THE RELATIONSHIP OF PHILOSOPHY OF HUMAN NATURE, LEVEL OF COGNITIVE MORAL REASONING AND PUPIL CONTROL IDEOLOGY OF GRADUATE STUDENTS IN A DEPARTMENT OF CURRICULUM AND INSTRUCTION

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CHAPTER I

INTRODUCTION

One of the most important variables influencing student learning is the quality of teacher-student interaction. It has been established that children's perceptions of others' actions influence their perceptions of themselves. Children learn who they are and what they are from the ways in which they have been treated and taught by those who surround them in the process of their growing up (Snygg and Combs, 1949; Coleman, 1960; Combs, 1962). Concomitantly, positive self-perception influences achievement (Jersild, 1952; Davidson and Lang, 1960; Coopersmith, 1967). Thus the relationship between pupil and teacher critically influences learning.

Based on research evidence such as that identified, teacher educators have been somewhat vocal in expressing the need to design model programs that will graduate teachers who possess the necessary skills for establishing and maintaining social environments that will accommodate and facilitate the growth of students. However, despite the increased interaction, many students are still victims of dehumanizing experiences in schools. The need for a humanized educational experience as a goal of education is presented by Dobson and Dobson (1976):

> A third immediate need of children is to humanize the educational experience. For far too many children the school experience results in dehumanization. Dehumanization is elusive and hard to define. However,

> any experience that results in people feeling less of themselves than they did prior to that experience can be correctly labeled dehumanizing (p. 6).

Attempts by colleges of education to prepare teachers who possess a humanistic orientation are noble, but studies indicate that humanistic teachers become more custodial upon entrance into the existing teacher culture in the public schools (Willower and Jones, 1963; Hoy, 1967; Hoy and Rees, 1977). Analyzing the social behavior of a junior high school in Pennsylvania, Willower and Jones (1963) found the integrative theme or ideology to be one of pupil control. Pupil control is a form of social control, that is the process by which order is established and maintained. Younger and less experienced teachers were more liberal and permissive than older and more experienced teachers. The stress on pupil control may be functional for the institution, but it is dysfunctional in terms of what education ought to be for the students.

If the educational experience is to be humanistic, then students should have teachers who perceive the student as being able to control his or her own behavior through self discipline. Students should have teachers who prefer democratic classrooms, stress individuality, and recognize the importance of meeting the needs of individual students. In other words, students need humanistic teachers. With humanistic teachers, students can grow naturally without psychological or social interference as might be imposed by the controls of a custodial teacher who believes that students constantly need external control.

Custodial teachers are primarily concerned with the maintenance of law and order and perceive the students in terms of stereotypes based on appearance, behavior, and parents' social status (Appleberry

and Hoy, 1969). The controls imposed by a custodial teacher could serve as major interference, capable of stunting growth as interpreted in the Growth Interference Model (Dobson and Dobson, 1976).

If public schools are to be places where students are to be treated in a humanistic manner, then it follows that colleges of education must develop teacher education programs capable of producing teachers who not only possess positive (humanistic) attitudes, but who are also immune to a custodial teacher culture that may exist within a given school. Hoy (1969), and Hoy and Rees (1977) further establish that attitudes alone do not seem sufficient to prevent enculturation from taking place.

Teacher behavior in the classroom setting is, at least in part, based on cognitive judgments made by them in relation to certain behaviors exhibited by the students. Kohlberg (1958) has brought to light the need to be concerned with the level of reasoning used by teachers in both personal and group decisions where others may be affected. Kohlberg (1977) proposed a theory of cognitive moral development, identifying three levels (Pre-conventional, Conventional, and Post-conventional) of moral reasoning. Only the third level is reflective of principled moral reasoning. In studies based on Kohlberg's theory, Rest (1974) states that once an individual has reached stages of principled reasoning as the method of cognitive moral reasoning the individual will not regress to lower stages. There is little research available concerning the cognitive moral development of teachers. Fenton is quoted by Brandt (1977) as saying that there is none except personal judgment concerning the stages of moral reasoning of teachers. It appears that teachers reasoning below principled levels

could be easily indoctrinated by the existing teacher culture, whether it be humanistic or custodial. This could account for the efficient socialization of teachers described by Hoy (1977). It appears further that teachers believing in the imposition of punishment reflect characteristics of conventional reasoning on the Kohlbergian scale, characteristics which are in opposition to conditions which are necessary for pupil growth and humanistic education. If the levels of cognitive moral development and philosophy of human nature of teachers are identified, and the relationships between these two variables and pupil control ideology are examined, then further insight may be gained into the characteristics of teachers which permit socialization of new teachers by the existing teacher cultures. This information could lead not only to additional research, but also add knowledge to the theory bases from which teacher education programs are designed.

So, again, while teacher-student interaction affects academic achievement, and this interaction is in a large part based on decisions made by the teacher, most attempts to explain the phenomenon have focused on single variables such as verbal interaction, nonverbal interaction and so on. In other words, studies attempted to describe teacher-student behavior, but do not attempt to investigate variables that might motivate teacher behavior. Such research is worthy; however, the major concern of this investigation was to determine if philosophy of human nature, level of cognitive moral reasoning, and pupil control ideology of teachers are in any way related.

Rationale for the Study

If humanization is to be realized as a goal of education then a

means must be to identify and educate individuals who reflect humanistic attitudes toward other humans (e.g., students) and who will be capable of interacting throughout a teaching career in a manner consistent with their personal beliefs.

Research (Hoy, 1967; Hoy and Rees, 1977) demonstrates that student teachers become more custodial during the student teaching experience. Such changes in ideology could deter the realization of humane education as a goal of education.

Kohlberg (1976) theorized that moral development occurs as a person passes through six sequential stages, with stage definitions based on the way people reason. At the Pre-conventional level, which includes Stages I and II, the child is responsible to cultural rules and labels of good and bad, right and wrong, but interprets these labels in terms of the physical or hedonistic consequences of action or in terms of the physical powers of those imposing the rules or labels (Kohlberg, 1977). Level II, Conventional reasoning reflects decisions made in order to maintain the expectations of the family group, or position, regardless of immediate and obvious consequences. According to Kohlberg (1977) the attitude is not only one of conformity to personal expectations and social order, but of loyalty to it, of actively maintaining, supporting, and justifying the order and of identifying with the persons or group involved. Teachers reasoning at this level would be easy prey for the socialization process of schools. Kohlberg (1977) describes reasoning at Level III, the principled level as reflecting a clear effort to define moral values and principles which have validity and application apart from the individual's own identification with the group. Therefore, teachers reasoning at principled levels would seem

to be independent of enculturation by custodial pupil control ideology, thus allowing for the development of a more humanistic pupil control ideology. This could assist in the humanization of education, resulting in more humane treatment of students and permitting student growth, free of interference.

The Problem

Though studies have been conducted concerning the attitudes of teachers and pupil control ideology, little is known concerning the philosophy of human nature and cognitive moral development of teachers or the relationships which may exist between these variables and pupil control ideology. Knowledge gained from the examination of these variables and any existing relationships could contribute information to the theory base from which programs of teacher education are designed.

Purpose of the Study

This study sought knowledge of the manner in which teachers perceive the nature of man (philosophy of human nature) and the level of cognitive moral development of teachers as defined by Kohlberg and the relationships, if any, which existed between these variables and the pupil control ideology of teachers. The relationship of years of experience in the classroom was also examined in relationship to philosophy of human nature, level of cognitive moral development, and pupil control ideology.

Answers to the following research questions were sought:

1. Is there a relationship between the way teachers perceive

the nature of man and the beliefs of teachers concerning pupil control?

2. Is there any relationship between the way teachers perceive the nature of man and the level of cognitive moral development of teachers?
3. Is there any relationship between the level of cognitive moral development of teachers and the beliefs of teachers concerning pupil control?
4. Is there any relationship between years of teaching experience and philosophy of human nature, level of cognitive moral development, and pupil control ideology of teachers?

Basic Hypotheses

The following research hypotheses were examined:

Hypothesis I: There is a negative relationship between the way a teacher perceives the nature of man and the beliefs of a teacher concerning pupil control.

It has been previously stated that there should be consistency between the way an individual perceives the nature of man and the way the same individual, as a teacher, would believe regarding the method of interaction with pupils in the classroom, more specifically, the method of pupil control. Teachers perceiving man in a positive manner, that is, as trustworthy, altruistic, possessing strength of will and rationality, and independent of group pressure, would be expected to express preference for a humanistic classroom relationship with students which reflects trust and the belief that students are capable of self discipline. Teachers possessing negative views of the nature of man,

perceiving man as basically untrustworthy, immoral, and irresponsible, would be expected to believe that more custodial means of pupil control were necessary.

Hypothesis II: There is a positive relationship between the way a teacher perceives the nature of man and the level of cognitive moral development of the teacher.

Teachers reasoning at levels of social conformity would seem prone to view others in moralistic terms, making value judgments of "bad" for actions which do not conform to accepted institutional policy. There appears to be a relationship between this type of reasoning and the perceptions of individuals of the nature of man as bad. On the other hand, those perceiving the nature of man as good may be those capable of judging each situation on the merits of the individual interactions themselves.

Hypothesis III: There is a negative relationship between a teacher's level of cognitive moral development and the pupil control ideology of the individual teacher.

Teachers reflecting reasoning at the level of social confirmity would not only appear to view students in terms of social stereotypes, as do custodial teachers, but would seem more likely to accept the values of the school in which they are employed. It is felt that teachers reflecting principled levels of moral reasoning would not be entrapped by feelings to conform and would make decisions in terms of the individual merits of each interaction, desiring a more democratic classroom interaction with students as reflected by humanistic pupil control ideology.

Hypothesis IV: There is no significant relationship between years

of teaching experience and level of cognitive moral reasoning, philosophy of human nature, and pupil control ideology.

Research by Hoy (1969) and Hoy and Rees (1977) demonstrates that student teachers become more custodial during the student teaching experience. Research by Rest (1974) suggests that level of moral development increases with level of education and varies from one profession to another. Information relating years of teaching experience to pupil control ideology is lacking. In order to seek further clarification of what are apparently conflicting reports in these two areas, relationships between years of teaching experience and philosophy of human nature, level of moral reasoning, and pupil control ideology were examined.

Basic Assumptions

For the purpose of this study the following assumptions were posited:

1. Humane education provides conditions permitting student growth.
2. A humanistic teacher corps is necessary for the realization of humane education as a goal of education.
3. Teachers possess beliefs about pupils based on the expectancy that pupils have certain qualities and will behave in certain ways.
4. Pupil Control Ideology Form PCI rates the beliefs of teachers on a continuum from humanistic to custodial.
5. Everyone possesses a philosophy of human nature, that is, an expectancy that people have certain qualities and will

behave in certain ways.

6. Philosophy of Human Nature Scale (PHN) rates individuals according to the degree of their positive or negative views of human nature.
7. The method of moral reasoning used by individuals in making decisions regarding interactions with others varies.
8. The Defining Issues Test measures level of moral reasoning.
9. Attitudes of teachers about human nature, teacher beliefs about pupil control, and method of moral reasoning affect the way a teacher interacts with students.
10. The implementation of humane education requires teachers with positive attitudes toward the nature of man, humanistic pupil control ideologies, and principled moral reasoning.

Definition of Terms

For the purpose of this study the following definitions were used:

Pupil Control Ideology: Pupil control ideology refers to the beliefs teachers hold about methods of controlling pupils in the classroom. These beliefs range from humanistic, which indicates preference for an open democratic classroom in which students are recognized as self responsible individuals, to custodial, which indicates a preference for a classroom with strict teacher control of behavior.

Custodial Teacher: The custodial teacher is primarily concerned with the maintenance of law and order among pupils. The pupil is thought of in terms of stereotypes based on appearance, behavior,

and/or parent's social status. Pupils are seen as being irresponsible and undisciplined. Punishment is viewed as a necessary form of control. Teachers holding custodial beliefs prefer the school to be an autocratic organization maintaining a rigid teacher-pupil status hierarchy. Pupils are to accept orders and communications without question. These teachers do not consider the causes of pupil behavior, but view behavior in moralistic terms or as a social affront. Pupils are viewed as irresponsible and in need of external control (Hoy and Appleberry, 1969).

Humanistic Teacher: The humanistic teacher views pupil behavior in psychological and sociological context rather than in moralistic terms. The student is seen as able to control his/her own behavior through self discipline rather than strict teacher control. Humanistic beliefs lead teachers to desire a two-way communication between the students and the teacher. A democratic classroom organization with flexibility in rules and increased self discipline is seen as desirable. To engage in activities is seen as more important than the absorption of facts. The humanistic teacher stresses individuality and the importance of meeting the individual needs of students (Willower et al., 1967).

Philosophy of Human Nature: Philosophy of human nature refers to the perceptions an individual has about the nature of man, that is, the basic manner in which the individual evaluates man. These perceptions are reflected in the attitudes of people toward others in social situations.

Cognitive Moral Reasoning: Also referred to as cognitive moral development, cognitive moral reasoning is defined as the preferred

method of reasoning an individual uses when making moral decisions, as defined by Kohlberg (1977).

Limitations of the Study

The following limitations apply:

1. The sample used for the study was limited to graduate students and, therefore, cannot be considered representative of a school faculty.
2. Since all subjects in the random sample did not respond, it must be accepted that the results of the study may have differed if the study had included the responses of all selected in the random study.
3. It was impossible to report a stage type for some subjects on the Defining Issues Test which was used to measure level of cognitive moral reasoning. For these subjects, scores were spread over several stages, with no weight being given to any one stage.
4. One subject's responses could not be used in the study because the DIT score was suspected of being invalid according to scoring procedure in the manual for the DIT (Rest, 1974).

Organization of the Study

Chapter I of this study introduces the theoretical framework, leading to the rationale, purpose of the study, basic assumptions, and research hypotheses. Also included are definitions of terms and limitations of the study. Chapter II contains a review of related literature. Procedures, instrumentation, and methods of research are

presented in Chapter III. Chapter IV presents the results of the investigation and analysis of data. The summary, findings, conclusions, recommendations, and recommendations for further research are stated in Chapter V.

Summary

In this chapter a theoretical framework has been presented as an attempt to describe how the enculturation process of new teachers takes place within an educational institution -- the school. If humane education is to become a reality and schools are to provide conditions conducive to pupil growth without undue interference, then teachers must reflect humanistic pupil control ideologies, which may require that teachers achieve principled levels of cognitive moral development if they are to be immune to an existing pupil control ideology which is custodial.

This study will not attempt to satisfy all of the many questions which can arise as a result of the proposed problem, but rather will be limited to the hypotheses presented earlier in this chapter.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

> Conflict and confusion result from our own wrong relationship with people, things and ideas, and until we understand that relationship and alter it, mere learning, the gathering of facts and the acquiring of various skills, can only lead us to engulfing chaos and destruction (Krishnamurti, 1953, p. 17).

Because teacher-student interaction is crucial to the learning process, the need for humane education is espoused by many of today's educators (Saylor, 1969; Combs et al., 1974; Dobson and Dobson, 1976). Though many colleges of education attempt to graduate humanistic teachers, research indicates that teachers become more custodial as teaching experience increases (Willower and Jones, 1963; Hoy, 1967; Hoy and Appleberry, 1969; Hoy and Rees, 1977). There should be consistency between the beliefs a teacher holds concerning the nature of man and the beliefs of the teacher regarding methods of interaction with students (students are but young humans in a specific environment). It appears an additional variable may function which facilitates change to occur. Kohlberg (1977) in his theory of cognitive moral development defined stage IV as reasoning in terms of social conformity. Teachers reasoning at this level might easily be influenced by teacher subcultures.

The text of the following review of literature will be divided into four sections: 1) humane education, 2) philosophy of human nature, 3) cognitive moral development, and 4) pupil control ideology. This format will serve to support the theoretical framework as presented in Chapter I.

The Humane Educational Experience

Humaneness is a quality of interaction, one human with another. Herbert Thelan (1969) contends that the concept of humane has two aspects, enlightenment and compassion, and defines the humane person as one who acts with wit, wisdom, and openness to ideas. The humane person knows man by his achievements, accomplishments, and aspirations. Humaneness is caring. Thelan (1969) expresses the following ideas about caring as it exists in the public schools:

> In schools we have plenty of love or reward based on achievement, or doing what the teacher wants. But where in the school does the child get the sense that he belongs just because he is a human being (p. 25)?

The following excerpt is the introduction to part three of the ASCD 1970 Yearbook, <u>To Nurture Humaneness</u>:

> In our humaneness, we ponder our own inhumanity. As rational, feeling beings we are appalled at our capacity for behaving inhumanely and for accepting inhumanity in others.
>
> Ever since man became literate, he has told us of humanists who believe that man can have extended control over his own process of becoming. Twentieth-century humanists also fervently believe in the human potential, yet in each new generation some individuals demonstrate anew man's inhumanity.
>
> Is man himself the variable or are inhibitive forces operative which have obstructed him in his struggle to become humane? In schools, are some young people incapable of growing in humaneness, or

> are malevolent forces at work there which discourage the nurturing of humaneness? Do other forces within schools facilitate such growth?
>
> If schools and society are to realize the humanistic ideal of man surviving humanly with dignity and commitment, educators must learn how to augment the forces that facilitate, and deal with the forces that inhibit, the nurturing of humaneness (p. 109).

In discussing teacher education, Combs (1970) claims that humanness is learned from the quality of an individual's interactions with significant others, therefore humanistic goals require particular attention to the type of programs designed for pre-service education and in-service education. He also contends that although there has long been concern with improving the competence of teachers, this competence has been defined in terms of what teachers know and how teachers perform, while the teacher as a person has been neglected. Combs feels that for the teacher in training humanness is an important to his success as the humanness of his future students will be in their growth and development.

Proposing a "theory of rhythm by natural design," which relies on humane interactions, Dobson and Dobson (1976, p. 33) define humane education as "the concept of order applied to the process of becoming," (p. 3) and state the purpose of the humane elementary school is to,

> . . . provide an atmosphere that allows each child to reach toward his unlimited potential to love, to create, to learn, and to grow (p. 4).
>
> The rhythm of being young is dependent upon a harmonious relationship between the intimate self and the social self; incompatibility between these two dimensions disrupts the natural growth process of the young child. Just as a young plant grows from its roots and extends to the external world, the young child grows from an intimate self, to a personal self, a social self, and an extended self. External conditions often occur in the form of human

> interactions and do affect the natural growth process. In many cases human interactions destroy much potential growth.
>
> Humane interactions occur in many ways; sometimes they are manipulated; sometimes spontaneous; sometimes they are instantaneous; and sometimes in a learning situation, they are frustrating for the learner. It is our thesis that the very 'backbone' of the theory of rhythm by natural design hinges on humane interactions. Humane interactions of the highest quality have as their source the intimate self of those who are interacting. We view the intimate self of the child as a storage vault for joy, happiness, curiosity, and purpose. Children's interactions with adults will either elevate these humane expressions or serve to suppress them.
>
> Rhythm by natural design is occurring when the external is an extension of the child's internal needs, desires, and drives (pp. 36-37).

In relating the importance of humane interactions based on natural design the Dobsons emphasize several points: children should be allowed to engage in work that is meaningful to them, to enjoy the process, and to share the work with others having similar interests. They contend that too often educators think it is necessary to instill a fear base if children are to be kept productive. Children are capable of assuming responsibility and self correction. "To deny that children are capable of assuming responsibility and self correction is to deny the concept of growth" (p. 41). Children are allowed to interact in an atmosphere of freedom rather than react if the environment is rhythmic. "The goal of growth is one of interdependence as opposed to one of independence. The total human being interacts with his environment, as opposed to standing apart from it" (Dobson and Dobson, 1976, p. 41).

In order to design an educational program which will facilitate humaneness, the Dobsons suggest that educators must first determine

the method of linking theory to practice. The design for such a program requires that function control structure. This they explain requires establishing a definition of man, and developing a school program which is the expression of that definition. They present models which permit educators to answer questions pertinent to a description of humane education. The first model, Figure 1, Explanation of Man (entitled the ECP Model) facilitates a description of man in terms of his existence, condition, and potential. The second model, Figure 2, is an educational expression of man in terms of the explanation established using the first model. The second model entitled PEFE (purpose, experiences, formative evaluation) is an educational expression of man in terms of the explanation of man using the first model. They state:

> The linkage between the two models becomes apparent upon realizing that the first consideration of the PEFE Model, purpose of the school, is identical with the final consideration of the ECP Model, man's ultimate potential. In other words, any educational expression of man must by necessity begin with the human potential inherent in man. This potential should be the source of direction for determining educational experiences. The cells in the PEFE Model are institutional extensions of man as expressed in the ECP Model, culminating ultimately at the formative evaluation level, or man realized at his highest potential (Dobson and Dobson, 1976, pp. 51-52).

The fusing of the two models is shown in Figure 3.

The implementation of humane education requires the acceptance of a specific philosophical position, one reflecting beliefs that students are self responsible and capable of making choices. The next three sections of this review examine research in the areas of philosophy of human nature, level of cognitive moral development, and pupil control ideology, characteristics of teachers which may

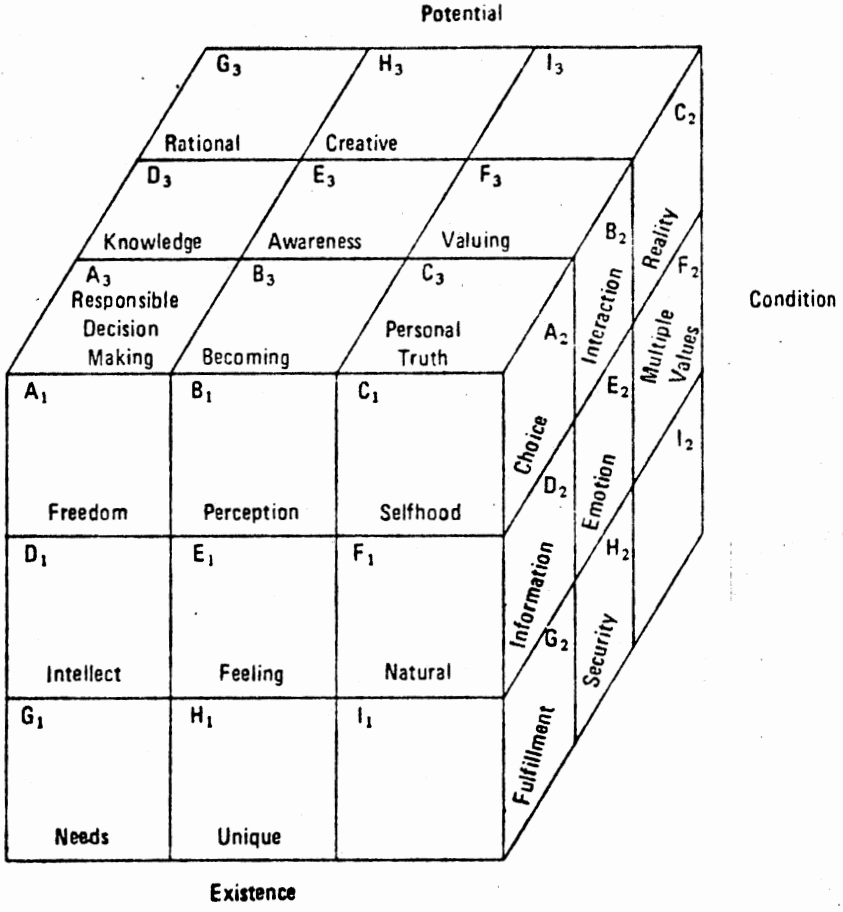

Figure 1. Explanation of Man: Existence, Condition, Potential

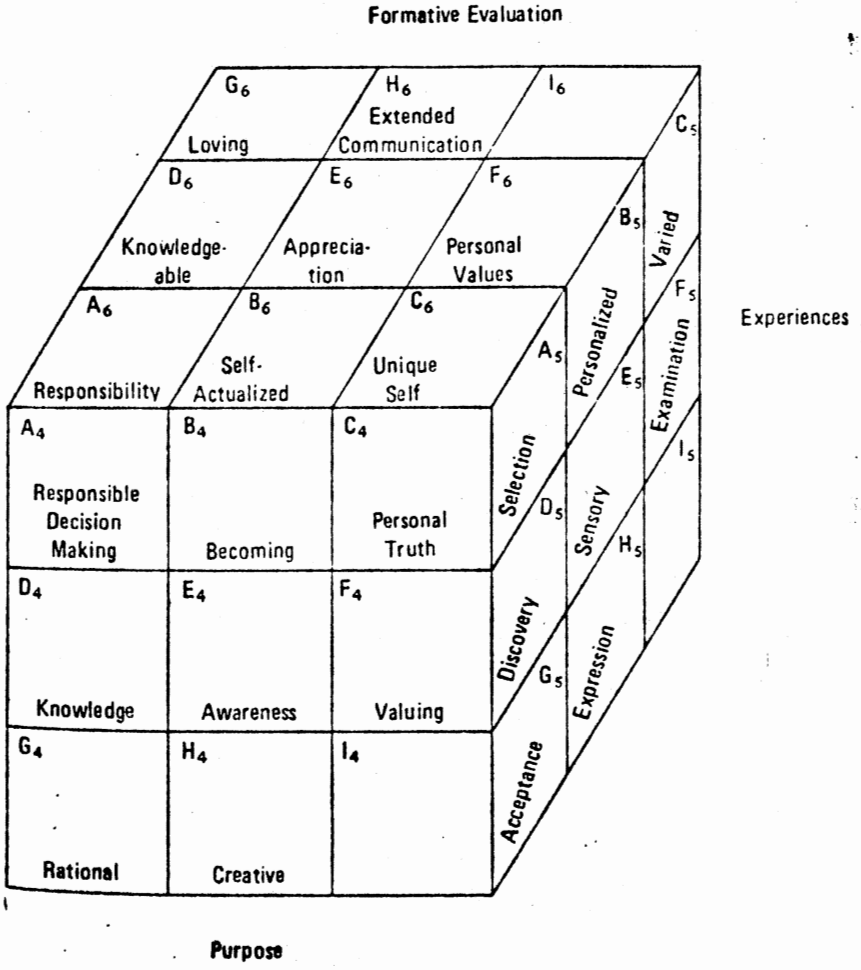

Figure 2. Educational Expression of Man: Purpose, Experiences, Formative Evaluation

	Man's		The Educational Experience		
	Existence	Condition	Potential–Purpose	Experiences	Formative Evaluation
CELL A	Freedom	Choice	Responsible decision maker	Selection	Responsibility
B	Perception	Interaction	Becoming	Personalized	Self-actualized
C	Selfhood	Reality	Personal truth	Varied	Unique self
D	Intellect	Information	Knowledge	Discovery	Knowledgeable
E	Feeling	Emotional	Awareness	Sensory	Appreciation
F	Natural	Multiple values	Valuing	Examination	Personal values
G	Needs	Fulfillment	Rational	Acceptance	Loving
H	Unique	Security	Creative	Expression	Extended communication

Figure 3. The Fusing of the ECP–PEFE Models: from Theory to Practice

influence the ability and desire of a teacher to treat students in a humane manner.

Philosophies of Human Nature

Man has always been curious about himself. Surely even earliest man considered himself in relation to his environment because of his dependence upon it. Records indicate that the earliest philosophers attributed powers to occurrence in their surroundings such as change, fire, water, or clouds. Interest in man therefore is by no means a modern-day concern. Aristotle believed that man was political, and that a man without a state, rather than by accident was either a bad man or above humanity. Of the nature of man Aristotle said:

> Man is more of a political animal than bees or any other gregarious animal. Nature makes nothing in vain, and man is the only animal she has endowed with speech. And whereas mere voice is an indication of pleasure or pain, and is therefore found in other animals, the power of speech is to set forth and the inexpedient, and therefore likewise the just and the unjust (Somerville et al., 1963, p. 62).

Commitment to humane education reflects a particular philosophical perspective, for to design a humane educational program educators must take into account a definition of man, then the program becomes an extension of that definition. Wrightsman (1961) felt that one's ideas about human nature influence more of human behavior than given credit for in any survey of the literature. His contention led to the development of the research instrument PHN for the purpose of using the concept of human nature as a predictor of man's style of interpersonal relationships, as he believes that everyone possesses at least some fragments of a philosophy of human nature, that is, some

expectancy that people will behave in a certain way.

Dobson, Hopkins, and Elsom (1973) investigated relationships between philosophy of human nature of teachers and the non-verbal communication patterns of teachers and their pupils in the classroom. A significant relationship was demonstrated (chi-square 7.66 at the .05 level) between teachers' philosophy of human nature and non-verbal behavior of teachers in the classroom. High PHN teachers tended to use indirect non-verbal communication and low PHN teachers tended to use direct non-verbal communication. Spearman Rho was computed (0.80) demonstrating a significant relationship between teachers' PHN scores and the quantity of non-verbal communication by pupils. Pupils whose teachers held positive views of the nature of man ranked higher on the frequency of non-verbal communication in the classroom than pupils whose teachers held negative views of the nature of man.

The relationship between perception of the nature of man and attitudes was examined by Carlson (1966) who reports that people with high faith in human nature generally had liberal social attitudes, while conservative social attitudes are related to belief in high control.

In a study of relationships among faculty morale, philosophies of human nature of high school principals, and teachers' perceived participation in educational decisionmaking, Wolf (1971) found no significant relationship between the principals' beliefs about human nature and the teaching staffs' morale, but the relationship was described as very pronounced. Of eleven principals with high PHN scores eight teachers had above average moral, and of the eleven teachers with low PHN scores, eight had teachers with below average morale.

Women's scores on the PHN tend to be more favorable and more oriented toward individual differences (Wrightsman, 1964a, 1974; Bayless, 1971; Cox, 1972). Consistent age differences have been found by Anderson (1969), Winter (1969), Hamrick (1970), and Cox (1972) as reported by Wrightsman (1974).

Pupil Control Ideology

Willower and Jones (1963) first identified pupil control as the integrative theme of the school in a study beginning in 1962. The study was conducted in a middle-sized junior high school. Notes were taken in the faculty lounge, in faculty and administrative meetings, in corridors, in assemblies, and in the cafeteria. Teacher talk as well as student talk was recorded. The concept which seemed to be of greatest importance was discipline, or pupil control. It was felt that control is an integrating theme for a public school as a service organization which has no control over selection of clients.

Willower, Eidell and Hoy (1967) operationalized The Pupil Control Ideology Form, PCI, in order to provide a measure of the ideology of educators. Prior to this time, though control of students had been an ever present topic in the literature, the materials dealt with opinions, prescriptions and antidotes. Initial studies of pupil control revealed that elementary teachers are less custodial than older more experienced teachers, and female teachers are less custodial than male teachers. It was suggested that a relatively custodial ideology is the outcome of teacher socialization (Willower et al., 1967).

In a study conducted at Oklahoma State University, Hoy (1967) examined the Pupil Control Ideology of student teachers both before and

after the student teaching experience. As hypothesized student teachers emphasized a significantly more custodial pupil control ideology after the student teaching experience. A basic assumption of the Hoy study was that the sub-culture of the public schools would emphasize a more custodial pupil control ideology than the formal college preparation program. The results of the study seemed to confirm this assumption. Change in pupil control ideology was attributed to the socialization process of the school.

Subsequent studies by Hoy (1968, 1969) suggested that the pupil control ideology of beginning teachers, who were in general relatively humanistic, became significantly more custodial as they became socialized by the teacher sub-culture.

In a more recent study, Hoy and Rees (1977) examined changes in pupil control ideology as the result of a student teaching experience. The findings demonstrated that student teachers became significantly more custodial as a result of the student teaching experience. Once again the change was attributed to the socialization process of the school. The following suggestions are made in the conclusions:

> In conclusion, good intentions in teacher education programs are not enough. Students may, in fact, be done a disservice in preparation programs if they are inculcated with idealistic orientations concerning school organizations and control of students but not given the socio-psychological tools necessary for the implementation of such orientation (p. 25).

Cognitive Moral Development

The concern with moral education, or development, is not new to American education as it was one of John Dewey's areas of greatest concern. Dewey claimed that:

> Educators must aim to make the methods of learning, of acquiring intellectual power, and of assimilating subject matter such that they would render havior more consistent and more vigorous than it otherwise would be (Dewey, 1959, pp. 3 and 4).

Dewey further stated that it was futile to contract and cramp the ethical responsibility of the school by assuming the social work of the school was limited to training for citizenship with citizenship being the capacity to vote intelligently and disposition to obey the laws.

Jean Piaget (1965), as the result of his long work with small children and following the pattern of his research in cognitive development, was the first to develop a theory of moral development as a result of research. Piaget identified the first stage (birth to four years) as pre-moral, or having no sense of obligation or rules. Piaget claims that obedience is the first moral precept of the child, with the first criterion for good and bad being the will of the parents. Piaget describes the child as being intuitive, as well as being subject to the external control of the parents. As the child grows older (eight to twelve years), rules which before had been respected only if engendered by elders are now to be considered of value only if there is value in the rule for the social group. Rules at Piaget's third stage are accepted if they entail mutual respect reflecting comraderie, fair play, and agreement among individuals. Piaget (1968) compares the child's morality at this stage with logic, stating it is the logic of actions among individuals.

Building on previously developed theories of Dewey and Piaget, in 1958 Kohlberg developed his stage theory of cognitive moral development. According to Kohlberg (1977) the concept of stages (as used by Piaget

and Kohlberg) implies the following characteristics.

1. Stages are structured whole or organized systems of thought. Individuals are consistent in level of moral judgment.

2. Stages form an invariant sequence. Under all conditions except severe trauma, movement is always forward, never backward. Individuals never skip stages; movement is always to the next stage up.

3. Stages are hierarchial integrations. Thinking at a higher stage includes or comprehends within it lower stage thinking. There is tendency to function at or prefer the highest stage available (Kohlberg, 1976, pp. 7-8).

Kohlberg began his research by interviewing small children from countries around the world, interviewing them by using a series of moral dilemmas. The dilemmas were short stories that described a situation requiring a decision involving moral considerations. Responses were studied for the kinds of answers rather than specific details or content of the moral decisions. Briefly stated, the three levels of development, with each having two stages, are:

Pre-Conventional Level
Stage 1. Orientation to punishment or power. Act to avoid punishment. Physical consequences determine good or bad.
Stage 2. Instrumental values. Act to obtain rewards, favors, in a purely pragmatic physical way. Market place concept of good.

Conventional Level
Stage 3. Good is that which pleases others. Act to avoid disapproval by significant others.
Stage 4. Orientation to authority, fixed rules, duty. Act to maintain order.

Post-Conventional Level
Stage 5. Social contract orientation. Act to retain the respect of impartial observer in terms of the community and societal affairs.
Stage 6. Act in accord with self-chosen principles characterized by logical comprehensiveness, universality, and consistency (Kohlberg, 1976, pp. 7-8).

Almost all research based on Kohlberg's typology have been conducted using his method assessment, the oral interview. Rest (1974) proposed that problems with Kohlberg's method of measure motivated the development of a different form of development assessment, and operationalized the Defining Issues Test, which is highly structured so that variance in stage scores due to verbal expressivity is minimized and information from each subject is comparable.

The first study of DIT (Rest et al., 1974) tested groups of forty each of junior high, senior high, and college upper-classmen. Additionally a graduate group consisting of twenty-five seminarians and fifteen doctoral students in political science classes and moral philosophy were tested, the presumption being that the groups represented an order of increasing advancement in moral judgment. As assumed, scores of stages 2, 3, and 4 decreased as level of the group increased. According to Rest (1974) formal education seems to be strongly associated with the P score of the DIT.

> High school students who went away to college showed more than twice the gains of high school students who did not go to college, and both groups were not significantly different when in high school. The twenty year olds who discontinued formal education after high school were little higher than 18-year old high school students. This is consistent with Coder [1975] findings that middle-age adults who discontinue formal education after college have scores comparable to college students, whereas students who continue on in graduate school have much higher P scores. Although it is true that some subjects without much formal education do obtain very high P scores, in general, formal education is more highly related to P than to chronological age. These findings together with the studies of educational intervention [Panowitsch, 1974] suggest that formal education may have more profound effects on people's thinking than researchers using other kinds of instruments acknowledge (Rest, 1975, p. 747).

Panowitsch (1974) examined changes in DIT scores associated with taking a college course in logic or ethics. He hypothesized that there would be greater change in DIT with a course giving specific attention to moral issues than with a course not giving attention to moral issues. It was assumed that the greater change would occur in the ethics class which gave concentrated effort to practice and instruction in moral problem solving. The difference in the pre- and post-teaching in the ethics class was significant at the .002 level. No significance was found with the logic class. The hypothesis was confirmed.

Summary

The need for humane education as a goal of education (Dobson and Dobson, 1976) and the manner in which teacher perceptions of students affect student growth (Combs, 1962; Snygg and Combs, 1949; Jersild, 1952; Coopersmith, 1967) has been discussed earlier in this paper.

Research indicates that teachers become more custodial as teaching experience increases (Willower and Jones, 1963; Hoy, 1967; Hoy and Appleberry, 1969; Hoy and Rees, 1977). This socialization of teachers acts as a deterrent to the realization of humane education as a goal of education. It is possible to identify the positive or negative attitudes of individuals using the PHN Scale (Wrightsman, 1974), and the level of cognitive moral development of teachers using the Defining Issues Test (Rest, 1974). Identification of these variables, and pupil control ideology would provide information helpful, not only as a basis for future research but also assist in the design of teacher education programs.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

This study sought to examine the relationships between philosophy of human nature, pupil control ideology, and level of cognitive moral development of graduate students in a department of curriculum and instruction. Years of teaching experience was also examined in relation to the above variables.

Subjects

Subjects selected for the study were graduate students enrolled in the Department of Curriculum and Instruction of Oklahoma State University, Stillwater, Oklahoma, during the summer session of 1977.

A random sample representing twenty percent of the population of 210 students was selected. The frame for the study was the official enrollment list of the Department of Curriculum and Instruction for the summer session. Students included in the frame included special students, masters level, and doctoral level students. Subjects were selected by using Table R, Table of Random Digits, Runyan and Haber (1974) beginning on line number fourteen.

Collection of Data

The three instruments, Philosophy of Human Nature Scale, Defining

Issues Test, and Pupil Control Ideology Form PCI, accompanied by a letter of explanation, personal data sheet, and an answer sheet for PHN were distributed to the professors of the graduate students randomly selected as members of the sample. The professors distributed the instruments to the sample members and collected the instruments upon completion. The researcher collected the completed instruments from the professors. One instrument was returned by mail because the respondent had not completed the instrument before the end of the summer session. Instruments were never given to two of the originally selected members of the sample because they did not attend class for the remainder of the summer session.

A total of twenty-eight instruments were returned completed, representing 71 percent of the sample. The instruments were hand scored by the author. The scores and personal data (level of teaching, highest degree achieved, and number of years teaching experience) were then key-punched on computer cards.

Analysis of the Data

Hand scored data were punched on computer cards to permit use of the computer for statistical analysis. Computer Program SAS CORR was employed to establish the Pearson product moment coefficients of correlation. Means, ranges, and standard deviations were also computed for the variables.

Instrumentation

Defining Issues Test

The Defining Issues Test, also referred to as the DIT, was used to

measure the level of moral development. Developed by Rest (1975), the test assumes that there are qualitatively different stages of moral development. The test consists of one sample plus six moral dilemmas (stories). Each story has twelve items. After reading a story the subject is asked to read each item individually, then consider the set of twelve items and rank these items in order of importance. The sample story is used to introduce the task of rating and ranking items in terms of their importance in making a decision.

Reliability of the data can be determined by observing the consistency between a subject's ratings and rankings. If a subject ranks an item first, then his ratings for that item should have no other item higher although items may tie in rating.

Though no other single piece of evidence can validate the DIT, Rest et al. (1974) outlined a case of logic for validity based on groups of 40 each of junior high, senior high, college graduate, and graduate students. The presumption was that these groups represented an order of increasing advancement in moral judgment. One way analysis of P, which represents the amount of importance given to principled levels of reasoning across the four major groups each, gives F values far exceeding the .01 level of statistical significance.

The Pupil Control Ideology Form (PCI Form)

The Pupil Control Ideology developed by Willower, Eidell, and Hoy (1967) was used to measure the pupil control ideology of the subjects. The instrument has twenty items to which a subject responds by indicating his/her agreement or disagreement with each item. The items all

describe student behavior in the classroom and student teacher integration. Response categories were scored 5, 4, 3, 2, and 1, "strongly agree," "agree," "undecided," "disagree," and "strongly disagree," respectively, with the order reversed for items five and thirteen. The item scores are summed to provide a single score. The range of scores is one to one hundred. The lower the score, the more humanistic the pupil control ideology of the respondent.

The authors of the PCI Form calculated a split-half reliability coefficient by correlating even-item subscores (N=170). The Pearson product moment coefficient of correlation resulting from this calculation was .91; applying the Spearman-Brown formula produced a corrected coefficient of .95. Additional samples were taken to check the calculations. The same techniques yielded a Pearson product moment correlation of the half-test coefficient of .83. The Spearman-Brown correlation formula produced a corrected coefficient of .91.

The developers, Willower et al. (1967) established validity of the PCI Form by requesting that principals carefully read descriptions of humanistic and custodial orientations and identify a specified number of teachers with ideologies most like the descriptions. About 15 percent of the faculties were identified with each group. Mean scores for each teacher group were compared using a t-test which produced a t-value of 2.64, indicating a difference in the expected direction, significant at the .01 level. Results of cross validation using a new sample of seven schools produced results in the expected direction which were significant.

Philosophies of Human Nature Scale

Subjects were also administered the Philosophies of Human Nature Scale (which is also referred to as PHN in this paper).

The Philosophies of Human Nature Scale (PHN) measures a person's beliefs about human nature. PHN is a Likert-type scale with each subscale being composed of fourteen statements. Subjects indicated their agreement or disagreement with each statement by circling a number from +3 to -3.

The six subscales are:

1. Trustworthiness versus untrustworthiness
   + belief that people are trustworthy, moral and responsible.
   - belief that people are untrustworthy, immoral, and irresponsible.

2. Strength of will and rationality versus lack of will power and irrationality
   + belief that people can control their outcomes and that they understand themselves.
   - belief that people lack self determination and are irrational.

3. Altruism versus selfishness
   + belief that people are altruistic, unselfish, and sincerely interested in others.
   - belief that people are selfish and self-centered.

4. Independence versus conformity to group pressure
   + belief that people are able to maintain their beliefs in the face of group pressures to the contrary.
   - belief that people give in to pressures of groups and society.

5. Complexity versus simplicity
   + belief that people are complex, complicated, and difficult to understand.
   - belief that people are simple and easy to understand.

6. Variability versus similarity
   + belief that people are different from each other

in personality and interests and that a person can change from time to time.
- belief that people are similar in interests and are not changeable over time (Wrightsman, 1972, p. 84).

The first four subscales can be summed to give a positive-negative score indicating an individual's general positive or negative beliefs about characteristics of human nature.

Wrightsman (1964) reports split-half reliability coefficients determined by using Spearman rho prophecy formula for graduate students ranging from .40 to .78. Test-retest reliability coefficients with a three month interval between testings are listed as: trustworthiness, .74; altruism, .83; independence, .75; strength of will and rationality, .15.

Summary

This chapter has described the subjects used in the research as well as the method of data collection and analysis, and the instrumentation used for the study. Analysis of the data will be presented in Chapter IV.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

This study sought to determine the manner in which teachers perceive the nature of man and the level of cognitive moral reasoning of teachers and to examine any relationships which may exist between these variables and the pupil control ideology of teachers. Pearson product-moment coefficients of correlation were used to determine the relationships. The 0.05 level of significance was arbitrarily selected to reject or not reject the hypotheses.

Data were processed using the computer program SAS CORR, which yielded means, standard deviations, and ranges of scores for each of the variables as well as the Pearson product-moment coefficients of correlation between the variables.

Description of the Sample

Subjects included in the sample were graduate students enrolled in courses in the Department of Curriculum and Instruction of Oklahoma State University, Stillwater, Oklahoma, during the summer session of 1977. Twenty of the respondents had completed the bachelor's degree, seven had received the master's degree, and one was a doctoral student who had completed the master's degree plus thirty hours. There were

seventeen elementary and eleven secondary teachers included in the sample. The mean teaching experience of the respondents was 5.7 years, with a range from 1-13 years. Mean scores for these groups on the DIT, PHN, and PCI are presented in Table I.

TABLE I

MEAN SCORES ON THE DIT, PHN, AND PCI BY LEVEL OF TEACHING, LEVEL OF EDUCATION AND STAGE OF MORAL DEVELOPMENT

	NSs	DIT	PHN	PCI
Teaching Level				
Elementary	17	42.02	44.00	43.04
Secondary	11	44.10	29.09	41.00
College Degree				
Masters + 30	1	67.30	105.00	29.50
Masters	7	47.27	53.86	37.71
Bachelor's	20	40.62	30.45	44.65

Philosophy of Human Nature

Subjects were administered the Philosophy of Human Nature Scale (PHN) developed by Wrightsman in 1964 (Wrightsman, 1973). Scores were calculated for the positive-negative sum of PHN, which indicates the degree of positive-negative attitudes an individual holds concerning the nature of man, and for four of the individual dimensions of the nature of man that are measurable with the PHN. These dimensions are trustworthiness versus untrustworthiness, strength of will and

rationality versus lack of will power and irrationality, altruism versus selfishness, and independence versus conformity to group pressure. The possible range of scores for the PHN positive-negative sum is +168 to -168, and for each of the subscales, +42 to -42. The ranges and mean scores for the positive-negative sum and each of the subtests of PHN are presented in Table II.

TABLE II

MEANS, STANDARD DEVIATIONS, AND RANGES OF SCORES ON THE PHILOSOPHY OF HUMAN NATURE POSITIVE-NEGATIVE SUM AND THE PHN SUBSCALES, THE PUPIL CONTROL IDEOLOGY FORM PCI, AND THE DEFINING ISSUES TEST

Instrument	NSs	Mean	St.Dev.	Range
PHN positive-negative sum	28	+38.14	48.31	-74 to 128
Trustworthiness	28	+10.32	14.70	-17 to 39
Sense of will	28	+14.10	13.03	-13 to 38
Altruism	28	+ 5.00	13.71	-19 to 27
Independence	28	+ 5.29	13.86	-28 to 30
PCI	28	42.60	10.31	23 to 63
DIT (P-score)	28	42.85	15.89	18 to 78

The PHN positive-negative mean score of 38.14 indicates that as a group the sample perceived the nature of man in a slightly positive manner, the score falling on the lower positive end of a positive-

negative continuum. Though the differences were not tested for significance, it was noted that elementary teachers were slightly more positive in their perception of the nature of man than were the secondary teachers. Teachers holding the bachelor's degree only were not as positive in their views of the nature of man as were teachers having a master's degree, as can be seen by examining Table I.

Level of Cognitive Moral Development

The Defining Issues Test (DIT), which was created by Rest (1974), was administered to the sample at the same time as the other instruments. P-scores were calculated as directed in Rest's Manual for the DIT (1974). The P or "principled morality" score is reached by adding the subtotals of the stages representing principled reasoning. The P-score is expressed as a percentage, that is, the raw score has been divided by 60, as directed in the Rest (1974) Manual for the Defining Issues Test. As a percentage, the P score can range from 0-95 since in three stories there are no fourth principled items from which to choose. The P-score is interpreted as the "relative importance placed on principled moral considerations" (p. 2), in making moral decisions. All responses were subjected to the consistency check, which means that ratings were compared to rankings to ensure that no items were ranked lower than they were rated and that there was not more than one dilemma on which nine items were rated the same. As mentioned in the limitations of the study, one respondent's scores were not used because the scores failed to pass the consistency check.

The mean P score of this sample was 42.85 and falls in the lower range of scores for graduate students as reported in previous research

by Rest (1974). Of particular interest is that when stage typed using procedures outlined by Rest (1974), ten members of the sample scored at principled levels of moral reasoning, and the remaining scores represented reasoning at or below level four, the level of social conformity. All scores could not be stage typed because some respondents showed no obvious stage preference in their answers to the dilemmas. Mean scores on the DIT, PHN, and PCI for subjects scoring at principled and non-principled levels of moral reasoning when stage typed according to procedures outlined in Rest (1974) are reported in Table III.

TABLE III

DIT, P-SCORE, PHN AND PCI MEAN SCORES BY LEVEL OF COGNITIVE MORAL REASONING

	NSs	DIT	PHN	PCI
Level of cognitive moral development				
Principled moral reasoning	10	61.50	76.70	36.00
Non-principled moral reasoning*	13	30.30	10.68	49.41

*Only the scores which could be stage typed are included in these results

Examination of mean scores by level of educational attainment as presented in Table I reveals that members of the sample with a master's degree achieved higher P scores on the DIT than those with a bachelor's

degree. The mean scores of elementary and secondary teachers were similar, though secondary teachers scored slightly higher.

Pupil Control Ideology

The mean PCI score of 42.60 is similar to mean scores of pre-student teaching subjects tested by Hoy and Rees (1977). The sample was slightly humanistic, the scores falling at the top third of the lower end of a continuum ranging from 1 to 95. The mean of summed scores and range of scores for subjects on PCI is presented in Table II.

Although the scores were not tested for significance, examination of mean scores by level of educational achievement (consult Table I) reveals that respondents with a master's degree or higher are more humanistic than those with a bachelor's degree only. Elementary teachers were slightly more custodial than secondary teachers.

Tests of Hypotheses

Table IV contains the coefficients of correlation for each correlation examined between Philosophy of Human Nature (PHN) positive-negative sum and each of the subtest sums of PHN with PCI, DIT P-score, and years of teaching experience.

Hypothesis I stated that there is a negative relationship between the way a teacher perceives the nature of man and the beliefs of a teacher concerning pupil control. The negative correlation was -0.53. The null hypothesis was rejected at the .05 level of significance.

Four subhypotheses, each based on a subscale of PHN, were tested to interpret the dimensions of the positive-negative sum. The findings

TABLE IV

COEFFICIENTS OF CORRELATION FOR PHN POSITIVE-NEGATIVE SUM AND PHN SUBSCALES, DIT, PCI, AND YEARS OF TEACHING EXPERIENCE

	EXP	DIT	PCI	PHN	T	S	A	I
EXP		-0.08	-0.17	0.13	0.10	0.42*	0.09	0.11
DIT			-0.60*	0.54*	0.59*	0.21	0.49*	0.44*
PCI				-0.53*	-0.39*	-0.44*	-0.58*	-0.39*
PHN					0.91*	0.82*	0.79*	0.84*
T						0.67*	0.65*	0.74*
S							0.66*	0.72*
A								0.72*
I								

*Significant at 0.05 level

are reported below.

Hypothesis 1A: There would be a negative relationship between Trustworthiness and Pupil Control Ideology. The correlation was -.39. The null subhypothesis was rejected at the .05 level of significance.

Hypothesis 1B: There would be a negative relationship between Strength of Will and Rationality and Pupil Control Ideology. The correlation was -.44.

Hypothesis 1C: There would be a negative relationship between Altruism and Pupil Control Ideology. The correlation was -.58.

Hypothesis 1D: There would be a negative relationship between Independence and Pupil Control Ideology. The correlation was -.39.

The negative correlations between the scores from PHN and PCI were all significant beyond the .05 level of confidence. The hypothesis of no relationship was rejected. It must be noted that the relationships between the positive-negative sum of PHN and the PHN subscales with PCI are negative because the direction of scoring differs between the two instruments. A score at the high end of the continuum on PHN indicates more positive attitudes, while a score at the upper range of PCI indicates custodialism. In this instance, a negative relationship is desirable.

Hypothesis II: There is a positive relationship between the way a teacher perceives the nature of man and the level of cognitive moral reasoning of the teacher.

The positive-negative score (range +168 to -168) of PHN and the P-score of the DIT (Rest, 1974) were used to obtain the Pearson r, 0.54, which was beyond the 0.05 level of confidence, permitting the hypothesis of no relationship to be rejected.

Hypothesis III: There is a negative relationship between the level of cognitive moral reasoning of teachers and the beliefs of teachers regarding pupil control. The coefficient of correlation was -0.60 which indicates that as level of cognitive moral development increases, the PCI score decreases. That is, as teachers approach principled levels of moral development, they become more humanistic in pupil control ideology and as lower levels of cognitive moral development are reflected, teachers reflect more custodial levels of pupil control ideology. For the number of subjects (N=28) the coefficient of correlation was significant beyond the 0.05 level of probability. The null hypothesis was rejected.

Hypothesis IV: There is no significant relationship between years of teaching experience and level of cognitive moral reasoning, philosophy of human nature, and pupil control ideology of teachers.

The coefficient of correlation for years of teaching and level of cognitive moral reasoning was negative (-0.08), but not statistically significant. The coefficient of correlation for years of teaching experience and philosophy of human nature was positive, but not significant (0.13). The coefficient of correlation for years of teaching experience and pupil control ideology was negative (-0.17) but not significant. The hypothesis of no relationship was not rejected.

Summary

Significant correlations were demonstrated between philosophy of human nature and pupil control ideology, philosophy of human nature and level of cognitive moral reasoning, and between pupil control ideology

and cognitive moral reasoning. Tests did not demonstrate correlation between years of teaching experience and philosophy of human nature, level of cognitive moral reasoning, or pupil control ideology.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary of the Investigation

This study examined philosophy of human nature, level of cognitive moral reasoning, and pupil control ideology of teachers and the relationships which existed among these variables. Also examined was the relationship between the aforementioned variables and years of teaching experience.

A random selection of forty graduate students was made using the official enrollment forms of the Department of Curriculum and Instruction of Oklahoma State University, Stillwater, Oklahoma, for the summer session of 1977. Subjects were administered the Philosophy of Human Nature Scale as developed by Wrightsman, the Defining Issues Test implemented by Rest, and the Pupil Control Ideology Form PCI implemented by Willower, Eidell, and Hoy.

Significant correlations were demonstrated using the Pearson product-moment coefficient of correlation (Popham and Sirotnik, 1973) to determine the coefficients of correlation between philosophy of human nature and level of cognitive moral reasoning, philosophy of human nature and pupil control ideology, and level of cognitive moral reasoning and pupil control ideology. The correlations between years of teaching experience and philosophy of human nature, pupil control

ideology, and level of cognitive moral reasoning were not significant.

Findings

The results of the statistical analysis of the data are as follows:

1) Significant negative relationships were found between the PHN positive-negative sum and the Trustworthiness, Strength of Will and Rationality, Altruism, and Independence Subscales of PHN with Pupil Control Ideology. This indicates that the educators in the sample having positive views of the nature of man also held humanistic beliefs regarding pupil control.
2) A positive significant correlation (0.54) existed between the way the educators included in the sample perceived the nature of man and the level of cognitive moral reasoning of the educators. That is, educators with positive views of the nature of man reported higher levels of moral reasoning and educators with negative views of the nature of man reported lower levels of moral reasoning.
3) A significant negative relationship (-0.60) was found between the level of cognitive moral development of the sampled educators and the pupil control ideology of these educators. This indicates that educators reflecting principled levels of moral reasoning also reflect humanistic beliefs regarding pupil control and educators sampled reflecting lower non-principled levels of moral reasoning reported more custodial beliefs regarding pupil control.
4) No significant relationships were found between years of teaching experience and level of cognitive moral development,

philosophy of human nature and pupil control ideology. The relationship (-0.08) between years of teaching experience and cognitive moral development was negative, but not significant. The relationship (-0.17) between years of teaching experience and pupil control ideology was negative, but not significant. The relationship (0.13) between years of teaching experience and philosophy of human nature was positive, but not significant.

Conclusions

This study was designed from the theoretical base that the beliefs teachers hold regarding pupil control in the classroom were a function of both the perceptions of the teacher concerning the nature of man and the level of cognitive moral development as defined by Kohlberg (1977), of the teacher. It was also considered that years of experience may be an influencing factor and should be examined. Methods of pupil control are of special interest because a humane classroom environment is considered to provide the optimum conditions for student growth, while custodial environments could act as interference to growth and in actuality provide dehumanizing experiences permitting the development of a negative self concept.

The following conclusions were reached from the findings of this investigation:

1) Educators in this study who perceived the nature of man as positive also believed in humanistic control of classrooms, that is, a preference for classrooms that are democratic and

allow for student self discipline. Educators in this study who perceived the nature of man as negative indicated preferences for custodial classrooms, that is, classrooms that are highly teacher directed with rigid disciplinary measures externally imposed by the teacher.

2) Educators in this study with positive views of the nature of man reflected higher levels of cognitive moral reasoning and those with negative views of the nature of man reflected non-principled levels of moral development, mainly the level of social conformity.

3) Educators in this study believing in humanistic pupil control reflected higher levels of cognitive moral development, and educators in this study believing in custodial pupil control reflected moral development mainly at the level of social conformity.

4) Seventy-four percent of the educators sampled scored at non-principled levels of moral reasoning. This agrees with the statement by Kohlberg (1977) that schools are level IV institutions. If such a percentage of educators in the population sampled can be expected to report similar scores, it can be concluded that these individuals in custodial surroundings would become more custodial, as they would be expected by definition to identify with group values.

5) As years of teaching experience increased, educators in the sample became more positive in their views of the nature of man and more humanistic in pupil control beliefs, though relationships were not significant. Since the members of the

sample were all graduate students in curriculum and instruction classes, it was concluded that other variables such as additional education may be intervening. Hoy and Appleberry (1969) report that humanistic teachers appear to leave the teaching corps for other positions in education such as administration or guidance. The graduate educators in this sample could be representative of such a group and the findings not representative of what might be expected of a regular school faculty.

Recommendations

Because there is a need for the inclusion of humane education as one of the goals of education, and as a result of the findings of this study, the following recommendations are made.

1) School administrators should encourage the establishment of humanistic environments in schools. This has been suggested previously by Hoy and Appleberry (1969). Additional in-service and supportive practices by administrators in the area of humane education may be of merit in eliminating harmful custodial practices from the schools.
2) Teacher education programs should give attention to educational experiences in humanizing the classroom, and if further research is supportive, consider including courses in teacher education curriculum in the specific area of professional ethics.
3) Extensive pre-student teaching experiences working with children should be required by colleges of education for acceptance into the student teaching block. These experiences need not

be in a school, but could be with any youth group as long as close inter-personal relationships with children could be experienced.

4) Colleges of education committed to humanistic education should select cooperating teachers for the student teaching experience who reflect the philosophy of the college, and not permit assignment of student teachers by administrators who may only use the student teacher as a means to relieve a coach of teaching duties or to pacify an older teacher.

5) Teacher education programs should be revised to place more emphasis on the personal aspect of the teaching act. In many programs there is still much emphasis in the content areas, while education courses leave much to be desired, resulting in content specialists who are handicapped in the area of inter-personal relations.

Recommendations for Further Research

The findings and conclusions of this study lead to the following recommendations for further research:

1) There is a need for additional research investigating relationships between teacher attitudes and teacher behavior in the classroom.

2) This study should be replicated using a larger sample.

3) In future studies examining relationships between PHN, PCI, and DIT, use of the short form of DIT should be considered, as length of time for completion of instruments could have influenced the number of subjects deciding to respond.

4) Investigations which would identify the ideology of schools into which student teachers are assigned and examine changes in student teacher ideology which occur as a result of becoming a member of the teacher group might be of value in identifying variables which affect the occurring changes in the ideology of student teachers as reported by Hoy and Rees (1977).

5) Additional investigation into the differences of philosophy of human nature and pupil control ideology which may exist between teachers reflecting principled and non-principled levels of moral reasoning could provide information which would be of assistance in developing a humanistic teacher corps.

6) An instrument for research more sensitive and specific, providing a wider range of possible scores than PCI Form should be developed for measuring pupil control ideology more accurately.

7) Students should be asked to identify and describe teachers with whom they learned not only subject matter, but about themselves. Students who have felt personal growth are valuable sources of information regarding teacher attitudes and skills which facilitated their growth.

8) Teachers identified as humanistic should be surveyed in an attempt to identify skills, values, and attitudes they may have in common which contribute to successful interaction with students.

9) Investigation of levels of cognitive moral development of educators holding bachelor's and master's degrees should be

pursued. Research in this area might substantiate the need for a master's degree for teacher certification if the master's level is required for sufficient numbers of individuals to reach the level of principled moral reasoning.

10) A study examining the relationship between internal and external locus of control and levels of cognitive moral reasoning is needed.

11) Experimental research examining the effect of exposure to a professional ethics course on the philosophy of human nature, level of cognitive moral reasoning, and pupil control ideology of student teachers should be considered.

Theoretical Considerations

It was proposed in this study that the implementation of humane education in public schools required teachers who were not only positive in their attitudes toward human nature and humanistic in pupil control ideology, but also teachers who could remain humanistic upon entrance into a custodial teacher corps in a public school.

Assuming that an individual's philosophy of human nature affects interactions with other individuals and also that beliefs of teachers regarding pupil control were only specialized extensions of philosophy of human nature, it was expected that strong relationships would exist between the variables PHN and PCI. The results of the study confirmed the premise, suggesting that a greater amount of attention be given by educators to the philosophical considerations of candidates for teacher education programs with a humanistic commitment.

An additional consideration of the author was that the Kohlbergian

stages may define a quality or method of reasoning used, but that rather than representing cognitive processes, these definitions identified specific types of social controls present during particular times in the lives of individuals. Relationships demonstrated in this study raise several questions concerning the validity of the Kohlbergian theory. First, strong relationships found between PHN and cognitive moral reasoning suggest the presence of a philosophical hierarchy within the stages. Second, relationships found between cognitive moral reasoning and PCI suggest a continuum of degree of social control through the Kohlbergian stages. Both of these areas would require additional research for clarification.

One of the subscales of PHN examined in relation to cognitive moral reasoning was the trustworthiness subscale. Considering the relationships found in the study if one accepts Kohlbdrg's theory, it would be necessary to believe that individuals go from believing humans untrustworthy to believing humans more trustworthy as maturity occurs. Simple observation of life reveals that young children are trustworthy. What adult, parent or teacher has not told a child to avoid taking candy, gum, or a ride from a stranger? Children are taught not to trust humans--children are taught humans are bad.

Assuming that the attitudes of teachers were related to pupil control ideology, but considering the research of Hoy (1968, 1969) which suggested beginning teachers became more custodial upon entrance into the teaching corps, the presence of an intervening variable was considered. The method of making moral decisions, which are after all, decisions involving social interactions, appeared to be related to change in ideology. If so, this could explain how humanistic teachers

could be "socialized" as suggested by Hoy, thus becoming more custodial. If individuals are making moral decisions in terms of social conformity, it is to be expected that if they change from a peer group reflecting humanistic values to one reflecting custodial values the decisions they make will also change, reflecting the values of the new group. Though strong relationships were found between PHN and PCI, and between PCI and moral reasoning, subjects sampled were all graduate level, and only a few inexperienced teachers. However, the existence of the relationships suggests that additional research is warranted in the area of level of cognitive reasoning of teachers as related to attitudes and pupil control. This area appears to have particular meaning for the design of future programs of study for teacher educators.

Previous research (Hoy, 1968, 1969; Hoy and Rees, 1977) has indicated that student teachers become more custodial during the student teaching experience. Subjects sampled in this study were all graduate educators, but significant relationships were not demonstrated between years of teaching experience and pupil control ideology. The lack of relationships may have been due to the size of the sample (N=28) or to the level, but it seems that additional research is needed to identify changes, if any, which may be expected to occur in pupil control ideology of teachers during a teaching career.

This study sought knowledge of relationships between the personal philosophy of human nature of teachers and teacher beliefs as a means of gaining insight into teacher qualities that might be of value in order to implement humane education. The model suggested for implementation was the ECP-PEFE model of Dobson and Dobson (1976). This model is based on a belief in the inherent goodness of children. With the

built-in conflicts between institutions and individuals in mind, questions must still be asked. Aren't institutions composed of many individuals? Aren't individuals capable of growth? Can't more teachers as individuals grow to believe in the goodness of children, and if so, how? These are questions educational research must answer if humane education is to be realized as a goal of public education.

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APPENDIX A

INSTRUMENTS

PERSONAL DATA SHEET

Please complete the following questions as they comprise a vital portion of the research.

Age_____ Sex_____ Years of teaching experience:_____

Teaching Level (circle one):

Elementary Secondary Undergraduate Graduate Other_____

Teaching Fields: Major_____ Minor_____

Highest Degree received to date (circle one):

Bachelor Master Specialist Doctorate

Please indicate the areas in which the degrees you hold were granted:

Bachelor_____ Master_____

Specialist_____ Doctorate_____

Please describe the beliefs of the administrators of your school concerning disciplinary policy.

Do you agree with the administrative policies in your school concerning discipline? (Circle one) Yes No

Thank you for your assistance.

PHN SCALE

1. Great successes in life, like great artists and inventors, are usually motivated by forces they are unaware of.

2. Most students will tell the instructor when he has made a mistake in adding up their score, even if he had given them more points than they deserved.

3. Most people will change the opinion they express as a result of an onslaught of criticism, even though they really don't change the way they feel.

4. Most people try to apply the Golden Rule even in today's complex society.

5. A person's reaction to things differs from one situation to another.

6. I find that my first impression of a person is usually correct.

7. Our success in life is pretty much determined by forces outside our own control.

8. If you give the average person a job to do and leave him to do it, he will finish it successfully.

9. Nowadays many people won't make a move until they find out what other people think.

10. Most people do not hesitate to go out of their way to help someone in trouble.

11. Different people react to the same situation in different ways.

12. People can be described accurately by one term, such as "introverted," or "moral," or "sociable."

13. Attempts to understand ourselves are usually futile.

14. People usually tell the truth, even when they know they would be better off by lying.

15. The important thing in being successful nowadays is not how hard you work, how well you fit in with the crowd.

16. Most people will act as "Good Samaritans" if given the opportunity.

17. Each person's personality is different from the personality of every other person.

18. It's not hard to understand what really is important to a person.

19. There's little one can do to alter his fate in life.

20. Most students do not cheat when taking an exam.

21. The typical student will cheat on a test when everybody else does, even though he has a set of ethical standards.

Make sure that you are on the right place on your answer sheet. You should be starting the top of the 2nd column now.

22. "Do unto others as you would have them do unto you" is a motto most people follow.

23. People are quite different in their basic interests.

24. I think I get a good idea of a person's basic nature after a brief conversation with him.

25. Most people have little influence over the things that happen to them.

26. Most people are basically honest.

27. It's a rare person who will go against the crowd.

28. The typical person is sincerely concerned about the problems of others.

29. People are pretty different from one another in what "makes them tick."

30. If I could ask a person three questions about himself (and assuming he would answer them honestly), I would know a great deal about him.

31. Most people have an unrealistically favorable view of their own capabilities.

32. If you act in good faith with people, almost all of them will reciprocate with fairness towards you.

33. Most people have to rely on someone else to make their important decisions for them.

34. Most people with a fallout shelter would let their neighbors stay in it during a nuclear attack.

35. Often a person's basic personality is altered by such things as a religious conversion, psychotherapy, or a charm course.

36. When I meet a person, I look for one basic characteristic through which I try to understand him.

37. Most people vote for a political candidate on the basis of unimportant characteristics such as his appearance or name, rather than because of his stand on the issues.

38. Most people lead clean, decent lives.

39. The average person will rarely express his opinion in a group when he sees the others disagree with him.

40. Most people would stop and help a person whose car is disabled.

41. People are unpredictable in how they'll act from one situation to another.

42. Give me a few facts about a person and I'll have a good idea of whether I'll like him or not.

Make sure that you are on the right place on your answer sheet. You should be starting the top of the 3rd column now.

43. If a person tries hard enough, he will usually reach his goals in life.

44. People claim they have ethical standards regarding honesty and morality, but few people stick to them when the chips ame down.

45. Most people have the courage of their convictions.

46. The average person is conceited.

47. People are pretty much alikd in their basic interests.

48. I find that my first impressions of people are frequently wrong.

49. The average person has an accurate understanding of the reasons for his behavior.

50. If you want people to do a job right, you should explain things to them in great detail and supervise them closely.

51. Most people can make their own decisions, uninfluenced by public opinion.

52. It's only a rare person who would risk his own life and limb to help someone else.

53. People are basically similar in their personalities.

54. Some people are too complicated for me to figure out.

55. If people try hard enough, wars can be prevented in the future.

56. If most people could get into a movie without paying and be sure

they were not seen, they would do it.

57. It is achievement, rather than popularity with others, that gets you ahead nowadays.

58. It's pathetic to see an unselfish person in today's world because so many people take advantage of him.

59. If you have a good idea about how several people will react to a certain situation, you can expect most people to react the same way.

60. I think you can never really understand the feelings of other people.

61. The average person is largely the master of his own fate.

62. Most people are not really honest for a desirable reason; they're afraid of getting caught.

63. The average person will stick to his opinion if he thinks he's right, even if others disagree.

Check to see that you are on the right place on your answer sheet. You should be starting the top of the 4th column now.

64. People pretend to care more about one another than they really do.

65. Most people are consistent from situation to situation in the way they react to things.

66. You can't accurately describe a person in just a few words.

67. In a local or national election, most people select a candidate rationally ahd logically.

68. Most people would tell a lie if they could gain by it.

69. If a student does not believe in cheating, he will avoid it even if he sees many others doing it.

70. Most people inwardly dislike putting themselves out to help other people.

71. A child who is popular will be so as an adult too.

72. You can't classify everyone as good or bad.

73. Most persons have a lot of control over what happens to them in life.

74. Most people would cheat on their income tax if they had a chance.

75. The person with novel ideas is respected in our society.

76. Most people exaggerate their troubles in order to get sympathy.

77. If I can see how a person reacts to one situation, I have a good idea of how he will react to other situations.

78. People are too complex to ever be understood fully.

79. Most people have a good idea of what their strengths and weaknesses are.

80. Nowadays people commit a lot of crimes and sins that no one else ever hears about.

81. Most people will speak out for what they believe in.

82. People are usually out for their own good.

83. When you get right down to it, people are quite alike in their emotional makeup.

84. People are so complex, it is hard to know what "makes them tick."

PUPIL CONTROL INVENTORY

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

OPINIONS ABOUT SOCIAL PROBLEMS

This questionnaire is aimed at understanding how people think about social problems. Different people often have different opinions about questions of right and wrong. There are no "right" answers in the way that there are right answers to math problems. We would like you to tell us what you think about several problem stories. The papers will be fed to a computer to find the average for the whole group, and no one will see your individual answers.

Please give us the following information:

Name _____ ___ female

Age _____ Class and period _____ ___ male

School _____

* * * * * * * *

In this questionnaire you will be asked to give your opinions about several stories. Here is a story as an example.

Frank Jones has been thinking about buying a car. He is married, has two small children and earns an average income. The car he buys will be his family's only car. It will be used mostly to get to work and drive around town, but sometimes for vacation trips also. In trying to decide what car to buy, Frank Jones realized that there were a lot of questions to consider. Below there is a list of some of these questions.

If you were Frank Jones, how important would each of these questions be in deciding what car to buy?

Instructions for Part A: (Sample Question)

On the left hand side check one of the spaces by each statement of a consideration. (For instance, if you think that statement #1 is not important in making a decision about buying a car, check the space on the right.)

IMPORTANCE:

Great	Much	Some	Little	No	
				✓	1. Whether the car dealer was in the same block as where Frank lives. (Note that in this sample, the person taking the questionnaire did not think this was important in making a decision.)
✓					2. Would a used car be more economical in the long run than a new car. (Note that a check was put in the far left space to indicate the opinion that this is an important issue in making a decision about buying a car.)
		✓			3. Whether the color was green, Frank's favorite color.
				✓	4. Whether the cubic inch displacement was at least 200. (Note that if you are unsure about what "cubic inch displacement" means, then mark it "no importance.")
✓					5. Would a large, roomy car be better than a compact car.
				✓	6. Whether the front connibilies were differential. (Note that if a statement sounds like gibberish or nonsense to you, mark it "no importance.")

Instructions for Part B: (Sample Question)

From the list of questions above, select the most important one of the whole group. Put the number of the most important question on the top line below. Do likewise for your 2nd, 3rd and 4th most important choices. (Note that the top choices in this case will come from the statements that were checked on the far left-hand side—statements #2 and #5 were thought to be very important. In deciding what is the most important, a person would re-read #2 and #5, and then pick one of them as the most important, then put the other one as "second most important," and so on.)

MOST	SECOND MOST IMPORTANT	THIRD MOST IMPORTANT	FOURTH MOST IMPORTANT
5	2	3	4

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HEINZ AND THE DRUG

In Europe a woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost to make. He paid $200 for the radium and charged $2000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about $1000, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and began to think about breaking into the man's store to steal the drug for his wife.

Should Heinz steal the drug? (Check one)

_____ **Should steal it** _____ **Can't decide** _____ **Should not steal it**

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Whether a community's laws are going to be upheld.
					2. Isn't it only natural for a loving husband to care so much for his wife that he'd steal?
					3. Is Heinz willing to risk getting shot as a burglar or going to jail for the chance that stealing the drug might help?
					4. Whether Heinz is a professional wrestler, or has considerable influence with professional wrestlers.
					5. Whether Heinz is stealing for himself or doing this solely to help someone else.
					6. Whether the druggist's rights to his invention have to be respected.
					7. Whether the essence of living is more encompassing than the termination of dying, socially and individually.
					8. What values are going to be the basis for governing how people act towards each other.
					9. Whether the druggist is going to be allowed to hide behind a worthless law which only protects the rich anyhow.
					10. Whether the law in this case is getting in the way of the most basic claim of any member of society.
					11. Whether the druggist deserves to be robbed for being so greedy and cruel.
					12. Would stealing in such a case bring about more total good for the whole society or not.

From the list of questions above, select the four most important:

Most important _____

Second Most Important _____

Third Most Important _____

Fourth Most Important _____

-3-

STUDENT TAKE-OVER

At Harvard University a group of students, called the Students for a Democratic Society (SDS), believe that the University should not have an army ROTC program. SDS students are against the war in Viet Nam, and the army training program helps send men to fight in Viet Nam. The SDS students demanded that Harvard end the army ROTC training program as a university course. This would mean that Harvard students could not get army training as part of their regular course work and not get credit for it towards their degrees.

Agreeing with the SDS students, the Harvard professors voted to end the ROTC program as a university course. But the President of the University stated that he wanted to keep the army program on campus as a course. The SDS students felt that the President was not going to pay attention to the faculty vote or to their demands.

So, one day last April, two hundred SDS students walked into the university's administration building, and told everyone else to get out. They said they were doing this to force Harvard to get rid of the army training program as a course.

Should the students have taken over the administration building? (Check one)

__Yes, they should take it over ___ Can't decide ____No, they shouldn't take it over

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Are the students doing this to really help other people or are they doing it just for kicks?
					2. Do the students have any right to take over property that doesn't belong to them?
					3. Do the students realize that they might be arrested and fined, and even expelled from school?
					4. Would taking over the building in the long run benefit more people to a greater extent?
					5. Whether the president stayed within the limits of his authority in ignoring the faculty vote.
					6. Will the takeover anger the public and give all students a bad name?
					7. Is taking over a building consistent with principles of justice?
					8. Would allowing one student take-over encourage many other student take-overs?
					9. Did the president bring this misunderstanding on himself by being so unreasonable and uncooperative?
					10. Whether running the university ought to be in the hands of a few administrators or in the hands of all the people.
					11. Are the students following principles which they believe are above the law?
					12. Whether or not university decisions ought to be respected by students.

From the list of questions above, select the four most important:

Most Important _____

Second Most Important _____

Third Most Important _____

Fourth Most Important _____

-3-

STUDENT TAKE-OVER

At Harvard University a group of students, called the Students for a Democratic Society (SDS), believe that the University should not have an army ROTC program. SDS students are against the war in Viet Nam, and the army training program helps send man to fight in Viet Nam. The SDS students demanded that Harvard end the army ROTC training program as a university course. This would mean that Harvard students could not get army training as part of their regular course work and not get credit for it towards their degrees.

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Should the students have taken over the administration building? (Check one)

__Yes, they should take it over ___ Can't decide ____No, they shouldn't take it over

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Are the students doing this to really help other people or are they doing it just for kicks?
					2. Do the students have any right to take over property that doesn't belong to them?
					3. Do the students realize that they might be arrested and fined, and even expelled from school?
					4. Would taking over the building in the long run benefit more people to a greater extent?
					5. Whether the president stayed within the limits of his authority in ignoring the faculty vote.
					6. Will the takeover anger the public and give all students a bad name?
					7. Is taking over a building consistent with principles of justice?
					8. Would allowing one student take-over encourage many other student take-overs?
					9. Did the president bring this misunderstanding on himself by being so unreasonable and uncooperative?
					10. Whether running the university ought to be in the hands of a few administrators or in the hands of all the people.
					11. Are the students following principles which they believe are above the law?
					12. Whether or not university decisions ought to be respected by students.

From the list of questions above, select the four most important:

Most Important _____

Second Most Important _____

Third Most Important _____

Fourth Most Important _____

-4-

ESCAPED PRISONER

A man Had been sentenced to prison for 10 years. After one year, however, he escaped from prison, moved to a new area of the country, and took on the name of Thompson. For 8 years he worked hard, and gradually he saved enough money to buy his own business. He was fair to his customers, gave his employees top wages, and gave most of his own profits to charity. Then one day, Mrs. Jones, an old neighbor, recognized him as the man who had escaped from prison 8 years before, and whom the police had been looking for.

Should Mrs. Jones report Mr. Thompson to the police and have him sent back to prison? (Check one)

_____ Should report him _____ Can't decide _____ Should not report him

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Hasn't Mr. Thompson been good enough for such a long time to prove he isn't a bad person?
					2. Everytime someone escapes punishment for a crime, doesn't that just encourage more crime?
					3. Wouldn't we be better off without prisons and the oppression of our legal systems?
					4. Has Mr. Thompson really paid his debt to society?
					5. Would society be failing what Mr. Thompson should fairly expect?
					6. What benefits would prisons be apart from society, especially for a charitable man?
					7. How could anyone be so cruel and heartless as to send Mr. Thompson to prison?
					8. Would it be fair to all the prisoners who had to serve out their full sentences if Mr. Thompson was let off?
					9. Was Mrs. Jones a good friend of Mr. Thompson?
					10. Wouldn't it be a citizen's duty to report an escaped criminal, regardless of the circumstances?
					11. How would the will of the people and the public good best be served?
					12. Would going to prison do any good for Mr. Thompson or protect anybody?

From the list of questions above, select the four most important:

Most Important _____

Second Most Important _____

Third Most Important _____

Fourth Most Important _____

-5-

THE DOCTOR'S DILEMMA

A lady was dying of cancer which could not be cured and she had only about six months to live. She was in terrible pain, but she was so weak that a good dose of pain-killer like morphine would make her die sooner. She was delirious and almost crazy with pain, and in her calm periods, she would ask the doctor to give her enough morphine to kill her. She said she couldn't stand the pain and that she was going to die in a few months anyway.

What should the doctor do? (Check one)

_____ He should give the lady an overdose that will make her die

_____ Can't decide

_____ Should not give the overdose

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Whether the woman's family is in favor of giving her the overdose or not.
					2. Is the doctor obligated by the same laws as everybody else if giving her an overdose would be the same as killing her.
					3. Whether people would be much better off without society regimenting their lives and even their deaths.
					4. Whether the doctor could make it appear like an accident.
					5. Does the state have the right to force continued existence on those who don't want to live.
					6. What is the value of death prior to society's perspective on personal values.
					7. Whether the doctor has sympathy for the woman's suffering or cares more about what society might think.
					8. Is helping to end another's life ever a responsible act of cooperation.
					9. Whether only God should decide when a person's life should end.
					10. What values the doctor has set for himself in his own personal code of behavior.
					11. Can society afford to let everybody end their lives when they want to.
					12. Can society allow suicides or mercy killing and still protect the lives of individuals who want to live.

From the list of questions above, select the four most important:

Most Important _____

Second Most Important _____

Third Most Important _____

Fourth Most Important _____

-6-

WEBSTER

Mr. Webster was the owner and manager of a gas station. He wanted to hire another mechanic to help him, but good mechanics were hard to find. The only person he found who seemed to be a good mechanic was Mr. Lee, but he was Chinese. While Mr. Webster himself didn't have anything against Orientals, he was afraid to hire Mr. Lee because many of his customers didn't like Orientals. His customers might take their business elsewhere if Mr. Lee was working in the gas station.

When Mr. Lee asked Mr. Webster if he could have the job, Mr. Webster said that he had already hired somebody else. But Mr. Webster really had not hired anybody, because he could not find anybody who was a good mechanic besides Mr. Lee.

What should Mr. Webster have done? (Check one)

_____ **Should have hired Mr. Lee** _____ **Can't decide** _____ **Should not have hired him**

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Does the owner of a business have the right to make his own business decisions or not?
					2. Whether there is a law that forbids racial discrimination in hiring for jobs.
					3. Whether Mr. Webster is prejudiced against orientals himself or whether he means nothing personal in refusing the job.
					4. Whether hiring a good mechanic or paying attention to his customers' wishes would be best for his business.
					5. What individual differences ought to be relevant in deciding how society's roles are filled?
					6. Whether the greedy and competitive capitalistic system ought to be completely abandoned.
					7. Do a majority of people in Mr. Webster's society feel like his customers or are a majority against prejudice?
					8. Whether hiring capable men like Mr. Lee would use talents that would otherwise be lost to society.
					9. Would refusing the job to Mr. Lee be consistent with Mr. Webster's own moral beliefs?
					10. Could Mr. Webster be so hard-hearted as to refuse the job, knowing how much it means to Mr. Lee?
					11. Whether the Christian commandment to love your fellow man applies in this case.
					12. If someone's in need, shouldn't he be helped regardless of what you get back from him?

From the list of questions above, select the four most important:

Most Important _____

Second Most Important _____

Third Most Important _____

Fourth Most Important _____

NEWSPAPER

Fred, a senior in high school, wanted to publish a mimeographed newspaper for students so that he could express many of his opinions. He wanted to speak out against the war in Viet Nam and to speak out against some of the school's rules, like the rule forbidding boys to wear long hair.

When Fred started his newspaper, he asked his principal for permission. The principal said it would be all right if before every publication Fred would turn in all his articles for the principal's approval. Fred agreed and turned in several articles for approval. The principal approved all of them and Fred published two issues of the paper in the next two weeks.

But the principal had not expected that Fred's newspaper would receive so much attention. Students were so excited by the paper that they began to organize protests against the hair regulation and other school rules. Angry parents objected to Fred's opinions. They phoned the principal telling him that the newspaper was unpatriotic and should not be published. As a result of the rising excitement, the principal ordered Fred to stop publishing. He gave as a reason that Fred's activities were disruptive to the operation of the school.

Should the principal stop the newspaper? (Check one)

_____ Should stop it _____ Can't decide _____ Should not stop it

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Is the principal more responsible to students or to the parents?
					2. Did the principal give his word that the newspaper could be published for a long time, or did he just promise to approve the newspaper one issue at a time?
					3. Would the students start protesting even more if the principal stopped the newspaper?
					4. When the welfare of the school is threatened, does the principal have the right to give orders to students?
					5. Does the principal have the freedom of speech to say "no" in this case?
					6. If the principal stopped the newspaper would he be preventing full discussion of important problems?
					7. Whether the principal's order would make Fred lose faith in the principal.
					8. Whether Fred was really loyal to his school and patriotic to his country.
					9. What effect would stopping the paper have on the student's education in critical thinking and judgments?
					10. Whether Fred was in any way violating the rights of others in publishing his own opinions.
					11. Whether the principal should be influenced by some angry parents when it is the principal that knows best what is going on in the school.
					12. Whether Fred was using the newspaper to stir up hatred and discontent.

From the list of questions above, select the four most important:

Most Important _____

Second Most Important _____

Third Most Important _____

Fourth Most Important _____

APPENDIX B

RAW DATA

Subject	Level of Education	Teaching Level	Years of Experience	DIT	PCI	PHN	T	S	A	I
1	B	E	5	26.6	54	47	9	24	8	6
2	B	E	6	51.6	37	107	35	31	20	28
3	M	S	2	25.0	40	-5	-13	2	-7	-13
4	B	E	3	70	45	36	15	2	5	4
5	B	S	3	60	43	30	13	1	10	6
6	B	E	0	43.3	33	4	0	11	0	-7
7	M	S	12	35	32	87	22	33	27	5
8	M+30	E	1	56.6	36	82	26	24	14	18
9	M	E	13	73	25	115	22	38	26	29
10	B	E	3	38.6	40	11	1	13	1	2
11	B	S	1	43.3	49	36	5	14	11	6
12	B	S	4	40	42	-10	-14	6	4	6
13	B	E	2	36	51	-15	2	11	-15	-13
14	B	E	7	41	43	70	16	23	11	10
15	B	E	9	18.3	30	53	4	28	8	13
16	B	E	0	35	50	-13	-14	4	8	5
17	B	E	7	43	43	24	6	6	9	3
18	B	E	1	46.6	53	41	16	4	-19	-10
19	B	E	9	28	52	-32	1	2	-17	-18
20	M	S	0	33.3	51	4	3	1	-10	12
21	B	E	2	23	57	64	18	13	20	13
22	B	S	9	32	46	-74	-17	-13	-16	-28
23	B	E	12	23.3	63	57	18	33	3	9
24	B	E	1	61	30	100	31	23	96	30
25	B	S		52	32	76	25	17	18	16
26	M	S	10	78	23	128	39	31	12	16
27	M	S	0	56.6	36	55	16	13	19	7
28	M	S	10	30	57	-7	4	10	-12	9

APPENDIX C

CORRESPONDENCE

UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Social, Psychological, and Philosophical Foundations of Education
College of Education
330 Burton Hall
Minneapolis, Minnesota 55455

Dear Colleague:

I am pleased to give you permission to use the Defining Issues Test for your project. Please include the following credit line on the front page of all copies of the test when you are duplicating them: Copyright James Rest, 1972, all rights reserved.

Best wishes for success in your work. I do appreciate hearing of your progress and please send me a copy of your report.

Sincerely,

James R. Rest

James R. Rest
Associate Professor

JRR:ph

THE UNIVERSITY OF KANSAS / LAWRENCE, KANSAS 66045

Department of Psychology
913 864-4131

April 12, 1977

Ms. Marilyn Deal
2001 N. Perkins Rd. B-29
Stillwater, OK 74074

Dear Ms. Deal:

Please forgive my delay in responding to your letter of April 6. It was sent to the College of Education, rather than the Department of Psychology. Certainly you have my permission to use the PHN scale in your research. It is not copyrighted, so duplicate as many copies as you need.

Enclosed are some materials relevant to the scale.

Yours cordially,

Lawrence S. Wrightsman

Lawrence S. Wrightsman
Professor and Chairman

LSW/db
Enclosure: reprints

VITA 2

Marilyn Durr Deal

Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIP OF PHILOSOPHY OF HUMAN NATURE, LEVEL OF COGNITIVE MORAL REASONING AND PUPIL CONTROL IDEOLOGY OF GRADUATE STUDENTS IN A DEPARTMENT OF CURRICULUM AND INSTRUCTION

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in New Orleans, Louisiana, February 21, 1937, the daughter of Mr. and Mrs. Charles F. Durr.

Education: St. Mary's Dominican High School, New Orleans, Louisiana, 1950-1954; Louisiana State University, Baton Rouge, Louisiana; Dominican College, New Orleans, Louisiana; Tulane University College, New Orleans, Louisiana; University of New Orleans, received Bachelor of Science degree in 1972; received the Master of Science degree from Oklahoma State University in 1975; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1978.

Professional Experience: Ten years secondary teacher, New Orleans, Public School System, New Orleans, Louisiana, 1964-1974; Cooperating teacher, University of New Orleans Teacher Education Program, 1973-1974; Pilot teacher for Technology People Environment Program, SUNY Stony Brook, New York, 1973-1974; Research Assistant (member TPE revision team), SUNY Stony Brook, New York, summer, 1974; Graduate Research Assistant, Oklahoma State University, Stillwater, Oklahoma, 1974-1976; mathematics and communications instructor, Predischarge Education Program/Career Advancement Program, Vance Air Force Base, Enid, Oklahoma, 1975; cooperating teacher, Oklahoma State University Teacher Education Program, 1977; science teacher, C. E. Donart High School, Stillwater, Oklahoma, 1976-present.