnaire would not be known. This postcard procedure made it possible to send follow-up letters only to those who had not responded by returning the postcard.

Subjects were asked to return the information sheet and questionnaire within three weeks. A follow-up letter containing another questionnaire and information sheet was sent to those principals who had not responded within the allotted time.

Of the 153 subjects initially questioned, 108 subjects responded, but only 101 of the returned questionnaires could be used. The seven discarded questionnaires were improperly filled out and could not be used due to a lack of pertinent information. The final usable 101 questionnaires constituted 66% of the initial total population. (See Table I, Page 26)

Instrumentation

The Education Scale

The Education Scale was developed by F. N. Kerlinger and E. Kaya in 1959. They first attempted to isolate the major dimensions of educational attitudes through the use of Q methodology. This resulted in two dimensions: pro-

gressivism and traditionalism. Forty items were written and administered to a sample of 200 subjects, and the results were item-analyzed. The ten progressive and the ten traditional items which had the highest factor saturations, based on factor analysis, and the highest discriminatory power were selected for a final scale. The scale seems to measure attitudes varying from very favorable toward progressive educational practices to very favorable toward traditional educational practices.

TABLE I
QUESTIONNAIRE RETURN RATE

Groups	Initial Sample Size	Questionnaires Returned	Return Percentages
Enrollments of 1-500	50	45	90%
Enrollments of 501-1,000	50	29	58%
Enrollments of 1,001-1,500	39	18	46%
Enrollments of 1,501-2,000	14	9	64%
TOTAL	153	101	66%

Subjects were asked to respond to each item by entering a number from -3 to +3 according to the following code: +3, agree very strongly; +2, agree strongly; +1, agree;

-1, disagree; -2, disagree strongly; -3, disagree very strongly. Then each item response was scored as follows: +3, 7; +2, 6; +1, 5; no response, 4; -1, 3; -2, 2; -3, 1. The attitude score may be computed separately for progressive and traditional attitudes toward education, or together as a total score. For the separate scales, the attitude score is the sum of the item scores for the ten items constituting each scale. The total score may be then computed by subtracting the traditional score from the progressive score. It was this total score method that was employed in the present study. The subscale scores (progressivism and traditionalism) can range from 10 to 70, and the total scale score from -60 to +60. A high score on the progressive scale means a favorable attitude toward progressive educational practices, and a high score on the traditional scale implies a favorable attitude toward traditional practices in education. Similarly, a positive total score implies progressive attitudes, and a negative total score implies traditional attitudes toward education.

Split-half reliability for the progressive scale ranged from .54 to .77. For the traditional scale, reliability ranged from .68 to .79. Total scale reliability ranged from .68 to .81. Test-retest reliability coefficients obtained from a sample of 106 students in education after a delay of three to four months were as follows: Progressive scale, .70; traditional scale, .71; and total scale, .76.

Validity was estimated by demonstrating that education students revealed more progressive attitudes than did non-educational respondents ($p = .001$).

Traditional educational items are concerned with discipline, subject matter, and moral standards. An example of a traditional item is: "One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children." Another example is: "Schools of today are neglecting the three R's." A person who is favorable toward traditional educational practices would be more likely to answer these types of questions positively (+1, +2, +3).

Progressive educational items are concerned with child needs, individual differences, and social learning. An example of the progressive subscale is: "No subject is more important than the personalities of the pupils." Another example is: "Right from the first grade, teachers must teach the child at his own level and not at the level of the grade he is in." A person who is favorable toward progressive educational practices would be more likely to answer these types of questions positively (+1, +2, +3).

The Social Attitudes Scale

This is an unpublished scale developed by F. N. Kerlinger in 1965 to measure attitudes on a dimension of liberalism-conservatism. It is composed of 26 items which were selected by factor analysis. The author selected

items from earlier social attitude instruments by Eysenck, Vetter, Lentz, Sanai, and others. A factor analysis of these forty items produced four factors, complementary Factors A and C on the one hand, all with liberal items, and Factors B and D, on the other hand, all with conservative items. From this pool, he finally selected the items with the highest factor loading, thus producing thirteen liberal and thirteen conservative items to produce this scale.

The sample of subjects for the original item analysis included 210 graduate students in education, 251 undergraduates, and 205 individuals outside the university setting. The main analysis was performed on a sample of 415 subjects composed of the graduates and persons outside the university.

Persons were asked to respond to each item by checking one of the six alternatives: agree very strongly, agree strongly, agree, disagree, disagree strongly, and disagree very strongly. For liberal items, response alternatives are weighted from +3 (agree very strongly) to -3 (disagree very strongly). Weights for the response alternatives for conservative items are reversed. The subject's score is the sum of the weighted alternatives endorsed by him. Higher scores are indicative of liberalism.

Kerlinger reported the split-half reliability to be .78 for the liberalism scale and .79 for the conservatism scale.

Kerlinger administered this scale along with a number of other instruments to assess validity. Among the other instruments administered were the F Scale, Rokeach's Opinionation Scale, Edward's Social Desirability Scale, Bass's Social Acquiescence Scale, Kiniston and Couch's Agreement Response Scale, the Gough Rigidity Scale, and the Wonderlic Intelligence Scale. All these were inter-correlated and factor-analyzed. Among other results, the conservative items of the Social Attitudes Scale fell together with the F Scale. The liberalism and conservatism items fell on different factors as the author predicted.

Conservative items on the Social Attitudes Scale are concerned with: private property, government interference in business, religion, and public utilities. Examples of conservative items are: "Individuals who are against churches and religions should not be allowed to teach in colleges," and "A first consideration in any society is the protection of property rights."

Liberal items on this scale are concerned with: civil rights, economic reform, government aid to education and social change. Examples of liberal items are: "Society should be quicker to throw out ideas and traditions and to adopt new thinking and customs," and "Large fortunes should be taxed fairly heavily over and above income taxes."

Integration of the Education Scale and the Social Attitudes Scale

When the above two scales were formed into the questionnaire sent out to the principals used in this study, the items were alternated. That is, each item from the Education Scale was followed by an item from the Social Attitudes Scale. Therefore, instead of having two separate scales, one scale was formed containing the items from each separate scale.

Alternating these items is an attempt at a more indirect approach. The purpose of the Education Scale is fairly obvious to the respondent, and the purpose of the Social Attitudes Scale is equally obvious. Yet, when these two scales are integrated, the purpose of the resulting scale is hopefully not as evident. This indirect approach is desirable because it has often been argued that respondents hesitate to answer freely when a more direct approach is used (Shaw and Wright, 1967). To overcome this assumed reluctance this integrating technique has been used. It is hoped that this technique will serve to disguise somewhat the purpose of the two attitudinal scales.

Statistical Analysis

The method of analysis used here was correlation. All variables: age, amount of education, size of school district, and the distance of the school from a metropolitan

area were correlated with both educational and social attitudes to determine if relationships did exist, and if so, the strength of these relationships. Also, educational attitudes were correlated with social attitudes to determine if a relationship existed between the two.

Due to differing types of variables, different types of correlation were involved. In determining the relationship between educational and social attitudes of principals, Pearson product moment correlation was used. It was also used in determining the correlations between: 1) social attitudes of principals and age of principals 2) educational attitudes of principals and age of principals 3) social attitudes of principals and distance of the school from a metropolitan area 4) educational attitudes of principals and the distance of the school from a metropolitan area 5) social attitudes of principals and total school enrollments and 6) educational attitudes of principals and total school enrollments. This type of correlation was employed because the above variables are continuous.

In determining the relationships between variables that have a restricted range, a contingency coefficient was used. This type of correlation was employed to show relationships between 1) amount of education of principals and social attitudes of principals 2) amount of education of principals and educational attitudes of principals. A contingency correlation was used because of the narrow range and the categorical nature of the data regarding the

amount of education of the principals.

The information obtained from each principal was entered on master data computer processing sheets. Facilities of the Oklahoma State University Computer Center were used for processing this information.

Limitations of the Study

Whenever the design of a study calls for a survey, especially a survey of attitudes, there is danger that the subjects will not respond truthfully. That is, they will tend to answer with responses that are either expected, or socially accepted. One way to combat this problem is to use scales that are indirect in nature. The two scales used here, the Education Scale, and the Social Attitudes Scale, were integrated in an effort to make the final scale more indirect, and therefore, a more truthful estimate of attitudes. Although an attempt has been made to make the scales more indirect, the problem of assessing "true" attitudes is present to some extent in all scales.

This study is a correlational study. As such, inferences made are limited to the population studied. Conclusions cannot infer causal relationships.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The presentation and analysis of data for this study will be reported as they relate to each of the hypotheses. The format for this chapter will be that of stating each hypothesis and presenting an analysis of the related data.

Hypothesis I

Hypothesis I: There is a positive relationship between high school principals' social attitudes and their educational attitudes.

The Pearson product-moment correlation coefficient for the above two variables was found to be .4566, which is significant at the .01 level of confidence ($p < .01$).

(See Table II, page ³⁵30.)

This correlation indicates that principals possessing conservative social attitudes will tend to possess traditional educational attitudes. It also points out that principals who possess liberal social attitudes will tend to possess more progressive educational attitudes.

TABLE II
CORRELATION COEFFICIENTS

Variable	Attitudes	Correlation Coefficient	Significance Level
Educational Attitudes	Social Attitudes	.4566	.01
Enrollment Size	Educational Attitudes	.0801	NS
	Social Attitudes	.0003	NS
Age	Educational Attitudes	.1250	NS
	Social Attitudes	-.0665	NS
Amount of Education	Educational Attitudes	.3314	.01
	Social Attitudes	.0653	NS
Distance from a Metropolitan Area	Educational Attitudes	.1345	NS
	Social Attitudes	.0785	NS

Hypothesis II

Hypothesis II: There is a positive relationship between principals' total school enrollments and their social attitudes. That is, principals employed in larger school systems will tend to be more socially liberal.

There was found to be no statistically significant Pearson product-moment correlation between the above two variables, thus the above hypothesis was not confirmed. (See Table II, page 35).

It, therefore, cannot be stated that principals in larger school systems possess more liberal social attitudes, or those from smaller school systems possess more conservative social attitudes.

Hypothesis III

Hypothesis III: There is a positive relationship between principals' total school enrollments and their educational attitudes. That is, principals of larger school systems will tend to possess more progressive educational attitudes.

No statistically significant Pearson product-moment correlation was found between enrollment and educational attitudes; therefore, the above hypothesis was not confirmed. (See Table II, page 35).

It cannot, therefore, be predicted that principals employed in larger school systems possess more progressive educational attitudes, and it cannot be said that princi-

pals of smaller school systems possess more traditional educational attitudes.

Hypothesis IV

Hypothesis IV: There is a negative relationship between principals' ages and their social attitudes. That is, older principals will tend to be more socially conservative.

Although a negative Pearson product-moment correlation was obtained between the two above variables, it was extremely low. Because this correlation was not statistically significant, the above hypothesis was not confirmed.

(See Table II, page 35). Thus, it cannot be said that older principals tend to be more socially conservative, nor can it be said that younger principals are more socially liberal.

Hypothesis V

Hypothesis V: There is a negative relationship between principals' ages and their educational attitudes. That is, older principals tend to possess more traditional educational attitudes.

A negative Pearson product-moment correlation between these two variables was expected, but a very weak non-significant positive relationship was found. Because of these findings, the above hypothesis was not confirmed.

(See Table II, page 35).

Hypothesis VI

Hypothesis VI: There is a positive relationship between the amount of education of high school principals and their social attitudes. That is, principals who have more education tend to be more socially liberal.

The contingency correlation for the above variables was not found to be statistically significant; therefore, the above hypothesis was not confirmed.

Hypothesis VII

Hypothesis VII: There is a positive relationship between the amount of education of high school principals and their educational attitudes. For example, principals who have more education will tend to be more educationally progressive.

The contingency correlation for the above variables was found to be .3314 which is significant at the .01 level of confidence. (See Table II, page 35).

This correlation indicates that principals who have more education will tend to possess educational attitudes that are more progressive, while principals with less education will tend to possess more traditional educational attitudes.

Hypothesis VIII

Hypothesis VIII: There is a negative relationship between

the distance of the school from a metropolitan area of at least 10,000 and the principals' social attitudes. For example, principals employed in school systems at greater distances from a metropolitan area will tend to be more socially conservative.

The above hypothesis predicted a negative Pearson product-moment correlation between the two variables, but a weak nonsignificant positive correlation was obtained. (See Table II, page 35). Due to this finding, the above hypothesis was not confirmed. It cannot be predicted that principals at farther distances from a metropolitan area are more socially conservative, or that principals nearer a metropolitan area are more socially liberal.

Hypothesis IX

Hypothesis IX: There is a negative relationship between the distance of the school from a metropolitan area and the principals' educational attitudes. That is, principals employed at schools at greater distances from a metropolitan area will tend to possess more traditional attitudes.

The above hypothesis was not confirmed due to the fact that a nonsignificant positive Pearson product-moment correlation was obtained between the two variables. (See Table II, page 35). Thus, no prediction can be made regarding the distance of a school system from a metropolitan area and the educational attitudes of the principal employed in that school system.

Summary of Results

This chapter has presented the analysis of data for each of the nine hypotheses. Only two of these nine hypotheses were found to be significant: 1) there is a positive relationship between high school principals' social attitudes and their educational attitudes ($p < .01$) and 2) there is a positive relationship between the amount of education of high school principals and their educational attitudes ($p < .01$).

CHAPTER V

SUMMARY, DISCUSSION, AND IMPLICATIONS

This study was concerned with comparing the educational and social attitudes of Oklahoma high school principals in relation to variables of total school enrollment, amount of education, age, and distance of school from the nearest metropolitan area. The population consisted of 153 high school principals in Oklahoma who were, during the 1972-1973 school year, employed in schools whose total enrollments were under 2,000.

The instruments used in this study were the Education Scale, as developed by F. N. Kerlinger and E. Kaya, and the Social Attitudes Scale, as developed by F. N. Kerlinger.

This investigation divided principals into groupings based on the total school enrollment of each principal's school district. Four categories were employed: 1) total school district enrollment of 1-500, 2) total school district enrollment of 501-1,000, 3) total school enrollment of 1,001-1,500, and 4) total school enrollment of 1,501-2,000.

An initial questionnaire was mailed to the above subjects. After three weeks a second questionnaire was mailed to the principals who had not previously responded.

In total, approximately 66% of the questionnaires were returned.

The present study found no significant relationships between high school principals' educational attitudes and variables of age, size of school enrollment, and distance of school from a metropolitan area. Also, no significant relationships were found to exist between high school principals' social attitudes and variables of age, size of school enrollment, distance of school from a metropolitan area, and amount of principals' education.

This study did find, however, significant positive relationships between high school principals' educational attitudes and their amount of education. It was also found that principals who were found to be socially liberal on the Social Attitudes Scale were also found to be educationally progressive on the Education Scale (see Table II, page 35).

When the present study is compared to studies presented in Chapter II, some similar results, as well as conflicting results, were found.

In a study by Kerlinger (1959) it was determined that two dimensions of educational attitudes exist--traditionalism and progressivism. It also found a positive correlation between educational attitudes and social attitudes. The present study also found a positive correlation between educational and social attitudes. That is, when subjects were found to be socially liberal on the Social Attitudes

Scale, they also tended to be educationally progressive on the Education Scale.

In a dissertation by John Temple Dean (1967), results similar to the present study were also obtained. Although the dissertation by Dean was concerned with theological attitudes as related to educational attitudes, and the present study is concerned with social attitudes as compared to educational attitudes, these two studies are, nevertheless, believed to be alike in their structure, as well as their findings. In Kerlinger's Social Attitudes Scale, one of the criterial referents for social liberalism was liberal theological attitudes. That is, subjects who tended to be theologically liberal will tend to be socially liberal. Because theological attitudes are believed to be one of the referents of social attitudes, it is believed that Dean's dissertation and the present study are actually testing similar variables, thus they are of similar structure. Dean's study concluded that liberals in theology scored significantly higher on Kerlinger's Education Scale, indicating educational progressivism. In the present study, it was determined that subjects who were found to be socially liberal on the Social Attitudes Scale scored significantly higher on Kerlinger's Education Scale, indicating educational progressivism. It may, therefore, be concluded that Dean's dissertation and the present study had similar results.

The present study found results similar to those of Kerlinger (1958a) and Dean (1967), yet it also obtained results which conflict with other studies. In a dissertation by Crawford J. Mims (1968) it was found that the educational attitudes of principals are not influenced by their educational levels. This finding is in conflict with the present study, in that the present study found a significant positive correlation between the amount of education of principals, supervisors, and superintendents, and their educational attitudes. Although the present study differed in this respect to Mims' dissertation, they were alike in other findings. Both these studies found no significant relationship between the age of administrators and educational attitudes. Both also found that the size of a principal's school district has no significant relationship to the principal's educational attitudes.

In the present study, social attitudes were found to be significantly and positively related to educational attitudes. That is, principals who possess liberal social attitudes tend to possess progressive educational attitudes. Also, principals who possess conservative social attitudes tend to possess traditional educational attitudes.

In a small community whose citizens endorse liberal social attitudes, it would be expected that these citizens would probably also endorse progressive educational attitudes. Because these citizens are liberal in terms of social and educational attitudes, they would be expected

to seek a principal who is also liberal in these respects. For example, for a principal to attain utmost success in the above community, he would probably have to possess similar liberal social attitudes, and in turn, similar progressive educational attitudes. The working relationship between a principal and his community is more successful when both parties uphold such similar attitudes. When they both adhere to similar ideas, they can work toward common goals.

A significant positive relationship was also found between principals' educational attitudes and the amount of their education. That is, principals who possess more progressive educational attitudes tend to have more education. Therefore, if a community is seeking a principal who is educationally progressive, it is more likely to meet success with a person who has obtained more education. A community with educationally progressive ideas would probably find that progressive educational programs that it endorses would more likely be initiated by a principal with a higher degree of education, because he would tend to also be more educationally progressive. This contingency coefficient is not enough to confidently predict educational attitudes from amount of education, yet it is a good indication that such predictions might be made in other larger scale studies.

No significant relationship was found to exist between principals' educational attitudes and the sizes of their

school districts. It was expected that a principal in a smaller school district would possess more progressive educational attitudes, but no such results were found.

The author of the present study feels that perhaps no significant relationships were found to exist between high school principals' social attitudes and variables of age, size of school enrollment, distance of school from a metropolitan area, and amount of principals' education because of the restricted range of the sizes of the school districts. The population contained a random selection of school districts with enrollments under 2,000. It is believed that perhaps a relationship would have been found if a larger range of school district sizes had been included in the population. That is, if school districts of larger sizes had been included, as well as the smaller districts, a more varied population would have been represented. This varied population would possibly have allowed for more varied responses on the questionnaires. With the varied responses of the principals of both large and small school districts, perhaps a significant relationship would be found to exist between principals' educational attitudes and the size of their school districts.

Recommendations for Further Research

In this study, it was stated that the relationship between a small-town high school principal and his community is believed to be important. A principal in such a community is usually hired with the approval of school board members. These school board members are representatives of the community. It is, therefore, recommended that perhaps a study should be attempted to seek relationships between attitudes of the community and of the school board members. It would be expected that if the board members were to adequately represent the community, a positive relationship would exist between the two. It is also recommended that a similar study be conducted to determine the relationships between attitudes of a small-town principal and the school board members who were responsible for hiring him. It would be expected that the board members would tend to hire a principal of similar attitudes as themselves, and in turn, similar attitudes of the community they represent.

Another study which might be conducted is one which involves academic achievement of the students as related to attitudes of principals and the school board. That is, if a principal possess attitudes different from those of the school board, will the academic achievement of the students be hindered? The academic achievement of the students could be assessed to determine the effects of the

relationships between the attitudes of the school board members and the principal upon such achievement.

It is also recommended that this study be conducted again using the same instruments, but employing a larger population. In the present study, only principals of schools whose enrollments under 2,000 were used in the population. It is believed that if principals of larger school systems were also used, thus increasing the range, perhaps relationships could be found to exist that were not found to be significant in the present study.

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APPENDIX A

Dear Principal:

We are conducting a research project sponsored by the School Psychology program at Oklahoma State University. The purpose of this research is to: (1) elicit from principals their current attitudes on school-related topics and (2) to determine the relationships of these attitudes to certain pertinent variables such as age, total enrollment, amount of education, etc.

A random sampling of principals in towns containing enrollments under 2,000 are being asked to respond to this questionnaire, since only they can report their attitudes on such matters. Because principals' attitudes have such a profound effect on their communities, a need is seen to assess these attitudes. Only with your answers can we know what is needed and wanted. You may be assured that all responses will remain strictly confidential, and no institution(s) or individual(s) will be named in the report. Please fill out the questionnaire and return as soon as possible.

You will find enclosed a copy of the questionnaire to which we are asking your response, along with a self-addressed, stamped envelope. To insure the confidentiality of your responses, a self-addressed, stamped postcard is also included. You are asked to mail this postcard separately when you mail your questionnaire. This way, we can account for those who have answered the questionnaire, but we will not know which questionnaire is yours. If you desire an abstract of the results of this study, please indicate this on the postcard you return.

Marilyn Livingston
Principal Investigator

Paul G. Warden
Coordinator,
School Psychology Program
Oklahoma State University

APPENDIX B

INFORMATION SHEET

1. Total School Enrollment: _____
2. Your Age: _____
3. Please check the degree you have completed upon receiving this letter:

Bachelors Degree _____

Masters Degree _____

Specialist Degree _____

Doctors Degree _____

4. How many hours have you completed subsequent to your last degree? _____

(For example, if you have completed your Bachelors Degree, and have finished 8 hours toward your Masters Degree, you would check "Bachelors" on the previous item, and write "8" in the space provided for in this item.)

5. How many miles is your community from the nearest metropolitan area? _____

(A metropolitan area, as defined here, is one of a population of at least 10,000. Towns in Oklahoma which fall in this category are: Ada, Altus, Ardmore, Bartlesville, Bethany, Broken Arrow, Chickasha, Del City, Duncan, Durant, Edmond, El Reno, Enid, Lawton, McAlester, Miami, Midwest City, Moore, Muskogee, Norma, Oklahoma City, Okmulgee, Ponca City, Shawnee, Sand Springs, Sapulpa, Stillwater, The Village, Tulsa.)

APPENDIX C

Respond to each statement in the left margin according to how much you agree or disagree with it.

CODE:

+3: Agree Very Strongly	-3: Disagree Very Strongly
+2: Agree Strongly	-2: Disagree Strongly
+1: Agree	-1: Disagree

EXAMPLE:

(+3) +2 +1 -1 -2 -3 (1) Most people lead clean, decent lives.

In this example the respondent agreed very strongly with this statement.

EDUCATION SCALE

- | | | | | | | | |
|----|----|----|----|----|----|----|--|
| +3 | +2 | +1 | -1 | -2 | -3 | 1. | The goals of education should be dictated by children's interests and needs, as well as by the larger demands of society. |
| +3 | +2 | +1 | -1 | -2 | -2 | 2. | No subject is more important than the personalities of the pupils. |
| +3 | +2 | +1 | -1 | -2 | -3 | 3. | Schools of today are neglecting the three R's. |
| +3 | +2 | +1 | -1 | -2 | -3 | 4. | The pupil-teacher relationship is the relationship between a child who needs direction, guidance, and control and a teacher who is an expert supplying direction, guidance, and control. |
| +3 | +2 | +1 | -1 | -2 | -3 | 5. | Teachers, like university professors, should have academic freedom--freedom to teach what they think is right and best. |
| +3 | +2 | +1 | -1 | -2 | -3 | 6. | The backbone of the school curriculum is subject matter; activities are useful mainly |

to facilitate the learning of subject matter.

- | | | | | | | | |
|----|----|----|----|----|----|-----|--|
| +3 | +2 | +1 | -1 | -2 | -3 | 7. | Teachers should encourage pupils to study and criticize our own and other economic systems and practices. |
| +3 | +2 | +1 | -1 | -2 | -3 | 8. | The traditional moral standards of our children should not just be accepted; they should be examined and tested in solving the present problems of students. |
| +3 | +2 | +1 | -1 | -2 | -3 | 9. | Learning is experimental; the child should be taught to test alternatives before accepting any of them. |
| +3 | +2 | +1 | -1 | -2 | -3 | 10. | The curriculum consists of subject matter to be learned and skills to be acquired. |
| +3 | +2 | +1 | -1 | -2 | -3 | 11. | The true view of education is so arranging learning that the child gradually builds up a store house of knowledge that he can use in the future. |
| +3 | +2 | +1 | -1 | -2 | -3 | 12. | One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children. |
| +3 | +2 | +1 | -1 | -2 | -3 | 13. | The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage. |
| +3 | +2 | +1 | -1 | -2 | -3 | 14. | Discipline should be governed by long-range interests and well-established standards. |
| +3 | +2 | +1 | -1 | -2 | -3 | 15. | Education and educational institutions must be sources of new social ideas; education must be a social program undergoing continual reconstruction. |

- +3 +2 +1 -1 -2 -3 16. Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in.
- +3 +2 +1 -1 -2 -3 17. Children should be allowed more freedom than they usually get in the execution of learning activities.
- +3 +2 +1 -1 -2 -3 18. Children need and should have more supervision and discipline than they usually get.
- +3 +2 +1 -1 -2 -3 19. Learning is essentially a process of increasing one's store of information about the various fields of knowledge.
- +3 +2 +1 -1 -2 -3 20. In a democracy, teachers should help students understand not only the meaning of democracy but also the meaning of the ideologies of other political systems.

APPENDIX D

SOCIAL ATTITUDES SCALE

- | | | | | | | |
|----|----|----|----|----|----|---|
| +3 | +2 | +1 | -1 | -2 | -3 | 1. Individuals who are against churches and religions should not be allowed to teach in colleges. |
| +3 | +2 | +1 | -1 | -2 | -3 | 2. Large fortunes should be taxed fairly heavily over and above income taxes. |
| +3 | +2 | +1 | -1 | -2 | -3 | 3. Both public and private universities and colleges should get generous aid from both state and federal governments. |
| +3 | +2 | +1 | -1 | -2 | -3 | 4. Science and society would both be better off if scientists took no part in politics. |
| +3 | +2 | +1 | -1 | -2 | -3 | 5. Society should be quicker to throw out old ideas and traditions and to adopt new thinking and customs. |
| +3 | +2 | +1 | -1 | -2 | -3 | 6. To ensure adequate care of the sick, we need to change radically the present system of privately controlled medical care. |
| +3 | +2 | +1 | -1 | -2 | -3 | 7. A first consideration in any society is the protection of property rights. |
| +3 | +2 | +1 | -1 | -2 | -3 | 8. Government ownership and management of utilities leads to bureaucracy and inefficiency. |
| +3 | +2 | +1 | -1 | -2 | -3 | 9. If the United States takes part in any sort of world organization, we should be sure that we lose none of our power and influence. |
| +3 | +2 | +1 | -1 | -2 | -3 | 10. Inherited racial characteristics play more of a part in the achievement of individuals and groups than is generally known. |
| +3 | +2 | +1 | -1 | -2 | -3 | 11. Federal Government aid for the construction of schools is long overdue, and should be instituted as a permanent policy. |

- +3 +2 +1 -1 -2 -3 12. Our present economic system should be reformed so that profits are replaced by reimbursements for useful work.
- +3 +2 +1 -1 -2 -3 13. Public enterprises like railroads should not make profits; they are entitled to fares sufficient to enable them to pay only a fair interest on the actual cash capital they have invested.
- +3 +2 +1 -1 -2 -3 14. Government laws and regulations should be such as first to ensure the prosperity of business since the prosperity of all depends on the prosperity of business.
- +3 +2 +1 -1 -2 -3 15. All individuals who are intellectually capable of benefiting from it should get a college education, at public expense if necessary.
- +3 +2 +1 -1 -2 -3 16. The well-being of a nation depends mainly on its industry and business.
- +3 +2 +1 -1 -2 -3 17. True democracy is limited in the United States because of the special privileges enjoyed by business and industry.
- +3 +2 +1 -1 -2 -3 18. The gradual social ownership of industry needs to be encouraged if we are ever to cure some of the ills of our society.
- +3 +2 +1 -1 -2 -3 19. There are too many professors in our colleges and universities who are radical in their social and political beliefs.
- +3 +2 +1 -1 -2 -3 20. There should be no government interference with business and trade.
- +3 +2 +1 -1 -2 -3 21. Some sort of religious education should be given in public schools.

- +3 +2 +1 -1 -2 -3 22. Unemployment insurance is an inalienable right of the working man.
- +3 +2 +1 -1 -2 -3 23. The United Nations should be whole-heartedly supported by all of us.
- +3 +2 +1 -1 -2 -3 24. Individuals with the ability and foresight to earn and accumulate wealth should have the right to enjoy that wealth without government interferences and regulations.

APPENDIX E

Respond to each statement in the left margin according to how much you agree or disagree with it.

CODE:

+3: Agree Very Strongly	-3: Disagree Very Strongly
+2: Agree Strongly	-2: Disagree Strongly
+1: Agree	-1: Disagree

EXAMPLE:

(+3) +2 +1 -1 -2 -3 (1) Most people lead clean, decent lives.

In this example the respondent agreed very strongly with this statement.

+3	+2	+1	-1	-2	-3	1. The goals of education should be dictated by children's interests and needs, as well as by the larger demands of society.
+3	+2	+1	-1	-2	-3	2. Individuals who are against churches and religions should not be allowed to teach in colleges.
+3	+2	+1	-1	-2	-3	3. No subject is more important than the personalities of the pupils.
+3	+2	+1	-1	-2	-3	4. Large fortunes should be taxed fairly heavily over and above income taxes.
+3	+2	+1	-1	-2	-3	5. Schools of today are neglecting the three R's.
+3	+2	+1	-1	-2	-3	6. Both public and private universities and colleges should get generous aid from both state and federal governments.
+3	+2	+1	-1	-2	-3	7. The pupil-teacher relationship is the relationship between a child who needs direction, guidance, and control and a teacher who is an expert supplying direction, guidance, and control.

- +3 +2 +1 -1 -2 -3 8. Science and society would both be better off if scientists took no part in politics.
- +3 +2 +1 -1 -2 -3 9. Teachers, like university professors, should have academic freedom--freedom to teach what they think is right and best.
- +3 +2 +1 -1 -2 -3 10. Society should be quicker to throw out old ideas and traditions and to adopt new thinking and customs.
- +3 +2 +1 -1 -2 -3 11. The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.
- +3 +2 +1 -1 -2 -3 12. To ensure adequate care of the sick, we need to change radically the present system of privately controlled medical care.
- +3 +2 +1 -1 -2 -3 13. Teachers should encourage pupils to study and criticize our own and other economic systems and practices.
- +3 +2 +1 -1 -2 -3 14. A first consideration in any society is the protection of property rights.
- +3 +2 +1 -1 -2 -3 15. The traditional moral standards of our children should not just be accepted; they should be examined and tested in solving the present problems of students.
- +3 +2 +1 -1 -2 -3 16. Government ownership and management of utilities leads to bureaucracy and inefficiency.
- +3 +2 +1 -1 -2 -3 17. Learning is experimental; the child should be taught to test alternatives before accepting any of them.

- +3 +2 +1 -1 -2 -3 18. If the United States takes part in any sort of world organization, we should be sure that we lose none of our power and influence.
- +3 +2 +1 -1 -2 -3 19. The curriculum consists of subject matter to be learned and skills to be acquired.
- +3 +2 +1 -1 -2 -3 20. Inherited racial characteristics play more of a part in the achievement of individuals and groups than is generally known.
- +3 +2 +1 -1 -2 -3 21. The true view of education is so arranging learning that the child gradually builds up a store house of knowledge that he can use in the future.
- +3 +2 +1 -1 -2 -3 22. Federal government aid for the construction of schools is long overdue, and should be instituted as a permanent policy.
- +3 +2 +1 -1 -2 -3 23. One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children.
- +3 +2 +1 -1 -2 -3 24. Our present economic system should be reformed so that profits are replaced by reimbursement for useful work.
- +3 +2 +1 -1 -2 -3 25. The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.
- +3 +2 +1 -1 -2 -3 26. Public enterprises like railroads should not make profits; they are entitled to fares sufficient to enable them to pay only a fair interest on the actual cash capital they have invested.
- +3 +2 +1 -1 -2 -3 27. Discipline should be governed by long-range interests and well-established standards.

- +3 +2 +1 -1 -2 -3 28. Government laws and regulations should be such as first to ensure the prosperity of business since the prosperity of all depends on the prosperity of business.
- +3 +2 +1 -1 -2 -3 29. Education and educational institutions must be sources of new social ideas; education must be a social program undergoing continual reconstruction.
- +3 +2 +1 -1 -2 -3 30. All individuals who are intellectually capable of benefiting from it should get a college education, at public expense if necessary.
- +3 +2 +1 -1 -2 -3 31. Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in.
- +3 +2 +1 -1 -2 -3 32. The well-being of a nation depends mainly on its industry and business.
- +3 +2 +1 -1 -2 -3 33. Children should be allowed more freedom than they usually get in the execution of learning activities.
- +3 +2 +1 -1 -2 -3 34. True democracy is limited in the United States because of the special privileges enjoyed by business and industry.
- +3 +2 +1 -1 -2 -3 35. Children need and should have more supervision and discipline than they usually get.
- +3 +2 +1 -1 -2 -3 36. The gradual social ownership of industry needs to be encouraged if we are ever to cure some of the ills of our society.
- +3 +2 +1 -1 -2 -3 37. Learning is essentially a process of increasing one's store of information about the various fields of knowledge.

- +3 +2 +1 -1 -2 -3 38. There are too many professors in our colleges and universities who are radical in their social and political beliefs.
- +3 +2 +1 -1 -2 -3 39. In a democracy, teachers should help students understand not only the meaning of democracy but also the meaning of the ideologies of other political systems.
- +3 +2 +1 -1 -2 -3 40. There should be no government interference with business and trade.
- +3 +2 +1 -1 -2 -3 41. Some sort of religious education should be given in public schools.
- +3 +2 +1 -1 -2 -3 42. Unemployment insurance is an inalienable right of the working man.
- +3 +2 +1 -1 -2 -3 43. The United Nations should be whole-heartedly supported by all of us.
- +3 +2 +1 -1 -2 -3 44. Individuals with the ability and foresight to earn and accumulate wealth should have the right to enjoy that wealth without government interferences and regulations.

VITA

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Candidate for the Degree of

Master of Science

Thesis: THE SOCIAL AND EDUCATIONAL ATTITUDES OF SMALL-TOWN HIGH SCHOOL PRINCIPALS AS RELATED TO VARIABLES OF AGE, AMOUNT OF EDUCATION, ENROLLMENT SIZE, AND DISTANCE OF SCHOOL FROM A METROPOLITAN AREA

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