PERCEPTUAL BASE LINE SYSTEM: AN ALTERNATIVE

STRATEGY FOR TEACHER INSERVICE EDUCATION

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Historically, teacher education programs have concentrated on im-
parting specific role skills--that is, training. Training is designed
to help the trainee face the situations exactly like those for whom
the training has been designed. The aim is to prepare the trainee to
perform in a predetermined way. Training seeks to make participants
the same. Institutions as well as individuals are viewed from a sys-
tems perspective couched in a deficit orientation. That is, a person
to be educated or a school system to be improved is seen as a problem
to be corrected in order to be brought up to standard.

According to MacDonald (1968, p. 38), "Training is the process of
preparing a person to perform defined functions in a predictable situa-
tion, and education is the process of equipping an individual to per-
form undefined functions in unpredictable situations." An education
program reflecting a training philosophy is based upon the notion that
man is the sum total of his experiences--a passive victim of his en-
vironment. However, Chein (1972, p. 6) suggests that, "Man is an
active, responsible agent, not simply a helpless, powerless reagent."

While training has remained as the theme for instruction in
teacher education programs as well as public schools, scientism is the
major approach to curriculum development. Although many people have
influenced the American education system (Herbart, Pestalozzi, and

others), possibly beginning with Bobbitt (1918), the field of curriculum has been greatly influenced by the principles of scientific management. The principles of scientific management have their roots in industry. The goal of scientific management in industry, based on a profit motive, is to eliminate waste and inefficiency and to maximize production. The concepts of cost accounting, quality control procedures, and the like being used in curricular affairs in schools today are examples of scientism borrowed from an industrial or factory model.

When schools are viewed from a systems perspective (a bureaucracy) the person is regarded as systems material (a role player) and the focus is on perfection. On the other hand, when schools are viewed as eco-systems, the person is regarded as a fully social person and the focus is on improvement. A bureaucracy cannot accomodate a social individual. A social individual seeks co-existence and a bureaucracy seeks domination. When individuals are viewed as human resources (role players) they are expected to perform in a predesigned pattern to support the bureaucracy. Talcott Parsons (1960) talks about the individual in a bureaucracy as a role player within a system of interlocking roles.

Robert Merton (1952) seems to suggest that the objective of the bureaucracy is to destroy the personal values of an individual and to replace them with institutional values. He says that bureaucracy is a technique used by a power elite to control the masses. Philip Selznick (1969) imputes a human-like quality to the organization and the individuals are given a role function within the organization, subservient to it. In this way, the organization can define reality for the individual and by doing so, it avows its superiority over man.

Those charged with the responsibility of improving teacher performance more often than not use institutional and role-based criteria to establish human goals. When change does occur, what happens may be that one set of role behaviors are simply exchanged for another set. The person in the process may or may not have changed.

Concomitantly, McLaughlin and Berman (1977) establish the futility of a deficit orientation in conducting inservice programs for teachers; yet, this orientation remains as top priority for inservice endeavors. In reporting on the Rand Corporation study, they noted that the deficit model is based on the assumption that problems in schools or with teachers have to do with inadequate information, inadequate skills, and so on. If these skills and information could only be imparted to teachers, then their behavior would be corrected or improved and they would be more effective in the classroom.

The currently popular back-to-basics movement has rekindled enthusiasm for the aspect of measurement as the tool for evaluating a school system's performance and the establishment of credibility. Fascination with measuring what we know how to measure has in some way produced a distorted vision as to what we should measure. Goodlad (1979) suggests that schools need "qualitative appraisals" of what goes on within the schools. He states that, ". . . how a student spends precious time in school and how he feels about what goes on there is of much greater significance than how he scores on a standardized achievement test" (p. 343).

The fascination of measuring what we know how to measure is in part, if not totally, a reaction to the current fad for accountability, behavioral objectives, minimal competency testing, and needs assessment,

all of which are products of the scientific model applied to the con-
cept of schooling. It is not that the scientific model is wrong, but
that it deals only with partial potential as far as human potential is
concerned. Measurement is a product of a technological society and the
present schools are a reflection of that society. The current trend
is toward focusing on what persons do as opposed to focusing on who
persons are and what they might do. The press for accountability of
the early 70's was a consequence of this type of mentality. Need
assessment procedures, that were a natural out-growth of the accounta-
bility movement, encourage a mechanistic, objective, impartial view of
persons. In order for this approach to school improvement to work,
human attainments are narrowly defined rather than human potentialities
broadly conceived. This is not to say that one approach is right and
one is wrong, but rather that a mechanistic approach is partly right
and leads to partial solutions, thus resulting in an exercise in par-
tiality.

Goodlad (1979) states:

. . . schools will be better if legislators, school board
members, parents, and superintendents see themselves as
responsible and accountable for enhancing the effective-
ness, unity, and sense of mission of the single school.
This may mean passing less rather than more reform legis-
lation, reducing rather than increasing districtwide pro-
grams and demands, giving more rather than less autonomy
to principals and teachers, and using contextual as well
as outcome criteria as measures of successful performance
(p. 346).

In any event, it is safe to assume that the bulk of preservice and
continuing education experiences of today's teachers and administrators
reflect a scientific model for curriculum and instructional develop-
ment. In other words, as students, teachers' educational experiences

were and are structured or patterned around such a scientific model;
and they have been taught how to employ such a model while creating
learning experiences for the students they teach.

The learning climate of any school is an expression of the con-
sciousness level of the administrators, teachers, counselors and other
personnel. It is a unique ecosystem striving for inner-outer balance.
These persons know how they would like to interact for the good of
themselves and others; however, due to the imposed reality of role ex-
pectations, they may behave in manners which are contrary to what they
know and feel. Any real improvement in the schooling process will occur
only when each person's beliefs and feelings are in harmony with his/her
behaviors.

The proposed perceptual base line system is an alternative approach
to inservice focused upon encouraging a school faculty to examine the
congruency of their educational beliefs and practices. This approach is
based upon the rationale that when teachers' educational beliefs and
practices are in harmony, then the true person of the teacher is re-
leased. Therefore, the perceptual base line system is designed as a
tool to use in illuminating the person of the teacher as central to the
total schooling process. The system focuses on the uniqueness of the
teacher rather than on a role a teacher may be expected to play.

Nature of the Problem

As suggested above, the pressure for accountability of the school-
ing process has resulted in a mechanistic posture. Here again is the
factory, cost accounting, deficit model. By decreasing inefficiency we
eliminate waste and increase production; an increase of a predetermined

end product may possibly occur at the expense of human potential. As

persons are viewed in an objective framework, they are treated as ob-

jects. This encourages distance between and among persons (teachers,

students, administrators) involved in the experience. Distancing

nearly always results in alienation. Persons in the setting simply

perform in a robot fashion as they attempt to cope with the environment,

rather than being congruent and harmonious with it.

Concerns for the teacher as teacher have a preconceived framework;

i.e. performance, success and achievement terminating in correct teacher

behavior. Concerns for the teacher as person do not exclude teacher

type things such as instructional behavior, but should be extended to

include feelings and satisfaction of the person in their role. Teachers

cannot be expected to deny their personhood when they enter the class-

room. Nor should they be expected to be the epitome of neutrality as

they don the robe and mask of teacher. The teacher as role model is

seen more or less as mind and a set of predetermined behaviors; the

person of the teacher is seen as mind, body and spirit. What one knows

is important, but how one uses and feels about what they know is equally

as important. Teachers feel, teachers worry, teachers care and teachers

have different needs, wants, desires and concerns just as do students.

Teachers, just like students, bring their person to the role they assume.

The assumption usually has been that those in positions of author-

ity know more about what should be done than do those in subordinate,

non-authoritative positions. Evidence simply does not exist to estab-

lish this assumption as valid. Arthur Combs (1962) relates the story

of:

> . . . an aboriginal tribe which believed that the worst
> thing that could happen to a man was that his spirit should

escape from his body. Accordingly, when a man got sick
people began to worry that his spirit might escape and, if
local medicines and the witch doctor's charms did not
prove enough, the family would gather about the patients'
cot and stuff all of his body openings with a mixture of
grass, leaves and mud to keep his spirit from escaping
from his body. Under this treatment, of course, the
patient always died--but everyone felt better for having
done something about it (p. 39).

All too often, teacher education curriculum at the higher education
level and teacher inservice programs have assumed this position; a
solution is too quickly conceived rather than viable alternatives to
past remedies carefully examined.

The teacher as a person and the proposed perceptual base line data
that teachers employ in making curriculum decisions are worthy of new
analysis. Schools can and should be better, but it will not happen
automatically. Educators should and must take the lead in making
schools better places in which to live and learn.

Purpose of the Study

This study seeks to determine whether teachers are aware of their
perceptual base line data (why they do what they do) and the implica-
tions and accompanying responsibilities an educational philosophy places
upon the teacher as he/she participates in the learning experiences of
children.

Answers to the following research questions were sought:

I. Are teachers' belief bases stable and/or susceptible
to change?

II. Are teachers' perceived classroom practices harmonious
with their prevailing educational philosophy?

III. Can teachers make sound curriculum decisions based on

their known educational philosophy?

IV. Are teachers' concerns based in scientific management
or in other beliefs, feelings and values?

Definition of Terms

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

Base Line Data: Information obtained through some kind of needs assessment procedure designed to accomodate the institution being assessed as opposed to being sensitive to the persons within the institution. The person of the individual is viewed as a role player in an ongoing drama instead of as the person in the process.

Perceptual Base Line: A process approach that focuses on the facilitation of awareness of an individual's degree of congruency between his/her beliefs and day-to-day operations in the school setting. Additionally, the system provides group data that allow an individual to compare his/her personal beliefs with the collective beliefs of colleagues. The perceptual base line system is not designed to foster change, but to encourage self awareness, self acceptance, and harmony between self-reported beliefs and practices.

Perceptual Filters: The culturally induced beliefs, feelings and values through which a person views his/her internal and external world.

Personhood: The affirmation of one's unique self and one's perceived reality as opposed to an assigned role and externally imposed reality.

Role or Role Behavior: A norm embedded within the school organization to which all are expected to subscribe. The norm enforcement implies a static concept of human functioning.

Basic Assumptions

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

1) Man is inclined toward good and his nature is to seek and maintain a balance between his inner and outer worlds.

2) The manner in which one behaves and the choices one makes reflect one's basic attitudes, beliefs and values.

3) The teacher is the single most important element in the classroom setting as far as student learning is concerned.

4) There is a direct relationship between personal beliefs held by the teacher and teacher practices.

5) Many teachers operate from a philosophical base or combination of bases that are not necessarily rationally ordered.

6) Incongruence between one's behavior and philosophic beliefs results in frustration and often less effective teaching.

7) Teachers have the necessary knowledge base and skills to bring about school reform.

8) The exercise of personal strength and freedom by teachers will improve the learning process for students.

9) Teachers can constructively reconsider their values, beliefs and philosophy, and this consideration can be facilitated, without controlling direction, by providing a framework or structure such as the instruments used in this study.

10) Whatever people believe about the nature of man determines
the nature of the institutions they create to accomodate man.

Limitations of the Study

The following limitations apply to this study:

1) The sample used for this study was limited to an
elementary school with female teachers only, and
therefore, inference may not be made to male ele-
mentary teachers.

2) The sample population was chosen by their contacting
this researcher and not by random sampling.

3) Generalizations for the state and the nation con-
cerning this study may not be made due to the size
of the population sampled.

4) The length of time for this study was three months.

5) The physical facilities and setting in which the
group interaction took place were less than ideal.

6) Several limitations may exist within the instruments
due to the Hawthorne effect, the halo effect and the
error of central tendency (Kerlinger, 1967).

Organization of the Study

In this chapter, a framework has been presented as an attempt to
describe current practices in inservice education and possibilities for
future consideration. If the personhood of teachers is to become a
major consideration in planning inservice educational programs, then
examination of teachers beliefs, feelings and values is paramount.

Chapter II is devoted to a review of selected research and litera-ture. Chapter III presents a description of the population, instrumen-tation and data collection and analysis. Chapter IV presents the results of the study. Finally, Chapter V summarizes the entire study, presents findings of the study, gives conclusions drawn from the find-ings, makes recommendations in keeping with these conclusions and suggests areas for further research.

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

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

The significance of personhood in the school adventure is being illuminated by leaders in the field of education. Goodlad (1975) told the audience in his address at the 1975 Association of Supervision and Curriculum Development Annual Conference:

> What I am asking for is that we suspend for a time as a matter of policy our pathological preoccupation with pupil effects, as defined in statements of objectives or norm-based achievement tests. What I am asking for is that we concentrate, as an alternative, on the quality of life in the schools--not just for pupils but for all who live there each day.

Clearly the preceding statement is in conflict with the mentality that has encouraged the spending of millions of dollars on such programs as teacher planning and budgeting systems (PPBS), performance based teacher education, accountability by objectives and minimal competency tests for secondary school students. Educational functions have been dominated by "purpose before activity" approaches to reform. Goodlad (1978) further states:

> Whatever the criteria applied to conducting a system of education, the only legitimate criteria pertaining to education, itself, arise out of the quality of the experience for developing the individual. The direction for improving our schools is not doing better what we now do. Rather, we must begin by asking whether much of what we now do should be done at all (p. 270).

Former proponents of the product before activities brand of education are beginning to concentrate more on the personhood of the participants in their writings.

Ralph Tyler (1977), often referred to as the father of behavioral objectives, when asked how a curriculum syllabus of today would compare with the now classic syllabus he developed at the University of Chicago twenty-five years ago states:

> I would give much greater emphasis to careful consideration
> of the implications for curriculum development of the active
> role of the student in the learning process. I would also
> give much greater emphasis to a comprehensive examination
> of the non-school areas of student learning in developing
> curriculum (p. 37).

Louise Tyler (1978, p. 275) writing on curriculum evaluation holds: "My thesis is that the person is central to evaluation, that persons have the power to experience meanings that they perceive, create, discover, enjoy and act upon." Tyler goes on in her writing to explore the notion of personal meaning and its significance for evaluation.

Bloom (1978) writing about school reform states:

> Neither further opportunity for education nor increased
> financial support for education will do much to improve
> the education of each of our students. The answer does
> not lie in additional funds, new fads, or major and
> sweeping changes in the organization of our educational
> systems. As I see it, the solution lies in our views
> about students and their learning (p. 563).

Combs (1978) suggests a "self as instrument" concept of teaching; that is, teacher education is seen as a problem in personal becoming. He holds that good teaching is a product of teacher beliefs or perceptions. He sees a vast difference between developing a personal philosophy and studying philosophies. He states:

> Good teaching is not, it seems a question of right methods
> or behaviors, but a problem solving matter, having to do

with the teacher's unique use of self as he/she finds appro-
priate solutions to carry out the teacher's own and society's
purpose (p. 558).

MacDonald (1977) argues that values are central to curriculum work.
He tends to believe that these values are derived from one's conception
of the basic aims of education. He challenges curriculum theorists to
make their value commitments clear. He identifies what he believes to
be two fundamental value questions: 1) "What is the meaning of human
life?", and 2) "How shall we live together?" (p. 20).

Ebel (1972) states:

We seem to have lost sight, or become confused about our
main function as educators, our principle goal, our rea-
son for existence. We have no good answer that we are
sure of and can agree on to the question, What are schools
for? (p. 3)

Answers to the questions posed by Ebel and MacDonald will vary
depending upon one's feelings, values and beliefs. Expressed purposes
of education are as diversified and unique as the individual perceptual
filters of those providing opinions.

The Teacher as Person

Individuals possess a philosophy of life whether they are cogni-
zant of it or not. One's philosophy, personal values and beliefs, form
the foundation from which one makes choices or decisions during his/her
lifetime. Basic to a teacher's personal philosophy is his/her belief
about human nature or the belief about people and how they grow and de-
velop. Purkey and Avila (1971) emphasize that the teachers' beliefs
concerning the worth and dignity of individuals are paramount and that
in order to identify good and poor teachers, it is necessary to explore
how teachers see themselves and the world around them.

According to Beniskos (1971, p. 35), "Teaching is not just a matter
of possessing skills, nor of being possessed by skills either." He
continues that it is too easy to hide behind skills, and thus avoid re-
lating to people. Beniskos emphasizes that skills are those things
which a teacher adds to what he/she already is. Usher and Hanke (1971)
agree when they state:

> The primary 'tool' with which teachers work is themselves.
> Effective teaching is thus seen as effective use of the
> teacher's own self; the peculiar ways in which he is able
> to combine his own knowledge and sensitivity with his own
> unique ways of putting it into operation so as to be help-
> ful to others (p. 3).

There is a definite need for teachers to recognize their own basic
value structures and the value base of those with whom they interact.
According to Katz and Stotland (1959) values are a highly integrated
set of attitudes about particular objects in an individual's environ-
ment. One's values are based on lasting and deep seated beliefs.
Moustakas (1967) discusses what he terms universal values and self
values. He defines universal values as ". . . values which have re-
mained essential throughout human history, giving the individual and
human life a whole meaning" (p. 2). Self-values, according to Moustakas
(1967), are the resources existing within self: the interests, meanings
and desires unique to each individual.

When the individuality or the uniqueness of teachers is prized, the
learning environment of the school can become one of encouraging student
individuality. Sanders and Sanders (1978) describe an ideal learning
environment as one that: 1) respects, emphasizes and appreciates the
worth of each child; 2) encourages open communication and expression of
feelings; and 3) encourages the discovering of understanding and

knowledge. Therefore, they propose that learning environments prize human values, social values and intellectual values. This learning environment will be possible in all schools when the teacher is freed from role playing and encouraged to interact with others as a person.

Hamachek (1969) and Dieken and Fox (1973) suggest that if it is true that good teachers have a positive view of themselves and others, then more opportunities should be provided for both preservice and in-service teachers to acquire more positive self perceptions. Jersild (1955) has demonstrated that when "teachers face themselves", they feel more adequate as individuals and function more effectively as teachers.

Leonard (1972) suggests that certain social conditions encourage the ignoring of emotions and the distrusting of one's own feelings. Dahms (1972) seems to reinforce this view by suggesting that people are taught to suppress and control feelings rather than to express them. Seaberg (1974) emphasizes that it is necessary for a teacher to clarify his/her beliefs about people and how they learn if he/she is to facilitate growth.

Educational Beliefs and Practices

Powell (1978) emphasizes that teachers can and do make a difference in how much students learn. She continues that ". . . teachers cannot rely on one method of teaching or one set of teaching behaviors to be effective in all teaching situations" (p. 30). How teachers feel about themselves, their psychological postures, definitely influence what happens or what does not happen in the classroom. The fears or in-securities some teachers possess concerning their own personal worth

may create barriers to honest personal encounters with youngsters (Dobson and Dobson, 1976).

Hamachek (1969) stated that good teachers view teaching as primarily a human process involving human relationships and human meanings. He continues that flexibility and the ability to perceive the world from the student's point of view seem to distinguish the more effective from the less effective teacher.

Gordon (1974, p. 307) states: "Teachers are members of an organization whose norms, rules, policies, prohibitions and job definitions strongly influence how they respond to students and how they teach them." He goes on to comment that value conflicts or value collisions are likely to occur and that they cannot be avoided or wished away. He says that one of the best ways to deal with value collisions is for the teacher to model the behavior he/she would like to establish; however, one of the greatest obstacles to teachers becoming models is the "double standard" prevailing in most schools.

Gordon states:

> If you value honesty, then be honest with students. If you value neatness, then be neat in dress and manner. If you value promptness, be on time. If you value democratic principles, then don't be autocratic. But if you value fascism or the law of survival of the strongest, then don't try to preach democracy or humanitarianism (p. 299).

Wrightsman (1964) states that teachers' expectations about people or assumptions about what people are really like will influence their interactions with them. Combs (1962) further emphasizes the importance of a person's basic beliefs about human nature and the influence of this phenomenon upon human interaction in the educational process.

Usher and Hanke (1971) emphasize that the nature and quality of teachers' personal beliefs become crucial; that teachers convey their beliefs through their methods, knowledge and procedures or in spite of specific procedures used in the classroom. Sanders and Sanders (1978) very succinctly state that the "person" of the teacher is the most important factor in the learning process. Goodlad (1977) echos this sentiment and calls upon teachers to examine beliefs and to act responsibly so that they do not violate their own integrity.

Three Divergent Educational Designs

For the purposes of this research, the numerous philosophies and psychologies have been combined into three categories or designs. This was done with the awareness of the pitfalls of labeling, the prospect of dealing with complex affirs with an either/or mentality and the possible influence of the researcher's philosophical bias. The three designs being used are: 1) Design A - Behavioristic psychology and Essentialism philosophy, 2) Design B - Cognitive psychology and Experimentalism philosophy, and 3) Design C - Humanistic psychology and Existentialism philosophy. These three designs may be arranged along a continuum with Design A on the one end, Design C on the opposite end and Design B in the middle (see Appendix D). Movement along this continuum from Design A to Design C represents movement from a more closed system to a more open system. For a complete description and comparison of these three designs, see Appendix D, A Model for Curriculum Dialogue: The Language of Schooling, Dobson and Dobson, 1976.

Design A

Design A schools are psychologically couched in Behaviorism and philosophically based in Essentialism. Behavioristic investigation is limited to objective, observable phenomena, and to the methods of natural science. Essentialism mediates between the Realist and Idealist philosophical extremes. Marshall (1973, p. 97) contends that Essentialists believe that ". . . some essentials, like the three R's, resting on established knowledge and tradition must continue to be taught as the indisputable core of curriculum." Notable psychologists in the field are such people as J. B. Watson, Edward L. Thorndike and B. F. Skinner, to name but a few. Plato, often accorded the title of the Father of Idealism (Marler, 1975), Calvanist Jonathan Edwards, Samuel Johnson and Bishop Berkeley are usually associated with the philosophy of Idealism. Aristotle, John Locke and Bertrand Russell are notable contributors to the philosophic thought of Realism.

Design B

Design B schools are based in Cognitive-field psychology and in Pragmatism and Experimentalism, schools of educational philosophy. Marler (1975) states that pragmatism as a formal school philosophy is a modern movement which originated in the intellectually and socially turbulent years at the end of the nineteenth and beginning of the twentieth centuries. The Cognitive-field theory of psychology is based primarily upon the thinking of Kurt Lewin (Bigge, 1964) and Jerome Bruner (1960). Lewin talked about a relativistic, as opposed to an absolutistic, mechanistic manner of viewing man in the learning process. He stressed democratic ideals and practices. Bruner conceptualized the

"spiral curriculum" which emphasizes that children can learn any subject matter at any age at their level of development. Bruner believes that knowledge and understanding comes from repeated attacks, at increased levels of maturity, on the same topics. The forerunner of pragmatic thought can be found in Heraclitus, a Greek philosopher who emphasized the constancy of change; in Sophists, who denied the possibility of knowing ultimate reality; and in Quintillian, the Roman who emphasized action rather than deductive reasoning as a pathway to learning. In America, the focus of Pragmatism was the harmonizing of the individual and society. The works of William James and Charles Pierce influenced the writings of John Dewey, who is considered the Father of Experimentalism.

Design C

Design C schools have their roots in Humanistic psychology and Existential philosophy. Humanistic psychology focuses on ". . . man himself--his needs, his goals, his achievements, his success. . ." (Goble, 1970, p. xii). The human potential movement is often referred to as the "Third Force" and has become a voice in education that is beginning to be heard over the cries of the technologists, portrayed in Design A and those of the Experimentalists, depicted in Design B. Abraham Maslow, Rollo May, Fredrick Perls and Carl Rogers are probably among the most notable psychologists associated with Humanistic psychology. According to these persons, the single basic motivation of all human beings is the actualization of one's potentials (Patterson, 1973). Philosophers such as Heidigger, Nietzsche, and Sarte make up the atheistic Existentialists, while Buber, Jaspers, Kierkegaard, and

Tillich are thought of as theistic Existentialists. Existentialism as a modern twentieth century philosophy is often credited to Kierkegaard, a philosopher-psychologist-theologian (Dawson, 1976).

Educational Decision Making

Proponents of various educational reforms appear to be more concerned with finding better ways of doing what they are already doing than with raising questions as to why it is they do what they do. Johnson (1967, p. 127) suggests, "The majority of educationists, educational practitioners and scholars. . . are oriented toward improvement rather than understanding, action and results rather then inquiry." Orlich and Shermis (1965) state that teachers generally do not consciously choose a better teaching method to employ in the classroom. Rather, the teacher's temperament, the feelings of administrators, local tradition and other factors affect the teaching methods actually used. Herrick and Tyler (1950, p. 111) state ". . . it might be more useful if the curriculum worker saw philosophy as a process for putting the whole design to work in making the important decisions on curriculum." Hedges and Martinello (1977) propose that the philosophy of the school when implemented in daily practice gives education wholeness, direction and purpose.

Dobson and Dobson (1978, p. 33) state that most of the current school planning falls into five categories: "1) Rearrange the deck chairs on the Titanic, 2) Betty Crocker approach, 3) Diet approach, 4) Candy Store approach, and 5) Wet-Finger approach." In the first approach, organizational variables are constantly manipulated in attempts to improve the schooling experience, although entertainment of

one or two schooling variables to the neglect of others does not produce what is expected. In approach number two, the emphasis is on improving what is currently happening by treating teachers as technicians and providing them with "recipes" to improve their craft. Approach number three to curriculum improvement has educators selecting isolated programs from among the many available, implementing them indiscriminately and wondering why teachers and students are not achieving the stated goals. Number four bombards educators with fool-(teacher)-proof educational programs wich proclaim fantastic results. Here again, without a concise philosophical base from which to make sound educational decisions, the decision may be made according to a whim of the moment. The last approach, number five, is similar to the old "pendulum swing" or "band wagon" approach. The educators may symbolically extend their wet finger into the air to determine the current direction of educational momentum.

Lewis (1975, p. 111) defines philosophy as ". . . a coherent and consistent organization of beliefs and values, which is a necessary tool in order to choose, define, and organize the goals and objectives for the school." A thoroughly worked out philosophy of education can reveal one's basic values, clarify one's choices and increase one's consistency or congruency with regard to one's day-to-day practices. When members of a group, through honest interaction, develop a shared philosophy, they may establish guidelines or a foundation from which to examine educational variables such as curriculum, organization, instruction, evaluation and society.

This researcher is led to question if any real (lasting) change can ever occur under the current bureaucratic (power-elite) structure

of organization. Bureaucracies bless superordinates with rights and saddle subordinates with obligations (Dobson and Dobson, 1978). This type of structure may work in an institution with a product/profit motive, but it is not succeeding in social/service based institutions such as hospitals and schools. Abbott and Lovell (1965, p. 49) predict ". . . that the educational administrator of the future will be more like the hospital administrator and less like the industrial tycoon, who appears to be our model today."

The Status of Inservice Education

The literature consistently reveals that the teacher is the most important variable as far as classroom learning for the students is concerned. Teachers can and do make a difference in how much students learn, e.g. Powell, 1978; therefore, it is recommended that as a beginning point for school improvement projects, perceptual base line data be established through inservice education. This data will deal exclusively with personal beliefs of teachers.

Two instruments have been created to assist school faculties in identifying perceptual base line data: The Educational Beliefs System Inventory and the Educational Practices Belief Inventory (see Appendix A). The instruments identify the degree to which a person is experiencing belief-practice congruency. An explanation of the instruments as well as a discussion of their purpose in a perceptual base line system are presented in Chapter III.

Attempts at inservice education for teachers in the past have usually been in the bureaucratic (top-down) form. Weekend workshops, outside experts and summer sessions--usually taken as administrative

suggestions or to gain possible salary increments--are frequently based in a teacher deficit orientation. Thelen (1971) says that all too often when administrators ask about inservice education, they usually want to know what to do to their faculty. Allen (1971) says that under the current system of inservice education, all teachers are treated as "perfectly interchangable parts", wiping out all individual differences as though the term "teacher" had some mystical power. Meade (1971) refers to current inservice programs as "rescue missions" designed to help teachers overcome a presently pressing crisis. Louis J. Rubin (1971) puts current inservice education in perspective when he states that:

> . . . the conception of inservice education leads to three fundamental conclusions: teacher professional growth has not been taken seriously, it lacks a systematic methodology, and it has been managed with astonishing clumsiness. It is not surprising, therefore, that teachers have grown accustomed to its impotence, and that administrators have come to regard it as a routine exercise in futility (p. 245).

As for the future of inservice education, Tyler (1971, p. 15) states that, ". . . inservice training of the future will not be limited to college and university campuses or to school buildings, but will be carried on in a variety of settings related to the problems and the resources to be dealt with." He goes on to say ". . . it will not be seen as 'shaping' teachers but rather will be viewed as aiding, supporting, and encouraging each teacher's development of teaching capabilities that he values and seeks to enhance."

Jackson (1971) talks of inservice education as a "growth approach" rather than a "defect approach." The first implies health and the second implies a sickness. He supports the view that teachers must be encouraged to examine their beliefs and values by stating ". . . that in

education, as in many other domains of human endeavor, we must act on the basis of belief rather than knowledge. We must do what we believe is right rather than what we know will pay off" (p. 33).

Meade (1971, p. 211) states that, "There is perhaps no better summary of the state of in-service education today than the words of Thomas Cranmer: 'We have left undone those things which we should have done; And we have done those things which we should have left undone; And there is no health in us.'"

Deciding on the purpose of schooling is a complex question for which there probably is no one best answer. Nevertheless, this question must not be set aside for the exclusive ponderance of futuristic scientists and philosophers. The question of school purpose must honestly be confronted today by all those involved in the growth experiences of young people.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

This study seeks to determine whether teachers are aware of their perceptual base line data (why they do what they do) and the implications and accompanying responsibilities an educational philosophy places upon the teacher as he/she participates in the learning experiences of children. Included in this chapter are a description of the population that participated in the study, the procedures used for collecting the data, a description of the instrumentation and the methods used for analyzing the data.

Description of Population

The elementary school used in this study was located in North-central Oklahoma in a community of approximately 10,000. There are approximately 3,100 students in the total school system. There are four elementary schools, one junior high school and one high school. The grades offered in the four elementary schools respectively are: School A - Kindergarten and first grade; School B - Second and third grades; School C - Fourth and fifth grades; and School D - Sixth grade. The junior high school consists of the seventh and eighth grades and the high school houses grades nine through twelve.

27

As was stated earlier in this study, the school used was not ran-
domly selected. While the building principal of School A was a student
at Oklahoma State University, she learned of the perceptual base line
system in a graduate course. After contacting this researcher and
discussing the possible benefits this alternative inservice program
could have, the principal asked that the study be done in School A.
School A contained approximately 475 students in kindergarten and first
grade. The certified staff consisted of one building principal and
fifteen female teachers. All sixteen are included in this study.

Collection of Data

The Educational Beliefs System Inventory and the Educational
Practices Belief Inventory are the two instruments used in this study.
The instruments are intended as a method of identifying the degree to
which persons are experiencing belief-practice congruency between their
professed educational beliefs and their professed educational practices.
The components of the two instruments represent a strategy for planning
and decision making that identifies the beliefs that collectively con-
stitute a personal philosophy of education and also the variables neces-
sary to create or establish a phenomenon called schooling. The
instrumentation is intended as a tool for dialogue and self assessment
rather than a technique for evaluation. The instruments were designed
by Dobson, Dobson, Grahlman and Kessinger (1978); these are presented
in full in Appendix A.

The schedule in Figure 1 is an example of the general procedure
used in implementing the perceptual base line system.

Phase I   Objective 1: To meet with entire faculty to explain
and answer questions relative to perceptual base line
system.

Objective 2: To administer the Educational Beliefs
System Inventory and the Educational Practices Belief
Inventory.

Phase II   Objective 1: To report results, both individual pro-
files and total school profile, to faculty.

Objective 2: To provide appropriate materials to
faculty explaining the meaning of scores relative to
each sub-test.

Phase III   Objective 1: To meet with entire faculty to discuss
in detail what various philosophic bases are reflected
in day-to-day school practices.

Objective 2: To provide faculty with educational
materials to supplement the explanation.

Phase IV   Objective 1: To hold interviews with each faculty
member and discuss personal and professional impli-
cations of his/her profile.

Objective 2: To assist individuals in establishing
goals for personal continuing education.

Phase V   Objective 1: To meet with administration and/or
faculty representatives for the purpose of deter-
mining staff development activities based on needs,
desires, and concerns of individual persons as
expressed in Phase IV.

Objective 2: Collectively design a plan for staff
development.

Phase VI   Objective 1: Determine delivery strategies (brief-
ings, conferences, workshops, seminars, travel
independent study, etc.) most suitable for the staff
development plan.

Objective 2: Implement staff development program.

Figure 1. Proposed Schedule of Meetings

In addition to the six phases listed in Figure 1, a questionnaire (see Appendix F) was mailed to each participant following Phase V. This was done for the purpose of this study only and is not usually part of the perceptual base line system.

Instrumentation

The Educational Beliefs System Inventory, referred to as the EBSI, and the Educational Practices Belief Inventory, referred to as the EPBI, were the two instruments used in this study (see Appendix A). Together they represent a proposed strategy for planning and decision making that will identify the beliefs that collectively constitute a personal philosophy of education, according to the three philosophical designs within the two instruments. The instruments identify the degree to which persons are experiencing beliefs/practice congruency between their professed beliefs and their professed educational practices. The instrumentation is intended as a tool for dialogue and self-assessment rather than as a technique for evaluation.

The Educational Beliefs System Inventory (EBSI) is a 69 item inventory composed of statements clustered under the following sub-tests:

1) What do you believe about Human Nature?

2) What do you believe about Motivation?

3) What do you believe about the Conditions of Learning?

4) What do you believe about Social Learning?

5) What do you believe about Intellectual Development?

6) What do you believe about Knowledge?

7) What do you believe about Society?

Each sub-test contains equal numbers of statements from three distinct educational camps: 1) Behavioristic psychology - Idealism philosophy, 2) Cognitive psychology - Experimentalism philosophy and 3) Humanistic psychology - Existentialism philosophy. The teacher is asked to judge each statement from the viewpoint of "This is what I really believe", and not "This is how it is now." The possible response categories are: 1) complete agreement, 2) moderate agreement, 3) uncertain, 4) moderate disagreement, and 5) complete disagreement. Each sub-test is designed to yield scores which will correspond to the three particular educational camps. For a more complete description of the three camps and the types of educational decisions and activities advocated by each, see Appendix D.

The instruments may be hand scored and graphed (see Appendix B) or machine scored and graphed. An S. P. S. S. (Statistical Package for the Social Sciences) computer program has been written along with a Fortran plotting program so that the answers may be recorded on a standard answer sheet. When responses are recorded on an answer sheet, the Fortran program may be used to machine score and plot the data.

An example of scoring sub-test 1 is: Items 1-15 are five statements each pertaining to (A) Behaviorism - Idealism, (B) Cognitivism - Experimentalism, and (C) Humanism - Existentialism. Each item is rated by the individual from 1 (complete agreement) to 5 (complete disagreement). The scores from each of the five statements are added together and divided by 5 to yield mean A, B and C scores. A low score in any of the three designs would indicate agreement with that philosophy. A high score in any design would place the individual in disagreement with that philosophy. A score in the middle range (around 3) would imply

uncertainty. This procedure is followed for all seven sub-tests and then the mean scores are combined and divided by 7 to arrive at A, B and C mean scores for the total Educational Beliefs System Inventory instrument. The mean score is shown as sub-test 8 on the computer plot. The results can then be graphed to give the individual a pictorial view of his/her philosophical profile.

This same process is followed for the group by averaging all of the individuals' scores and arriving at a mean group score for each sub-test. This enables the individual to compare his/her individual score with that of the group, if he/she chooses to do so.

The Educational Practices Belief Inventory (EPBI) is a 69 item inventory composed of statements clustered under the following sub-tests:

9)   What do you believe about Instruction?

10)   What do you believe about Curriculum?

11)   What do you believe about Organization?

12)   What do you believe about Content?

13)   What do you believe about Materials and Resources?

14)   What do you believe about Evaluation?

The instructions, scoring and graphing procedures for this instrument are the same as for the EBSI. This instrument also yields a philosophical profile relative to the three educational positions: (A) Behaviorism - Idealism, (B) Cognitivism - Experimentalism, and (C) Humanism - Existentialism. The mean scores of sub-tests 9 through 14 are shown as sub-test 15 and the mean scores of sub-tests 1 through 7 and sub-tests 9 through 14 combined are shown as sub-test 16. Sub-test 16 was useful in attempting to determine a prevailing philosophy for each individual.

Analysis of Data

The method of validation for the two instruments was jury valida-
tion. Jury validation is similar to logical validation except that the
items included on the instruments were submitted to qualified curriculum
experts at three major midwestern universities who rated them as to
their importance in contributing to the philosophies being measured.
Reliability was achieved through the use of the Cronbach Alpha Internal
Consistency Reliability Scale and is shown in Tables I and II. The
Cronbach Alpha Model of Reliability is similar to the Guttman (Lambda)
Split-Half Method of Reliability. Correlation coefficients correlating
perceived educational beliefs with perceived educational practices were
achieved through the use of the Pearson Product Moment Coefficient of
Correlation (Popham and Sirotnik, 1973).

TABLE I

INTERNAL CONSISTENCY RELIABILITY FOR THE
EDUCATIONAL BELIEFS SYSTEM INVENTORY
AND THE EDUCATIONAL PRACTICES BELIEF
INVENTORY (FIRST PILOT SAMPLE)

Design	EBSI	EPBI	Combined
A	.858	.825	.917
B	.796	.846	.884
C	.820	.795	.896

N = 34

TABLE II

INTERNAL CONSISTENCY RELIABILITY FOR THE
EDUCATIONAL BELIEFS SYSTEM INVENTORY
AND THE EDUCATIONAL PRACTICES BELIEF
INVENTORY (ENTIRE PILOT SAMPLE)

Design	EBSI	EPBI	Combined
A	.829	.790	.890
B	.730	.800	.865
C	.790	.825	.905

N = 427

Table I represents the initial reliability scores using an N of 34. These individuals represent a randomly selected class of graduate students at Oklahoma State University during the fall semester of 1978. The instruments were given as a class project by the Professor on a volunteer basis.

Table II represents the reliability achieved during six months of testing involving an accumulated N of 427. The N of 427 includes the original 34 individuals indicated in Table I plus two school faculties and approximately 200 graduate students in the College of Education at Oklahoma State University.

In addition to yielding an internal consistency reliability score, the S. P. S. S. program has the following statistical features built into it: group and individual mean scores, range, minimum and maximum scores and standard deviation. A Pearson product moment correlation

coefficient was also obtained. These correlations related perceived educational beliefs to perceived educational practices for each individual and for the group to determine: 1) the relationship between beliefs and practices and 2) a prevailing educational philosophy for each individual and for the group.

The EBSI and EPBI instruments provide each individual with an A, B and C profile (which represent Designs A, B and C). Each person's score is determined and plotted and then a group mean is determined for each sub-test. In this way, each individual can see where his/her beliefs/practices are in relation to the group as a whole.

Sub-tests 1 through 8 represent scores from the EBSI. Sub-tests 9 through 16 represent scores from the EPBI. A basic premise of this study is that a respondent should find a harmonious agreement between the two sides of the profile. Harmony would be indicated by both sides of the profile appearing at approximately the same level. The individual who is experiencing belief/practice harmony would be one whose profile shows his/her beliefs closely aligned with relevant practices. This would be represented graphically by a flat line or an almost flat line on sub-tests 1 through 7 (educational beliefs) and on sub-tests 9 through 14 (beliefs about educational practices). A strong belief will be graphed with a flat line either towards the top (representing complete disagreement) or near the bottom (representing complete agreement). An individual whose profile tends to be a flat line around the middle (3) merely exhibits uncertainty.

A key, interpreting each of the sub-tests according to the three designs, is provided in Appendix C. The "A" scores represent the Behaviorism - Idealism design while the "B" scores represent

Cognitivism - Experimentalism, and the "C" scores, that of Humanism -

Existentialism. An example of a group profile is represented in Figure

2 as a broken line superimposed over the individual scores (the dark
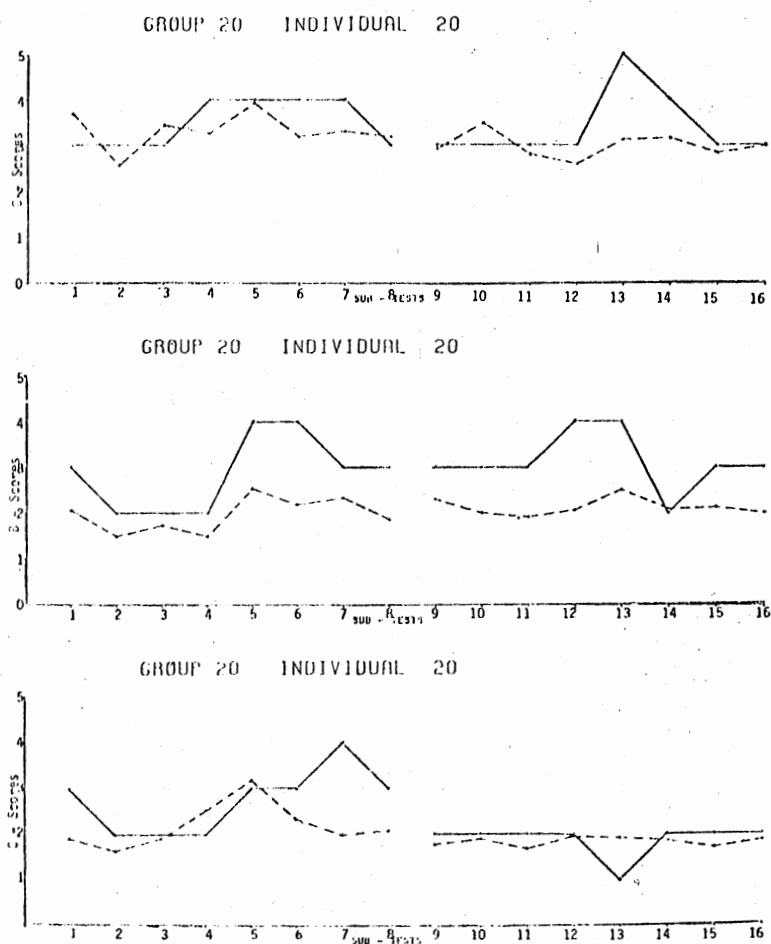
solid line).

Figure 2. Non-harmonious Individual Profile,
Sample

In Figure 2, the "A" scores denote general disagreement with Behavioristic beliefs and complete disagreement with Behavioristic practice concerning Materials and Resources (sub-test 13). The group belief profile fluctuates from agreement with sub-test 2 (Motivation) to disagreement in sub-test 5 (Intellectual Development). The group practice profile, which hovers about the mean score of "3" (uncertainty), mainly leads to the interpretation that there is uncertainty in both beliefs and practices.

The "B" scores in Figure 2 lead to the interpretation that there is agreement with Cognitive psychology and Experimentalism philosophy in sub-tests 2 (Motivation), 3 (Conditions of Learning) and 4 (Social Learning). This individual disagrees with Cognitive psychology and Experimentalism philosophy on sub-tests 5 (Intellectual Development) and 6 (Knowledge). In practice, there is disagreement on sub-tests 12 (Content) and 13 (Materials and Resources), but agreement on sub-test 14 (Evaluation). The group profile reflects that as a whole, the teachers' beliefs and practices closely follow Cognitive psychology and Experimentalism philosophy.

In the "C" scale of the individual's profile, discussions with the teacher may focus primarily on clarifying educational beliefs. This individual indicated uncertainty in his/her beliefs concerning Human Nature (sub-test 1) relative to each of the basic designs. The composite scores for the EBSI (sub-test 8) also indicate an uncertain position. Profile A indicates that this individual is uncertain or in moderate disagreement with Behavioristic psychology and Idealism philosophy in both beliefs and practices. However, Profiles B and C indicate a blending of Cognitive psychology and Experimentalism

philosophy with Humanistic psychology and Existential philosophy in educational beliefs. In practice however, the individual tends to be in moderate or total agreement with Humanistic psychology and Existential philosophy.

The group profiles also indicate that this group of teachers tends to blend Cognitive psychology and Experimentalism with Humanism and Existentialism in educational beliefs and practices. However, the mean scores of the group seem to align this group of teachers more closely with Cognitive psychology and Experimentalism in educational beliefs.

Summary

When the sixteen sub-tests are plotted graphically, the teachers can then judge for themselves if their educational beliefs and practices are harmonious or in conflict with each other and/or the group profile. Also, a prevailing educational philosophy for the individual and/or the group may be identified by the identification of the mean score for each sub-test.

The purpose of the profiles is not to convince a person, or for that matter a total faculty, to change philosophic beliefs or teaching behaviors; rather it is intended to stimulate some thinking about the personal and professional direction the person or persons want to take. If an individual or the entire faculty is dissatisfied with the results, then hopefully the instrumentation can be used as a tool for planning as well as for decision making by providing illustrations of areas of agreement and disagreement. The real strength of the instruments lies in the discussion that follows the reporting of the results.

The profiles are designed to give the individual a graphic view of his/her professed educational beliefs/practices according to three philosophical schools of thought. To repeat, it should be useful as a tool for dialogue and as a way of thinking about and dealing with some of the everyday problems that occur when teachers and students interact.

As was stated earlier, these are possibilities based on observations from a graph. A potential result during the human-social process of person-to-person interaction, would be that other suggestions, possibilities and alternatives would surface and give rise to further exploration and eventual satisfaction concerning educational beliefs/ practices congruency.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

The purposes of this chapter are to present the data collected during the study and to summarize the results of the analysis of that data. This study sought to determine whether teachers are aware of their perceptual base line data (why they do what they do) and to denote the implications and accompanying responsibilities an educational philosophy places upon the teacher as he/she participates in the learning experiences of children.

All data were processed using the computer program S. P. S. S. which yielded a group and individual mean score, range, minimum and maximum scores, standard deviation, a Pearson correlation and levels of significance.

Philosophical Profile Components

According to the perceptual base line system and the Dobson and Dobson model (see Appendix D), the basic elements of the profiles, as they apply to each of the three designs, are categorized into four parts: A) Philosophy, B) Psychology, C) Operational and D) Definitions.

The section on philosophy will deal with sub-tests 1 (Human Nature), 3 (Conditions of Learning), 6 (Knowledge), and 7 (Society). The psychology section will concern sub-tests 2 (Motivation), 4 (Social Learning),

and 5 (Intellectual Development). In the operational section, sub-tests 9 (Instruction), 10 (Curriculum), 11 (Organization), 12 (Content), 13 (Materials and Resources), and 14 (Evaluation) will be considered followed by the summation sub-tests (8, 15 and 16), and the section on definitions.

Tables III through XII will give a statistical breakdown of the sixteen sub-tests by: 1) Sub-test, 2) Minimum Score, 3) Maximum Score, 4) Mean Score, and 5) Standard Deviation. It should be remembered that a score of 1 implies complete agreement, a score of 2 implies agreement, a score of 3 implies uncertainty, a score of 4 implies disagreement, and a score of 5 implies complete disagreement.

Philosophical Profiles

Philosophy

Philosophy of Human Nature. The philosophy of human nature possessed by persons influences how they interact with others. Those educators adhering to a Design A profile believe that the potential of human nature leans toward evil. Therefore, children should be directed and controlled. These educators try to shape the learners according to their adult values and to teach learners what they should know.

Educators in the Design B camp possess a neutral belief about human nature. Children are manipulated toward predetermined goals. These educators start with the children where they are currently functioning and try to manipulate the environment so that the children have the best possible learning experiences according to the adults' perception of what is best. Choice making, creativity, autonomy and problem solving are encouraged by the educators possessing this philosophy.

Design C educators believe that the potential of human nature is basically good. People are viewed as being cooperative and constantly seeking experiences that will enhance their unique selves. Educators holding to this design accept the child for what he/she is while providing stability as the child interacts with others in the school setting.

It may be noted in Table III that the majority of the educators participating in this study would fit into the Design B camp. The majority of the participants fell within one standard deviation of the mean, and everyone fell within two standard deviations--between 0.783 and 2.977.

TABLE III

ANALYSIS OF PHILOSOPHICAL PROFILES BY SUB-TEST
1, HUMAN NATURE, BY MINIMUM SCORE, MAXIMUM
SCORE, MEAN SCORE AND STANDARD DEVIATION

Sub-Test	Minimum Score	Maximum Score	Mean Score	Standard Deviation
A - 1	1.200	4.000	2.850	0.815
B - 1	1.000	2.600	1.875	0.551
C - 1	1.200	3.600	2.512	0.611

N = 16

Nature of Learning. It may be noted in Table IV that the range of Design B was from 1 (complete agreement) to 3 (uncertainty) with a Mean Score of 1.547. Many of the participants fell within one standard deviation of the Mean and most fell within two. Because the range of scores was on the agreement side of the continuum, stronger alignment with this design was indicated than with the other two designs.

TABLE IV

ANALYSIS OF PHILOSOPHICAL PROFILES BY SUB-TEST
3, NATURE OF LEARNING, BY MINIMUM SCORE,
MAXIMUM SCORE, MEAN SCORE AND
STANDARD DEVIATION

Sub-Test	Minimum Score	Maximum Score	Mean Score	Standard Deviation
A - 3	1.250	4.000	2.781	0.880
B - 3	1.000	3.000	1.547	0.708
C - 3	1.250	3.750	2.203	0.653

N = 16

Educators in Design A cling to faculty psychology and view the mind as a psychological storehouse capable of receiving and holding in storage a multitude of facts, skills and concepts. When the situation calls for one or more of these particles of learning, the mind will release it

to the stage of action. Methods for skill development would include such things as conditioning, drill, habit formation and practice.

Teaching-learning theories originating from Design B focus on the teacher as a manipulator blended with the intellectual structures that indicate what is to be taught. Design B is developmental in that the focus is on how children think and how this thinking changes with age.

MacDonald, Wolfson and Zart (1973, p. 8) establish: "Learning emerges in the flow and continuity of man's total experiencing and growing; growth is not a static process, nor can there be static outcomes of learning." Design C educators see being, experiencing and learning as a totality that may be broken into component parts only after the fact.

Nature of Knowledge. Many educators view the school curriculum as composed of highly separate subjects which have little or no relationship to each other. The distinction between information and knowledge does not seem to be clear. For the purpose of this study, information was treated as being knowledge only when it has personal meaning for the individual.

Advocates of Design A believe in the existence of a central body of knowledge that must be transmitted to all learners. Truth is pre-existent to the learning of it. Therefore, empiricism is the most valid method for discovering truth, and its relationship to reality is the test of truth.

Proponents of Design B state that knowledge is based in experience. While interacting with the environment, individuals create knowledge and it is therefore tentative. Knowledge of what is true will change

as the individual changes, develops and grows. When information is considered relevant to solving a particular problem, it becomes knowledge.

Design C educators believe that the only certainties are feelings, experience and streams of thought. Because they believe that the individual is constantly changing and making choices, they would agree with those in Design B in that truth is relative.

Data reported in Table V lead to the decision that the participants favored Design A. The ranges in Design A and Design B are the same, but the Mean and Standard Deviation are smaller (indicating agreement) in Design A. Therefore, the alignment for the group as a whole would appear to be in Design A.

TABLE V

ANALYSIS OF PHILOSOPHICAL PROFILES BY SUB-TEST
6, KNOWLEDGE, BY MINIMUM SCORE, MAXIMUM
SCORE, MEAN SCORE AND STANDARD
DEVIATION

Sub-Test	Minimum Score	Maximum Score	Mean Score	Standard Deviation
A - 6	1.000	3.000	1.781	0.482
B - 6	1.000	3.000	2.437	0.704
C - 6	2.000	4.000	2.937	0.655

N = 16

Nature of Society. It may be noted in Table VI that there is no real difference held by the participants in Design B and Design C. While the ranges are the same in both designs, the Means and Standard Deviations are different, but very close. Most of the participants fell within one standard deviation of the mean and all will fall within two in either of the two designs. Agreement with both philosophies is the conclusion that would be drawn.

TABLE VI

ANALYSIS OF PHILOSOPHICAL PROFILES BY SUB-TEST
7, SOCIETY, BY MINIMUM SCORE, MAXIMUM
SCORE, MEAN SCORE AND STANDARD
DEVIATION

Sub-Test	Minimum Score	Maximum Score	Mean Score	Standard Deviation
A - 7	1.000	4.000	2.375	0.940
B - 7	1.000	3.500	2.000	0.856
C - 7	1.000	3.500	2.125	0.785

N = 16

Advocates of Design A believe that the school is one of society's most important institutions whose purpose should be cultural preservation. The school is not supposed to create social orders, but should maintain any existing social orders once the general public has decided

on them. A standardized student-citizen is the end product the schools should attempt to achieve.

Design B advocates view society as a participatory process for the individual. The educational process is seen as a source of new ideas through which future adults may plan for society.

Design C educators believe that the primary responsibility of the school is in improving the quality of individuals. They believe that in improving the individual, society will be improved, and that in an egalitarian society, the focus is on the individual and not on the institution.

Psychology

Motivation, Social Learning and Intellectual Development. Due to the bond between motivation, social learning and intellectual development with growth and development, self concept and emotions and interpersonal interactions, this study has chosen to deal with them as an aggregation.

Design A educators' behavior focuses on diagnosing, prescribing and treating the learner; this approach represents a deficiency model. The focus of self concept is also on personality deficiencies as it is viewed as being environmentally determined. Because individuals in this design are seen as victims of their environment, these individuals see relationships ". . . as having two alternatives: to control or be controlled" (Shostrom, 1968, p. 24). Therefore, these people tend to be role players as they maneuver and conceal their motives in their interactions with others.

In Design B, children are viewed as passing through various stages of development. Current experiences are appraised by their value in the future. Potential is something to be realized and the emphasis is on becoming. The learners are encouraged to conform and adjust to society and it's institutions. The entire orientation is in the future.

Advocates of Design C define growth as the experiencing of one's potential; not something to prepare for but rather something one already is. Self concept is an expression of self as one experiences his/her potential. Emotions are freely expressed and spontaneous and the emphasis is on being; a here-and-now orientation prevails.

Concerning Motivation, the data from Table VII lead to the conclusion that the participants adhere to Design B once again. The range is relatively low (1.000 to 1.750), which is on the agreement end of the continuum. In Social Learning (sub-test 4) the range is from 1.000 to 2.750 in Design A, indicating the highest agreement was in this design. While many of the participants' scores ranged from complete agreement with this philosophy to agreement, some fell outside the one standard deviation range at the uncertainty end. In Intellectual Development (sub-test 5), the lowest range and the lowest Mean score is in Design B. However, with the range of scores and the size of the Standard Deviations, it would seem that many of the participants in this study were uncertain about how intellectual development occurs. The area of intellectual development was the one area many of the participants in this study felt least informed about and, during the individual conferences, the participants expressed a desire for further information in this area.

TABLE VII

ANALYSIS OF PHILOSOPHICAL PROFILES BY SUB-TESTS
2 (MOTIVATION), 4 (SOCIAL LEARNING)
AND 5 (INTELLECTUAL DEVELOPMENT)
BY MINIMUM SCORE, MAXIMUM
SCORE, MEAN SCORE AND
STANDARD DEVIATION

Sub-Test	Minimum Score	Maximum Score	Mean Score	Standard Deviation
A - 2	1.000	2.750	1.922	0.445
B - 2	1.000	1.750	1.297	0.277
C - 2	1.250	3.500	1.922	0.700
A - 4	1.000	2.750	1.594	0.562
B - 4	1.000	3.000	1.453	0.542
C - 4	1.000	4.250	2.578	0.768
A - 5	1.500	5.000	2.687	0.911
B - 5	1.000	4.500	2.344	1.091
C - 5	1.000	5.000	2.906	1.036

N = 16

Operational

Curriculum and Content. According to Design A, curriculum is

teacher determined, logical, highly structured and content centered.

The curriculum is viewed as sequential-problem centered learning

experiences by Design B educators. Learning centers are very much in

evidence and the sequencing of content is based on identified stages of

development.

A dynamic and emerging curriculum based in students' desires, needs and wants is advocated by Design C educators. Interaction that is spontaneous has the potential for unfolding an unlimited source of curriculum.

The data reported in Table VIII lead to the decision that the choice of these participants was Design B when asked about Curriculum. Again, the range was on the agreement end of the continuum with scores of 1.000 (complete agreement) to 2.400 (moderate agreement).

TABLE VIII

ANALYSIS OF PHILOSOPHICAL PROFILES BY SUB-TESTS
10 (CURRICULUM) AND 12 (CONTENT) BY MINIMUM
SCORE, MAXIMUM SCORE, MEAN SCORE AND
STANDARD DEVIATION

Sub-Test	Minimum Score	Maximum Score	Mean Score	Standard Deviation
A - 10	1.600	4.200	2.587	0.728
B - 10	1.000	2.400	1.650	0.482
C - 10	1.200	3.400	2.337	0.692
A - 12	1.000	3.000	1.750	0.683
B - 12	1.000	2.500	1.531	0.499
C - 12	1.000	4.500	2.500	1.017

N = 16

Design B is also the choice when asked about Content. The range on sub-test 12 is again the lowest in Design B, from 1.000 to 2.500, and the participants responded with the lowest mean score, 1.531, in this design.

Instruction and Materials and Resources. Indoctrination is the key to instructional behavior of Design A teachers. Instructional activities with specific performance objectives (usually the transmission of verifiable facts) are clearly stated.

Open ended questions with multiple answers often provide the instructional strategy of Design B educators and are useful for discussion purposes. Individualized instruction may be accomplished by grouping.

Learner invitation is the fundamental key to Design C's instructional behavior. The teacher may not impose on the learner's personal space until an invitation has been extended.

In Table IX, Design B is a marginal choice over Design A in the area of Instruction (sub-test 9). The difference at plus one standard deviation is only .101 (the difference between 2.272 for Design A and 2.171 for Design B), the range of Design B is closer to the agreement area on the continuum (from complete agreement at 1.000 to moderate agreement at 2.600) than that of Design A which was from 1.400 to 2.800. The difference at minus one standard deviation is .449 (the difference between 1.528 for Design A and 1.079 for Design B). For the same reason, Design B is chosen over Design C in the area of Materials and Resources (sub-test 13). At plus one standard deviation point, the difference between Design B and Design C is .254 (the difference between Design C at 2.437 and Design B at 2.183). The difference at minus one

standard deviation is .036 (the difference between .853 for Design A and .817 for Design B). However, the difference at this point is purely statistical. Both points here (at one standard deviation) rest squarely on complete agreement and agreement and the choice of Design B over that of Design C was made on the differences stated above.

TABLE IX

ANALYSIS OF PHILOSOPHICAL PROFILES BY SUB-TESTS
9 (INSTRUCTION) AND 13 (MATERIALS AND
RESOURCES) BY MINIMUM SCORE,
MAXIMUM SCORE, MEAN SCORE
AND STANDARD DEVIATION

Sub-Test	Minimum Score	Maximum Score	Mean Score	Standard Deviation
A - 9	1.400	2.800	1.900	0.372
B - 9	1.000	2.600	1.625	0.546
C - 9	1.000	3.400	2.125	0.776
A - 13	1.000	3.500	1.687	0.834
B - 13	1.000	3.000	1.500	0.683
C - 13	1.000	3.000	1.687	0.750

N = 16

Organization. Design B, with a smaller range (1.000 to 2.400) in the area of Organization, would seem to be the choice again. The data

in Table X lead to the decision that Design B and Design C are very close, but at the one standard deviation point, there is a difference between Design B and Design C of .495 (the difference between Design B of + 1.879 and Design C of + 2.374), giving Design B the edge once again. The difference at minus one standard deviation is .555 (the difference between 1.021 for Design B and 1.576 for Design C).

TABLE X

ANALYSIS OF PHILOSOPHICAL PROFILES BY SUB-TEST
11, ORGANIZATION, BY MINIMUM SCORE,
MAXIMUM SCORE, MEAN SCORE AND
STANDARD DEVIATION

Sub-Test	Minimum Score	Maximum Score	Mean Score	Standard Deviation
A - 11	1.000	3.000	2.150	0.554
B - 11	1.000	2.400	1.450	0.429
C - 11	1.000	2.600	1.975	0.399

N = 16

Design A's organizational arrangement is rigid and orderly and the emphasis is on management and efficiency. Time-space is segmented and subject matter is segregated and partitioned into time allotments.

The focus of the subject matter is utility in Design B schools. Flexible scheduling is not related to the needs of the students, but rather to the instructional needs of the staff. Individualized instruction is accomplished by pacing each learner through the same study sequences.

In Design C classrooms, the organization is adaptable and flexible to the circumstances and the individual learners. Each learner plans his/her own use of time within personal and social order limits.

Evaluation. The data noted in Table XI lead to the decision that Design B is a clear choice by the participants in this study for purposes of Evaluation. The range of scores places all of the participants in the range of agreement to complete agreement with that of Design B.

TABLE XI

ANALYSIS OF PHILOSOPHICAL PROFILES BY SUB-TEST
14, EVALUATION, BY MINIMUM SCORE,
MAXIMUM SCORE, MEAN SCORE AND
STANDARD DEVIATION

Sub-Test	Minimum Score	Maximum Score	Mean Score	Standard Deviation
A - 14	1.250	4.250	2.969	0.865
B - 14	1.000	2.500	1.687	0.566
C - 14	1.000	3.250	2.156	0.576

N = 16

Evaluation in Design A is product oriented and is based on comparisons. Stands and procedures are determined by an authority and then imposed on the learners. The measurement of content and facts is imperative in this type of learner evaluation.

Advocates of Design B schools attempt to evaluate critical thinking, higher cognitive skills and problem solving. The focus is on what has been learned and the utilization of this information for future tasks.

Feedback is available only upon the request of the learner in Design C schools. All norms are self-established by the learner and all evaluation must be a shared experience, requested by the learner.

Summation Sub-tests. Table XII is presented as a summary of the thirteen sub-tests of the EBSI and the EPBI. The scores represented in sub-test 8 are a composite of sub-tests 1 through 7--a mean of means. Sub-test 8 represents Part I of the two instruments, the Educational Beliefs System Inventory. The data in Table XII lead to the decision that Design B is the choice of the participants in the study. Design B has the smallest range and mean score on the end of the continuum that represents agreement with this philosophy.

The scores represented in sub-test 15 are a composite of sub-tests 9 through 14 and the scores on sub-test 16 are a composite of all sub-tests, 1 through 14. Sub-test 15 represents Part II of the two instruments, the Educational Practices Belief Inventory. Design B is the choice once again with the smallest range and mean score on the agreement end of the continuum. Sub-test 16 scores are those arrived at when the two instruments are considered as a whole. Design B has the smallest range on the agreement end of the continuum and the smallest

mean score which would lead to the conclusion that the participants as a group favor this design overall. It should be re-emphasized that these are only possible explanations based on graphic observations. As John Marshall (1973) suggests, the real value of these instruments may lie in the questions they pose rather than in any answers they may provide.

TABLE XII

SUMMARY OF ANALYSIS OF PHILOSOPHICAL PROFILES
BY MINIMUM SCORE, MAXIMUM SCORE, MEAN
SCORE AND STANDARD DEVIATION

Sub-Test	Minimum Score	Maximum Score	Mean Score	Standard Deviation
A - 8	1.457	3.079	2.284	0.395
B - 8	1.264	2.593	1.850	0.408
C - 8	1.721	3.364	2.455	0.449
A - 15	1.558	2.992	2.174	0.390
B - 15	1.033	2.500	1.574	0.382
C - 15	1.500	2.742	2.130	0.362
A - 16	1.508	3.035	2.229	0.363
B - 16	1.160	2.546	1.712	0.360
C - 16	1.611	3.053	2.293	0.380

N = 16

Definitions

Three definitions of curriculum are presented in the Dobson and Dobson model (see Appendix D). Each definition reflects a different perspective relative to the purpose of school and schooling. If educators view the purpose of education as transmission of universal truths to the young, they are aligned with Design A. If truth is viewed as relative and subject to time, place and circumstance and teaching survival skills is viewed as the task of the school, these educators probably are proponents of Design B. If, however, truth is viewed as a personal matter to be individually established as the individual experiences his/her potential, then these educators are more closely aligned with Design C.

Group and Individual Implications

All sixteen individual profiles from the study are listed in Appendix E. The profiles and the questionnaire are attempts to answer the four research questions posed by this study:

I. Are teachers' belief bases stable and/or susceptible to change?

II. Are teachers' perceived classroom practices harmonious with their prevailing educational philosophy?

III. Can teachers make sound curriculum decisions based on their known educational philosophy?

IV. Are teachers' concerns based in scientific management or in other beliefs, feelings and values?

This study was unable to answer the first research question. When interviewed initially, 11 of the 16 participants professed to being

Humanistic teachers while the remaining 5 could not align themselves

with any educational philosophy. Upon administration of the two instru-

ments, there were no teachers found who were experiencing belief/

practice harmony in Design C, that of Existential philosophy and Human-

istic psychology. Since there was no known belief base to begin with,

it could not be determined if the now known belief base was stable or

susceptible to change. However, it was interesting to note that during

the individual conferences with the teachers, a desire to change was

noted. Many of the participants had at least one sub-test in which they

differed from the group profile. Almost all of those who showed a diff-

erence asked what the difference meant and how they could change their

profile so that they might be more like the rest of the group.

Figure 3 represents an individual who is experiencing belief/prac-

tice harmony. Remembering that the dotted line represents the group

profile and the dark solid line is that of the individual, in Figure 3

this individual has an almost flat line on response 1, complete agree-

ment in Design B, that of Experimentalism philosophy and Cognitive

psychology. The only exception is in regard to sub-test 3, dealing with

Conditions of Learning, where the individual has a 3 or is uncertain.

In Design A of the same sub-test (3), the individual also has a 3 and in

Design C of the same sub-test, the individual scored a 4 or disagreement.

In answer to the question "Are teachers' perceived classroom practices

harmonious with their prevailing educational philosophy?", Figure 3

would seem to answer "yes" for this particular teacher. However, it

should be noted that this was the only teacher to experience belief/

practice harmony at the .05 level of significance (6.25% of the entire

population sampled). This correlation was achieved by correlating

sub-tests A-8, B-8 and C-8 (representing perceived educational beliefs) with sub-tests A-15, B-15 and C-15 (representing perceived educational practices). The correlation achieved was .997 which was significant at the .05 level of significance.
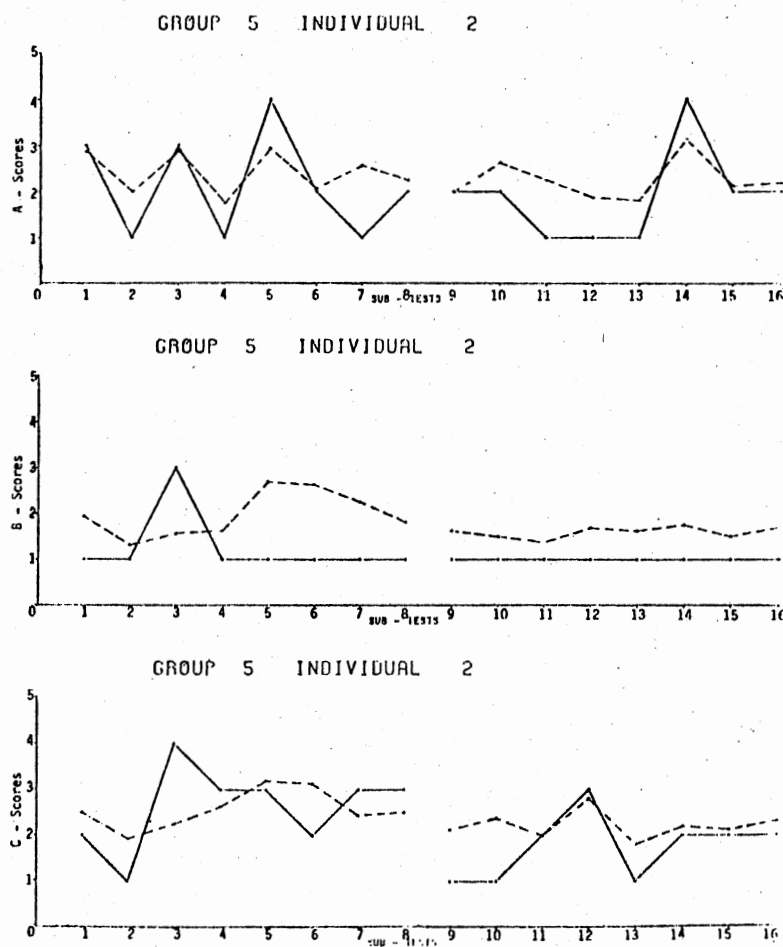
GROUP   5   INDIVIDUAL   2
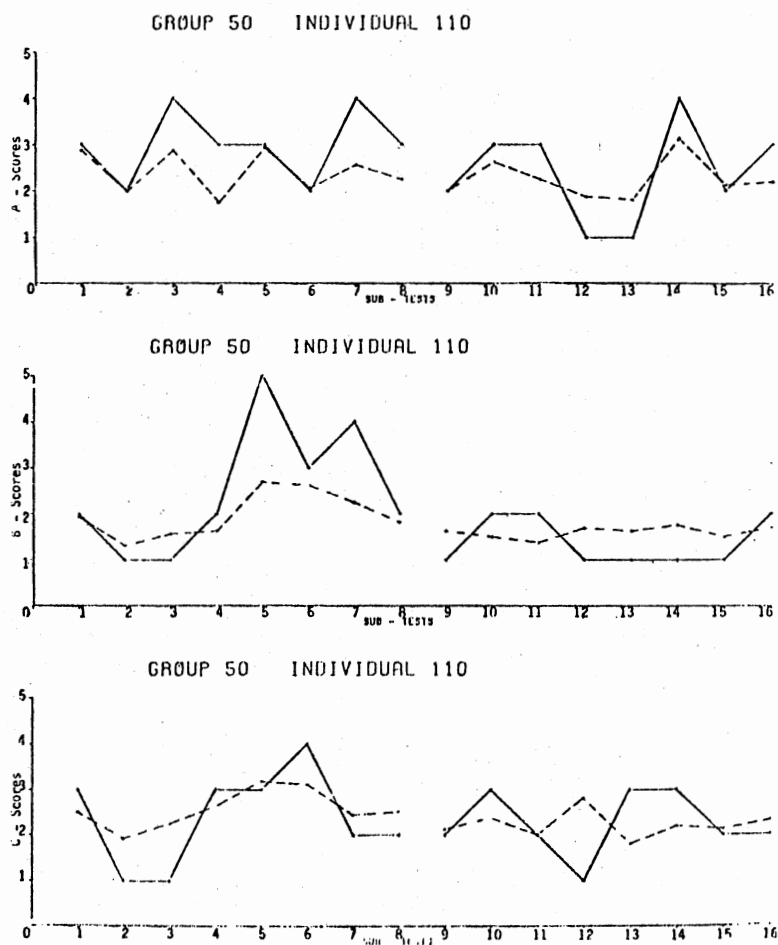
GROUP   5   INDIVIDUAL   2

GROUP   5   INDIVIDUAL   2

Figure 3.   Harmonious Individual Profile
in Design B

This study sought to determine if there was a relationship between educational beliefs (listed on the left of the profiles as sub-tests 1 through 8) and educational practices (listed on the right as sub-tests 9 through 16) and has found that there is a significant relationship at the .05 level of significance for the group. Within each of the philosophical designs, the level of significance is even higher, as exhibited in Table XIII.

TABLE XIII

PEARSON PRODUCT CORRELATION OF PERCEIVED
EDUCATIONAL BELIEFS (SUB-TEST 8) WITH
PERCEIVED EDUCATIONAL PRACTICES
(SUB-TEST 15)

Design	Correlation	Level of Significance
A	.6489	.007
B	.5018	.048
C	.8007	.001
*D	.3015	.050

N = 16

*Composite of all 16 participants in all 3 designs, N = 48

All sixteen participants had an A-8, B-8 and C-8 sub-test score (representing perceived educational beliefs) which was correlated with

the A-15, B-15 and C-15 sub-test scores (representing perceived educational practices). This gives an N of 48 (16 participants x 3 philosophies) which gives an overall correlation of .3015 (see Table XIII, Design D) which was significant at the .05 level. The correlation between beliefs and practices according to Behavioristic psychology and Idealism philosophy is .6489, which is significant at the .007 level for Design A. The correlation between beliefs and practices according to Cognitive psychology and Experimentalism philosophy (Design B) is .5018, which is significant at the .048 level. The correlation between beliefs and practices according to Humanistic psychology and the Existentialistic philosophy (Design C) is .8007, which is significant at the .001 level.

In response to the second research question of "Are teachers' perceived classroom practices harmonious with their prevailing educational philosophy?", it should be noted that most of the participants in this study had no prevailing educational philosophy. Most of the participants were irrational in their choice of philosophy rather than exhibiting a prevailing philosophy. Therefore, even though a significant correlation was found to exist between perceived educational beliefs and perceived educational practices, only one of the sixteen participants could achieve a correlation that was significant at the .05 level.

Figures 3 and 4 would seem to indicate that the answer to research question IV of, "Are teachers' concerns based in scientific management or in other beliefs, feelings and values?", is that most of the participants believe in scientific management. According to the scores on sub-tests 1 (Nature of Man), 2 (Nature of Learning) and 3 (Nature of Knowledge), the group clustered around Design B, that of Cognitive

psychology and Experimentalism philosophy. In these areas, the nature of man is viewed as neutral and manipulated toward predetermined goals. The teacher is viewed as the manipulator and knowledge is seen as being tentative. Although some participants were in complete agreement with Design A, that of Behavioristic psychology and Idealism philosophy, some were at the other end of the continuum in complete agreement with Design C, Humanistic psychology and Existentialism philosophy. However, the group as a whole favored Design B. On a continuum with Behaviorism on the one end and Humanism on the other, Behaviorism is more closely identified with scientific management. Since the participants were leaning more toward the Behavioristic/Cognitive psychology end of the continuum, the answer to research question number IV would have to be listed as scientific management. Although several individuals were on the other end of the continuum, the group as a whole favored scientific management.

Questionnaire. The questionnaire revealed that in response to research question number IV, "Are teachers' concerns based in scientific management or in other beliefs, feelings and values?", the participants still favored scientific management. In response to question number two on the questionnaire, "Will having a stated educational philosophy change your interactions with children in any way?", forty-four per cent of the respondents (7 teachers) answered "No" and all but one of the remaining respondents (8 teachers or fifty per cent) indicated that more learning experiences should be teacher determined, teacher directed and teacher controlled, as required under scientific management principles.

Questions three and four of the questionnaire were:

3) If you were in charge of your school's inservice

  program for next year, what would you recommend
based on the process you have undergone?

 4) Can you make any goal statements or curriculum
recommendations for your school based on the
process you have undergone?

It was planned that participant responses to these questions would be
utilized in answering research question III, "Can teachers make sound
curriculum decisions based on their known educational philosophy?" The
responses to question number three of the questionnaire ranged from "No
more inservice" to suggestions for workshops, short courses and indepth
readings directed at the individual needs of each teacher. Forty-four
per cent of the respondents (7 teachers) asked for a more indepth ex-
planation of educational philosophies so that they might better under-
stand why it is teachers do what they do. Thirty per cent of the
respondents (5 teachers) requested a continuing examination (from year-
to-year) of their educational philosophies to determine if this one
examination was reliable and to see if their philosophies were stable.
Six per cent of the participants (1 teacher) stated that it was a boring
process for which she had not volunteered; she stated she would not
willingly undergo it again.

  Responses to the fourth question on the questionnaire, "Can you
make any goal statements or curriculum recommendations for your school
based on the process you have undergone?", ranged from "No" to sug-
gestions for reevaluation of the school's currently stated educational
philosophy and goals. However, eighty-one per cent of the respondents
(13 teachers) either could not make a goal recommendation or felt that
this area of responsibility should be left to others and not to class-
room teachers. Therefore, it would appear that in response to research

question III, "Can teachers make sound curriculum decisions based on
their known educational philosophy?", the answer lies in the fact that
these teachers did not want to or feel expected to make these decisions.
Therefore, it would appear that in the absence of making these decisions
themselves, these teachers preferred to be externally controlled and
would abide by the decisions handed down to them by a superordinate--
which appears to be the current trend in many schools today.

Summary

According to the group profiles of the EBSI and the EPBI (see
Appendix E) and Tables III through XII, this group of educators favor
Design B, Cognitive psychology and Experimentalism philosophy in all
sub-tests, with three exceptions. In sub-tests 4 (Social Learning) and
6 (Nature of Knowledge), the group was more aligned with Design A,
Behavioristic psychology and Idealism philosophy. In sub-test 7, the
Nature of Society, there was no real difference held by the participants
in Design B and Design C. Therefore, although some of the participants
favored Design A, Behavioristic psychology and Idealism philosophy, and
some participants favored Design C, that of Humanistic psychology and
Existentialism philosophy, the school as a whole (according to sub-tests
8, 15 and 16) would be considered a Design B school.

The purposes of this study were to determine if currently prac-
ticing elementary teachers knew why they were doing what they were
doing to, for, or with their elementary students according to an educa-
tional philosophy. Upon discovery of their prevailing educational
philosophy, the participants were to attempt to understand the impli-
cations and responsibilities an educational philosophy places upon the

teacher as he/she participates in the learning experiences of children.

The results of this study show that only six per cent of the total population sampled (1 teacher) exhibited belief/practice harmony at the .05 level of significance. This indicates that only six per cent of the teaching population (in this particular school) could align themselves with an educational philosophy in both beliefs and practices. Although several of the participants showed strong beliefs or strong beliefs about practices, only six per cent could identify with one philosophy. This would seem to indicate that a large number of educational practitioners may be irrational in their philosophies and identify with several philosophies in general, but with no one philosophy in particular. The design with which most of these educators could align themselves, was Design B--Cognitive psychology and Experimentalism philosophy.

Upon discovery of their individual profiles and the group profile, almost seventy per cent of the participants (11 teachers) expressed a strong desire to learn more about Cognitive psychology and the philosophy of Experimentalism. The statement was made that, "If this is the prevailing philosophy of the school, we need to find out more about it." This would indicate that although the majority of these teachers could not align themselves with one particular educational philosophy, and due to the fact that the school as a whole was closely aligned with Cognitive psychology and Experimentalism philosophy, almost seventy per cent of the participants (11 teachers) agreed that it would be well worth their time to explore the significance of these findings and their implications for the school, the teachers and the learners in the process.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary of the Study

This study examined the relationship between perceived educational beliefs and perceived educational practices of one group of currently practicing elementary teachers. The implications and responsibilities of aligning oneself with a prevailing educational philosophy were also investigated.

A selection of a school system and a school was made after the building principal first contacted this researcher. The school system was composed of approximately 3,100 students located in six separate buildings--four elementary schools, one junior high school and one senior high school. The school volunteering for this study contained one building principal, fifteen teachers and approximately 425 students in kindergarten and first grade. All sixteen participants were administered the Educational Belief System Inventory and the Educational Practice Belief Inventory developed by Dobson, Dobson, Grahlman and Kessinger (see Appendix A).

Significant correlations between professed educational beliefs and professed educational practices were demonstrated using the Pearson product-moment coefficient of correlation (Popham and Sirotnik, 1973). Mean scores and standard deviations were examined to determine the

distribution of the population sampled according to the three education-
al designs.

Findings

Answers to four basic research questions were sought and the re-
sults of the statistical analysis of the data are as follows:

1) Research Question I. Are teachers' belief bases stable and/or
    susceptible to change?

    This study was unable to answer the question. When interviewed

    initially, eleven of the sixteen participants professed to

    being Humanistic teachers while the remaining five could not

    align themselves with any educational philosophy. Upon admin-

    istration of the two instruments, there were no teachers

    found who were experiencing belief/practice harmony at the .05

    level of significance in Design C, that of Existential philos-

    ophy and Humanistic psychology. Because there was no known

    belief base to begin with, it could not be determined if the

    now known belief base was stable or susceptible to change.

2) Research Question II. Are teachers' perceived classroom
    practices harmonious with their prevailing educational
    philosophy?

    Only six per cent (1 teacher) of the population sampled was

    experiencing belief/practice harmony at the .05 level of

    significance. For the large majority of the teachers in this

    study, their perceived educational beliefs and perceived educ-

    cational practices were not harmonious. There is a significant

    correlation between educational beliefs and educational

    practices, but ninety-four per cent (15) of the teachers

    sampled could not align themselves significantly with an

educational philosophy. There was a distinct difference in teachers' perception of ideal and real culture. Also, many of the participants were irrational in their choice of educational philosophy and exhibited no <u>prevailing</u> philosophy which would indicate a negative response to this question.

3) <u>Research Question III</u>. Can teachers make sound curriculum decisions based on their known educational philosophy?

Eighty-one per cent of the participants (13 teachers) indicated that the area of curriculum decisions should be left to others and that this was not the responsibility of the classroom teacher. Upon discovery of their educational philosophy, these educators stated that they were comfortable with the way these decisions were currently being made (from the top-down), and expressed little if any desire to restructure this process.

4) <u>Research Question IV</u>. Are teachers' concerns based in scientific management or in other beliefs, feelings and values?

Forty-four per cent of the participants (7 teachers) stated that having a stated educational philosophy would not change their interactions with their students in any way. Fifty per cent (8 teachers) indicated that more learning experiences should be teacher determined, teacher directed and teacher controlled. This implies a product orientation. Both Behaviorism and Cognitive psychology are examples of a product orientation and of scientific management. Therefore, the answer to this question lies in scientific management.

In addition to the four research questions, responses to a five item questionnaire were solicited from the participants. The questions and responses are as follows:

1) Can you now say you have a known philosophy of education and if
   so, would you say it is more closely aligned with:

       A. B. F. Skinner and Behaviorism
       B. John Dewey and Cognitive Psychology
       C. Carl Rogers and Humanism

   Of the sixteen participants, ninety-four per cent (15 teachers)

   aligned themselves with Design B, that of John Dewey and Cog-

   nitive Psychology. Six per cent (1 teacher) was still unsure

   and wanted further clarification of all three philosophies.

2) Will having a stated educational philosophy change your inter-
   actions with children in any way?

   Forty-four per cent of the participants (7 teachers) stated

   that their interactions would not be changed in any way. In

   the individual conferences and on the questionnaire, the

   majority of the rest of the teachers expressed a desire for

   more teacher control in the classroom.

3) If you were in charge of your schools' inservice program for
   next year, what would you recommend based on the process you
   have undergone?

   Suggestions ranged from "No more inservice" to suggestions for

   workshops, short courses and indepth readings directed at the

   individual needs of each teacher. Forty-four per cent of the

   participants (7 teachers) asked for a more indepth explanation

   of educational philosophies so that they might better under-

   stand why it is teachers do what they do. Thirty per cent

   (5 teachers) requested a continuing examination (from year-to-

   year) of their educational philosophies to determine if this

   one examination was reliable and to see if their philosophies

   were stable. Six per cent (1 teacher) stated that it was a

   boring process for which she had not volunteered and would not

willingly undergo again.

4) Can you make any goal statements or curriculum recommendations for your school based on the process you have undergone?

Some participants stated that they still could not make any recommendations. Thirteen per cent (2 teachers) suggested a reevaluation of the school's currently stated educational philosophy and goals. Eighty-one per cent (13 teachers) felt that this was an area of responsibility outside the realm of the classroom teacher.

5) Is there any value to the process you have undergone either for your school, yourself or your students?

Ninety-four per cent (15) of the teachers agreed that the process was worthwhile. A few of the reasons given were:

    a. Personal Growth
    b. Relating Theory to Practice
    c. Critical Self-examination
    d. Personal Awareness
    e. A New Dialogue for Teachers

In addition to the four basic research questions and the five questions listed on the questionnaire, a Pearson product-moment correlation was made to determine if there was any significant relationship between perceived educational beliefs and perceived educational practices. A correlation of .3015 was found, which was significant at the .05 level of significance. Within each of the three philosophical designs, the relationship was even stronger. The correlation between beliefs and practices in Design A, that of Behavioristic psychology and Idealism philosophy was .6489, which is significant at the .007 level of significance. The correlation between beliefs and practices in Design B, that of Cognitive psychology and Experimentalism philosophy was .5018, which is significant at the .048 level. The correlation between beliefs and

practices in Design C, Humanistic psychology and Existentialism philosophy was .8007, which is significant at the .001 level of significance.

Conclusions

This study was designed from the theoretical base that if currently practicing teachers could align themselves with an educational philosophy, the result might be more knowledgeable teachers who could explain why it is they do what they do. Once aligned with an educational philosophy, a teacher would be more adept at understanding philosophical theory, relating theory to practice and actively involving the learner in the learning process.

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

1) Although being a Humanistic teacher is the current "bandwagon" in the educational field, none of the teachers in this study were experiencing belief/practice congruency in Design C, that of Humanistic psychology and Existential philosophy; even though sixty-nine per cent (11 teachers) initially professed to being aligned with this design. The correlation between perceived educational beliefs and perceived educational practices was strongest in Design C, but it was achieved through the total beliefs and total practices of all sixteen participants.

2) Being graduates of a product oriented educational system, these teachers' major concerns were with products--behavioral management and teacher-directed learning. The focus was on the what and how of education and not the who and why.

3) Due to this product orientation, these teachers were satisfied with a bureaucratic model of decision making (coming from the top-down) and saw no need to be concerned with decisions regarding curriculum.

4) Research findings of this sort do not seem to have any effect upon daily classroom practices. The knowledge of a stated educational philosophy will not significantly change the daily interactions of almost one-half of the participants in this study.

5) Based on the findings of this study, inservice education of the past needs to be revised to include the individual needs of each teacher. A "person-centered" or "teacher-centered" approach is needed to replace the current "content-centered," impersonal approach.

6) The teachers in this study seem to prefer to be walking-talking, information-dispensing technicians rather than student-scholars who study the educational process.

7) A teacher's philosophy, personal values and beliefs, form the foundation from which he/she makes choices and decisions concerning human interactions within the classroom. Therefore, the person of the teacher is the most important factor in the learning process.

Recommendations

Because there is a need for the inclusion of the importance of the person as central to the role of the teacher, and as a result of the findings of this study, the following recommendations are made:

1) Teacher education programs should be revised to place more em-
    phasis on the personal values and beliefs of the individual
    teacher and the relationship of these qualities to teaching and
    the learning process. In many teacher education programs there
    is still much emphasis in the content areas, resulting in con-
    tent specialists who are not skilled in the area of inter-
    personal relations.

2) Teacher education programs should screen each prospective co-
    operating teacher to determine his/her philosophical bias and
    to determine the correlation (if any) between that bias and
    the philosophical bias the student teacher is bringing to the
    classroom. This might enable the student teacher to determine
    if their cooperating teachers' model involves the type of
    instructional and personal strategies they wish to emulate
    once they have completed the teacher education program and
    have a classroom or their own. This comparison could also
    point out areas of possible conflict and/or agreement between
    the student teacher and the cooperating teacher and lead to a
    more positive student teaching experience for both individuals.

3) Applicants to student teaching programs should be screened
    early in their program to identify their philosophical per-
    spective. In this way, all student teachers in the teacher
    education program would have more time to explore their values
    and beliefs in depth. By the time the student teachers have
    completed the teacher education program, their philosophical
    perspectives would be identified and their relationship to
    educational practices could be clearly seen.

4) Teacher education programs should present an integrated approach to curriculum to their students as well as the traditional isolated curriculum approach. Prospective teachers could be enlightened as to the interrelatedness of the curriculum as opposed to the current process of isolating each separate subject. This could give the prospective teacher an idea of how the entire field of education fits together as opposed to examining each piece as a separate entity.

5) School administrators should be encouraged to check the stated philosophy of their school with the actual philosophy as found through the use of the EBSI and the EPBI or similar instruments. The written goals and objectives of the school may or may not be in conflict with the philosophy of the school. If a conflict is found, alternative solutions could be found through a cooperative effort of the administration and the classroom teachers.

6) Administrators should encourage their currently practicing classroom teachers to explore their individual philosophies. Philosophical agreement or disagreement with that of the school may be found which could explain the individual success or lack of success of a teacher within a particular school system.

7) Just as general education requirements are encouraged by all colleges and universities, a philosophical requirement could also be added to the list. If all people, and not just those in education, could explain why it is they do what they do, there might be fewer social and personal conflicts. To accomplish this, there would have to be a shift from the current

"product orientation" in the schools, to that of a "process orientation."

Recommendations for Further Research

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

1) The two instruments (the EBSI and the EPBI) need to be given as a pre-test/post-test (after the teacher recommended inservice has been completed) to determine if the educational belief bases of the individual teachers are stable or susceptible to change.

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

3) The time limitation should be expanded to include one entire school year. This would enable the researcher to work more closely with the participants.

4) Teacher preparation institutions should be surveyed to determine the amount of emphasis placed on the philosophical preparation of their teachers (process) as opposed to the amount of emphasis placed on content (product).

5) Due to the fact that many of the teachers in this study expressed a desire to become "more like the rest of the group", a correlation study between the philosophy of the individual teacher and self-concept is encouraged.

6) A study correlating the beliefs/practices profile of the building principal with that of the classroom teachers within that building might serve to determine how much (if any) influence that principal has on the teachers under his/her control. This

could be useful to determine if the building principal is indeed the instructional leader.

7) A correlation study between a teacher's philosophical profile and the Philosophy of Human Nature Scale as developed by Wrightsman could prove useful.

8) A useful correlation study could be developed to examine a teacher's philosophical profile and the Pupil Control Ideology Form PCI implemented by Willower, Eidell and Hoy to determine if teachers who are custodial in pupil control are aligned with a particular educational philosophy. Also, one could determine if those teachers who are not humanistic in regard to pupil control are aligned with a particular educational philosophy and the possible relationship between the two.

9) Demographic information could be useful to determine if there is a relationship between each sub-test of the two instruments (the EBSI and the EPBI) and such variables as:

   a. Age
   b. Geographic background of the teachers
   c. Geographic location of the school system
   d. Marital status of the individual teachers
   e. Racial considerations
   f. Religious considerations
   g. Sex
   h. Years of teaching experience

Some Closing Comments

School environments are as complex and different as the people who affect them and are affected by them. Only when teachers become aware of their perceptual base line data and its implications, will it be possible to change school atmospheres from those that discourage learning to those which foster personal growth. The shift from quantitative

experiences for the individual to quality living must come from the dominant classroom influence--the individual teacher.

It is the belief of this researcher that the future of society lies in education. Not in an educational system that mirrors society, nor one that follows or lags behind society, but an educational system that serves as a beacon, illuminating the way for social man. An educational system that serves as a facilitator for personal growth and not as a factory for personal frustration. An educational system which acts as a societal guide and not as a societal mandatary. If it is true that teachers play a significant part in establishing the educational environment, then it is important, if not imperative, that they engage in some introspection into their beliefs and values which will ultimately effect, if not determine, the climate of that learning environment.

As Dawson (1976) stated:

Teachers must be given an opportunity for developing and understanding basic systems of philosophy, as well as understanding the lines of relationships connecting fundamental philosophic positions with educational points of view, and, in turn, the connections of these to decisions teachers must make regarding classroom methods and procedures (p. 151).

Each piece of research that produces an additional item of information concerning teachers' values and beliefs will prove more significant when these pieces of information can be woven into a pattern of relationships and interrelationships that will produce useful generalizations. This study has attempted to focus upon one small portion of this pattern.

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APPENDICES

APPENDIX A

EBSI/EPBI INSTRUMENTS

EDUCATIONAL BELIEFS SYSTEM INVENTORY

PART I

Russell Dobson
Judith Dobson
W. Frank Grahlman
John Kessinger

Oklahoma State University

The reader is due an explanation about sexism problems related to this instrument. Most sensitive persons are aware of the problems of sexism in our society, terms which take the place of the generic use of "man", "mankind", and the pronoun "he" are awkward to use in a work of this nature. Terms are used in order not to unduly distort ideas. We hope the reader will understand the dilemma of the writers.

EDUCATIONAL BELIEF SYSTEM INVENTORY

Part I

Following is a list of 69 statements
concerning various aspects of educational   1 = complete agreement
theory. Please judge each of the statements   2 = moderate agreement
according to the scale to the right. In   3 = uncertain
making your judgments, DO NOT consider   4 = moderate disagreement
each statement from the viewpoint, "This   5 = complete disagreement
is how it is now." Rather, DO CONSIDER
"This is what I really believe."

What do you believe about man?

1. Man can be characterized clearly in terms
   of his behavior.   1 2 3 4 5

2. Man's behavior is based on cognition, the
   act of knowing or thinking about a situation
   and not on the situation itself.   1 2 3 4 5

3. Man is greater than the sum of his parts.   1 2 3 4 5

4. Man is a malleable and passive reactor to
   his environment.   1 2 3 4 5

5. Man is best described in relative terms
   according to time, circumstance, and place.   1 2 3 4 5

6. Man is a social being and seeks identity.
   through interaction with others.   1 2 3 4 5

7. Man has an inherent tendency toward self-
   actualization and productivity.   1 2 3 4 5

8. Man's behavior is predictable.   1 2 3 4 5

9. Man's characteristics can be studied
    independently of one another.   1 2 3 4 5

10. Man can only be studied as a whole.   1 2 3 4 5

11. Individual perceptions are the only
    reality known to man.   1 2 3 4 5

12. Man is an active organism that develops
    goal-seeking potential.   1 2 3 4 5

13. Man's significance is determined by the work
    he performs which is motivated by the promise
    of reward.   1 2 3 4 5

14. Freedom for an individual means growth and
    the willingness to change when modifications
    are needed.   1 2 3 4 5

15. Man defines his own human potential through
    choices.   1 2 3 4 5

                                    A   B   C

              Score   _____ _____ _____

What do you believe about motivation?

16. Reinforcement (reward) must follow immediately
    after the desired behavior and be clearly
    connected with that behavior in the mind of
    the learner for learning to occur.   1 2 3 4 5

17. Behaviors which are reinforced (rewarded) are
    likely to recur.   1 2 3 4 5

18. Cognitive processes are set into motion (thinking)
when the learner encounters an obstacle, difficulty,
puzzle or challenge in a course of action which
interests him.　　　　　　　　　　　　　　1 2 3 4 5

19. Children are naturally curious and will explore
their surroundings without adult interference and
encouragement.　　　　　　　　　　　　　1 2 3 4 5

20. Children will create tasks that are of educa-
tional significance and structure methods of
accomplishing these tasks when given the freedom
to so so.　　　　　　　　　　　　　　　　1 2 3 4 5

21. Productive learning experiences require
active involvement.　　　　　　　　　　　1 2 3 4 5

22. Learning occurs best when the purposes and
needs are realistic, meaningful and useful
to the learner.　　　　　　　　　　　　　1 2 3 4 5

23. Appropriate external stimulation of the learner
is necessary for optimal achievement.　　　1 2 3 4 5

24. Frequency of repetition is necessary in acquir-
ing skills and in bringing about overlearning
to guarantee retention.　　　　　　　　　1 2 3 4 5

25. True learning occurs when the experience is
internalized.　　　　　　　　　　　　　　1 2 3 4 5

26. The desire to learn comes from within the
individual.　　　　　　　　　　　　　　　1 2 3 4 5

27. Productive learning takes place when the tasks
    are adjusted to the maturity and experiential
    background of the learners.   1 2 3 4 5

                              A   B   C

                    Score _____ _____ _____

    What do you believe about the conditions of learning?

28. The mind consists of separate, but related
    faculties which can be trained. There is
    automatic transfer of training.   1 2 3 4 5

29. If a child is absorbed with and enjoying
    an activity, learning is occurring.   1 2 3 4 5

30. Confidence in self influences learning. The
    stage of development of the child affects the
    degree of participation or involvement in
    learning tasks as well as mastery of skills.   1 2 3 4 5

31. The educative process begins with providing
    the learner with a smorgasboard of activities
    that fit his/her stage of development and which
    reflects his/her concerns and interests.   1 2 3 4 5

32. Children are perceptually closer to the learning
    situation than are teachers: Subsequently, they
    see and feel what is needed and are capable of
    self-direction.   1 2 3 4 5

33. Learning is largely a reactive experience.   1 2 3 4 5

34. Learning occurs best when competition for
    rewards among learners is induced.   1 2 3 4 5

35. Learning processes proceed best when the learner sees results, has knowledge of his status and progress, achieves insight, and gains understanding.   1 2 3 4 5

36. Man's mind is an information receptacle which can produce factual content mastery.   1 2 3 4 5

37. Learning emerges in the flow and continuity of man's total experiencing and growing.   1 2 3 4 5

38. Expectations made of the learner should be based upon knowledge of his abilities which are determined by physiological and social development.   1 2 3 4 5

39. Children are best taught exploratory behavior when threat is not present.   1 2 3 4 5

```
                          A       B       C

          Score    _____  _____  _____
```

What are your beliefs concerning social learning?

40. Children receive many satisfactions from work and stimulation from reasonable new challenges.   1 2 3 4 5

41. The purpose of school is to prepare children for adulthood so they can assume a contributing role in society.   1 2 3 4 5

42. When man chooses, he chooses for all men.   1 2 3 4 5

43. When groups of individuals act for a common goal there is better cooperation and more friendliness than when individuals in the groups are engaged in competition with one another.   1 2 3 4 5

44. Behavior is a social product.   1 2 3 4 5

45. Satisfaction in learning is affected by the
    group atmosphere as well as the products.   1 2 3 4 5

46. Man has the capacity to adopt, adapt, and
    reconstitute present and past ideas and
    beliefs. He also has the capacity to invent.   1 2 3 4 5

47. Man creates his own environment.   1 2 3 4 5

48. Man creates groups which agree with his own
    reality.   1 2 3 4 5

49. Children should be motivated to learn what is
    significant and contributory to their lives.   1 2 3 4 5

50. Man is a social being who seeks active
    involvement with others.   1 2 3 4 5

51. Self-concept is observable through one's
    behavior or performance.   1 2 3 4 5

                          A   B   C

              Score   _____ _____ _____

What do you believe about intellectual development?

52. People possess different levels and amounts of
    intelligence. These can be ascertained and re-
    ported by a score derived from testing.   1 2 3 4 5

53. The normal curve expresses the social and
    academic expectation of where people are
    supposed to fit for the goodness of all.   1 2 3 4 5

54. Readiness for learning is a complex interplay
    of social, physiological, emotional and
    intellectual development.   1 2 3 4 5

55. The less planned adult intervention, the
greater intellectual gains of the child.   1 2 3 4 5

56. Increase in intelligence test scores are
positively related to aggressiveness,
competitiveness, initiative, and strength
of felt need to achieve.   1 2 3 4 5

57. Learning involves creating relationships.
Intellectual development proceeds from
"wholes" to "parts" or from a simplified
whole to more complex wholes.   1 2 3 4 5

                                    A   B   C

                    Score   _____ _____ _____

What do you believe about knowledge?

58. Knowledge is a model created by the individual
that makes sense out of encounters with the
external conditions in the environment.   1 2 3 4 5

59. Truth exists prior to the learning of it.   1 2 3 4 5

60. Knowledge is temporary and conditional.   1 2 3 4 5

61. Information becomes knowledge when it is
perceived as relevant to the solutions of
a particular problem.   1 2 3 4 5

62. Little or no knowledge exists which is
necessary for all humans to possess.   1 2 3 4 5

63. Truth can be known for itself and not
merely for some instrumental purposes.   1 2 3 4 5

                                    A   B   C

                    Score   _____ _____ _____

What do you believe about society?

64. Society is a process in which individuals
   participate.   1 2 3 4 5

65. The school preserves social order and
   builds new social orders when the public
   decides they are needed.   1 2 3 4 5

66. Mankind is made man by cultural birth.   1 2 3 4 5

67. Society is self renewing.   1 2 3 4 5

68. The way to improve civilization is by
   improving institutions.   1 2 3 4 5

69. Society has existence in man's mind.   1 2 3 4 5

<div align="center">

A   B   C

Score _____ _____ _____

</div>

TOTAL SCORE (PART I) A_____ B_____ C_____

EDUCATIONAL PRACTICES BELIEF INVENTORY

PART II

Russell Dobson
Judith Dobson
W. Frank Grahlman
John Kessinger

Oklahoma State University

The reader is due an explanation about sexism problems related to this instrument. Most sensitive persons are aware of the problems of sexism in our society, terms which take the place of the generic use of "man", "mankind", and the pronoun "he" are awkward to use in a work of this nature. Terms are used in this instrument which some may see as sexist ones, but they were used in order not to unduly distort ideas. We hope the reader will understand the dilemma of the writers.

EDUCATIONAL PRACTICE BELIEF INVENTORY

PART II

Following is a list of 69 statements
concerning various aspects of educational
practice. Please judge each of the state-
ments according to the scale to the right.
In making your judgements, DO NOT consider
each statement from the viewpoint, "This
is how it is now." Rather DO CONSIDER
"This is what I really believe."

1 = complete agreement

2 = moderate agreement

3 = uncertain

4 = moderate disagreement

5 = complete disagreement

What do you believe about instruction?

70. Ongoing assessment, immediate feedback and
    various reinforcement devices should be
    used to insure that students remain task
    oriented.   1 2 3 4 5

71. The study period should be organized
    through mutual agreement between teacher
    and pupils with each child knowing what
    is expected of him.   1 2 3 4 5

72. Children naturally set goals and enjoy
    striving toward them.   1 2 3 4 5

73. Children receive many satisfactions from work,
    have pride in achievement, enjoy the process,
    and gain a sense of worthiness from contribution. 1 2 3 4 5

74. The teacher functions as a resource person to individuals and groups rather than as a task-master.   1 2 3 4 5

75. Transmission of verifiable facts which constitute universal skills is necessary.   1 2 3 4 5

76. The ends of instructional activities should be exemplified in explicit behavioral terms.   1 2 3 4 5

77. Children who understand and who are involved in what they are doing will create satisfactory methods for achieving educational tasks.   1 2 3 4 5

78. Learning activities should be provided on the basis of individual needs.   1 2 3 4 5

79. Diagnostic and prescriptive teaching are absolute necessities.   1 2 3 4 5

80. Heterogenous subgrouping for instructional purposes is recommended in certain skill development areas such as math and reading.   1 2 3 4 5

81. Children are capable of assuming responsibility for their behavior and academic growth.   1 2 3 4 5

82. Children desire to be released, encouraged and assisted.   1 2 3 4 5

83. The teacher should decide when it is time to pull loose ends of learning activities together before moving on to another aspect of that which is to be learned.   1 2 3 4 5

84. Management of children is necessary to insure proper growth.   1 2 3 4 5

<table>
<tr><td></td><td>A</td><td>B</td><td>C</td></tr>
</table>

Score _____ _____ _____

What do you believe about curriculum?

85. The curriculum is a predetermined body of
    content with highly defined and restricted
    delimitations.   1 2 3 4 5

86. Day-by-day lesson plan objectives must be
    well defined and specific.   1 2 3 4 5

87. The curriculum should emerge from each student.   1 2 3 4 5

88. In order to maintain balance in the curriculum,
    subject matter priorities should be determined
    on the basis of societal and personal needs.   1 2 3 4 5

89. There should be some system of articulation
    between units within a school, between schools,
    with school systems, and between states.   1 2 3 4 5

90. Curriculum content must be sequenced since
    there is a logical structural sequence to
    knowledge.   1 2 3 4 5

91. Due to individual educational needs, the scope
    of the curriculum should be planned to include
    a wide variety of unifying and pupil-speciality
    learning activities.   1 2 3 4 5

92. The curriculum should reflect as its source,
    the children of that school.   1 2 3 4 5

93. The curriculum sequence and scope is best divided into segmented, isolated, and compartmentalized packages of knowledge specified by grade levels.   1 2 3 4 5

94. Elements of the curriculum should be derived from the substance of knowledge itself.   1 2 3 4 5

95. The curriculum is dynamic because of its constant emergence.   1 2 3 4 5

96. Curriculum structure exists largely in teachers' and students' heads, not on paper.   1 2 3 4 5

97. Though the curriculum has some degree of systematic structure, it should be flexible enough to capitalize on emergent learning situations.   1 2 3 4 5

98. Since the curriculum must be considered dynamic and forever emerging, each curriculum area should be subjected to continuous revision and evaluation.   1 2 3 4 5

99. The curriculum sequence in certain subject matter areas should be based on a spiral structure which permits the learner to conceptualize by moving from limited perceptivity.   1 2 3 4 5

                        A   B   C

Score _____ _____ _____

What do you believe about organization?

100. The teaching function should be one of diagnosing, prescribing, treating, analyzing results and writing the next prescription. 1 2 3 4 5

101. Individual differences should be viewed as existing between and among learners as opposed to differences existing within individual students. 1 2 3 4 5

102. The school should be organized in such a way that it provides opportunity for each student to have a warm, personal relationship with competent teachers. 1 2 3 4 5

103. The contributions of specialized personnel should be used as students progress through the school, but their work should be coordinated with and related to the total program. 1 2 3 4 5

104. Internal coordination and planning should result in the utilization of special talents and skills which a particular teacher or group of teachers may possess. 1 2 3 4 5

105. The organizational system should permit co-ordination and planning by groups of teachers responsible for clusters of children in both large and small groups. 1 2 3 4 5

106. The horizontal organization of the school should permit flexiblity in assigning small and large numbers of pupils to instructional groups. 1 2 3 4 5

107. Individual differences should be acknowledged
by the individual pacing of students through
prescribed study sequences.   1 2 3 4 5

108. The horizontal organization of the school should
permit students to be assigned to instructional
groups on ability within subject matter areas.   1 2 3 4 5

109. The organization of the school should reflect a
system whereby each child must measure up to a
specific level of performance.   1 2 3 4 5

110. The organizational structure should not result
in "labeling" children at an early age.   1 2 3 4 5

111. The vertical organization of the school should
provide for continuous unbroken, upward pro-
gression of all learners, with due recognition
of the wide variability among learners in every
aspect of their development.   1 2 3 4 5

112. The organizational design of the school should
be an expression of the needs, wants, and
desires of its clientele.   1 2 3 4 5

113. The organization should provide for the interdis-
ciplinary nature of education.   1 2 3 4 5

114. Children should not be grouped according to
ability.   1 2 3 4 5

                                        A   B   C

            Score _____ _____ _____

What do you believe about content?

115. The content of any education program must reflect
     predetermined survival skills necessary for life.   1 2 3 4 5

116. Content should contribute to the achievement of
     educational objectives or to the mission of the
     school.   1 2 3 4 5

117. There is little information that all should be
     required to know.   1 2 3 4 5

118. Sequence in content should reflect a logical
     structural sequence to knowledge and to
     development.   1 2 3 4 5

119. One creates knowledge through personal inte-
     gration of experience. Therefore, one's
     knowledge does not categorize into separate
     disciplines.   1 2 3 4 5

120. There should be a balance between the content-
     centered curriculum and the process curriculum.   1 2 3 4 5

                                    A   B   C

                    Score   _____ _____ _____

What do you believe about materials and resources?

121. Centralized resource centers should include
     materials commensurate to the stages of de-
     velopment reflected by the students being served.   1 2 3 4 5

122. Emphasis should be placed on trade and reference
     works and on visual aids as opposed to a strict
     textbook approach.   1 2 3 4 5

123. Materials that can be easily prescribed (pro-
grammed materials, teaching machines, subject
matter programs, learning packets, and kits)
are desirable.   1 2 3 4 5

124. Wide use should be made of raw materials.   1 2 3 4 5

125. Resources should be limited only by teachers'
and students' imaginations.   1 2 3 4 5

126. There should be an emphasis on appropriate
diagnostic aids.   1 2 3 4 5

                         A   B   C

Score _____ _____ _____

What do you believe about evaluation?

127. A uniform standards approach to evaluation
fails to consider individual differences of
children.   1 2 3 4 5

128. Evaluation programs should have three dimen-
sions: a) quantitative measurements, b)
teachers' judgement, and c) the child's
perceptions.   1 2 3 4 5

129. Learning can be assessed intuitively by
observing a child working or playing.   1 2 3 4 5

130. A pupil should be placed in a given learning
environment based on a diagnosis that it is
best suited for his/her maturity, abilities
attainment, and over-all general nature.   1 2 3 4 5

131. Evaluation must be quantitative and qualitative to be of real value. 1 2 3 4 5

132. Objective means of measuring performance may produce negative consequences upon learning. 1 2 3 4 5

133. In evaluating, the teacher's description of what the child is doing should include all aspects of growth. 1 2 3 4 5

134. Pupils should be ranked in terms of other children. 1 2 3 4 5

135. Errors are an indispensable aspect of the learning process. Errors are expected and desired, for they contain feedback essential for continued learning. 1 2 3 4 5

136. Qualities of one's learning that can be meticulously assessed are not inevitably the most important. 1 2 3 4 5

137. Predetermined standards should apply to all students in a grade or school. 1 2 3 4 5

138. Academic standards should serve the purpose of excluding or including persons in the formal school program. 1 2 3 4 5

                       A   B   C

Score _____ _____ _____

TOTAL SCORE (PART II) A_____ B_____ C_____

APPENDIX B

DIRECTIONS FOR HAND-SCORING THE EBSI/EPBI

DIRECTIONS FOR HAND-SCORING THE EBSI/EPBI

The key to the philosophic direction of each statement included in each of the three categories follows:

A. Compute sum for each set of items (i.e. sum scores for A, B and C) in each category.

B. Divide sum by number of statements. For example, category 1 "What do you believe about man", has 15 statements, 5 each for each of the three philosophical camps. So each set of 3 scores in this category would be divided by 5 to produce 3 composite scores.

C. The scores indicate the degree of agreement or disagreement with each of the three philosophical camps relative to the particular categories.

EDUCATIONAL BELIEFS SYSTEMS INVENTORY

What do you believe about man?

A. 1, 4, 8, 9, 13

B. 2, 5, 6, 12, 14

C. 3, 7, 10, 11, 15

Sum the scores for each set of items and divide each of the three totals by 5 to arrive at A, B and C scores.

What do you believe about motivation?

A. 16, 17, 23, 24

B. 18, 21, 22, 27

C. 19, 20, 25, 26

Sum the scores for each set of items and divide each of the three totals by 4 to arrive at A, B and C scores.

What do you believe about the conditions of learning?

A. 28, 33, 34, 36

B. 30, 31, 35, 38

C. 29, 32, 37, 39

Sum the scores for each set of items and divide each of the three totals by 4 to arrive at A, B and C scores.

What are your beliefs concerning social learning?

A. 41, 44, 49, 52	Sum the scores for each set of items and divide each of the three totals by 4 to arrive at A, B and C scores.
B. 40, 43, 45, 46	
C. 42, 47, 48, 50	

What do you believe about intellectual development?

A. 52, 53	Sum the scores for each set of items and divide each of the three totals by 2 to arrive at A, B and C scores.
B. 54, 56	
C. 55, 57	

What do you believe about knowledge?

A. 59, 63	Sum the scores for each set of items and divide each of the three totals by 2 to arrive at A, B and C scores.
B. 60, 61	
C. 58, 62	

What do you believe about society?

A. 65, 66	Sum the scores for each set of items and divide each of the three totals by 2 to arrive at A, B and C scores.
B. 64, 67	
C. 68, 69	

To arrive at composite scores for each of the three camps (Part I), sum the means for each of the three camps and divide by 7. The three scores (A, B and C) reflect the overall degree of agreement with beliefs of each of the camps (this is the corresponding score of sub-test 8 on the computer plots).

EDUCATIONAL BELIEFS PRACTICES INVENTORY

What do you believe about instruction?

A. 70, 75, 76, 79, 84	Sum the scores for each set of items and divide each of the three totals by 5 to arrive at A, B and C scores.
B. 71, 74, 78, 80, 83	
C. 72, 73, 77, 81, 82	

What do you believe about curriculum?

A. 85, 86, 90, 93, 94   Sum the scores for each set of
                                items and divide each of the
B. 88, 89, 91, 97, 99   three totals by 5 to arrive at
                                A, B and C scores
C. 87, 92, 95, 96, 98

What do you believe about organization?

A. 100, 101, 107, 108, 109   Sum the scores for each set of
                                items and divide each of the
B. 103, 104, 105, 106, 111   three totals by 5 to arrive at
                                A, B and C scores.
C. 102, 110, 112, 113, 114

What do you believe about content?

A. 115, 116   Sum the scores for each set of
                                items and divide each of the
B. 118, 120   three totals by 2 to arrive at
                                A, B and C scores.
C. 117, 119

What do you believe about materials and resources?

A. 123, 126   Sum the scores for each set of
                                items and divide each of the
B. 121, 122   three totals by 2 to arrive at
                                A, B and C scores.
C. 124, 125

What do you believe about evaluation?

A. 130, 134, 137, 138   Sum the scores for each set of
                                items and divide each of the
B. 127, 128, 131, 133   three totals by 4 to arrive at
                                A, B and C scores.
C. 129, 132, 135, 136

To attain composite scores for each of the three camps (Part II),
sum the means for each of the three camps and divide by 6. The three
scores (A, B and C) reflect the overall degree of agreement with
beliefs of each of the camps (this is the corresponding score of sub-
test 15 on the computer plots).

APPENDIX C

SUB-TEST KEY FOR EBSI/EPBI

The following interpretations are based on scores of 1, which indicate complete agreement. The degree of agreement for each individual can be ascertained by the score reported on each of the separate sub-tests.

PART I

Sub-test

A-1
Man's potential tends toward evil. Therefore, for the good of society and themselves, children must be directed and controlled. These persons attempt to shape learners according to their values and to teach them what they should know.

B-1
A neutral belief of man is expressed. These persons begin with children where they are perceived to be functioning and manipulate the environment so that the children have the best possible experience based on the adult's judgement of what is best. Human potential is seen as a goal to be realized. The total person is one who is in harmony with the external environment.

C-1
Man is inherently inclined toward goodness. Man is cooperative and constantly seeking experiences that enhance his/her unique self. Individual perceptions are the only reality known to man.

A-2
Motivation is interpreted as the process of initiating, sustaining and directing the activities of the organism. Appropriate external stimulation, usually in the form of rewards is necessary for optimal achievement.

B-2
Focuses on a blend of the teacher as manipulator and the intellectual structures that characterize what is to be taught.

C-2
Focuses on the person as the initiator of their own learning tasks. The most desirable rewards are internal in nature and are a reflection of self satisfaction.

A-3
Focuses on training the separate faculties of the mind. Learning is largely a reactive experience, therefore, learning situations should be created to induce competition for rewards among learners.

Sub-test

B-3 Focuses on a combination of self confidence, physio-
logical, social, and intellectual development in
determining learner expectations. Also concerned
with whether or not learning tasks are lifelike or
functional. Concerned with the learner working up
to his/her ability.

C-3 Recognizes that the learner is perceptually closer to
the learning situation than are teachers: subse-
quently, they see and feel what is needed and are
capable of self-direction. Experiencing, being,
and learning are seen as a totality that can be
dichotomized only after the fact. Learning emerges
in the flow and continuity of man's total exper-
iencing and growing. There cannot be stated out-
comes of learning.

A-4 Social learning is seen as the gradual acquisition of
attitudes and behavior that enable the individual to
function as a member of society. Emphasis is on the
development of behavior patterns which are acceptable
to society.

B-4 Focuses on how the individual functions relative to
group norms. Satisfaction in learning is affected
by the group atmosphere as well as the products.

C-4 Accepts that man can create his/her own environment.
Sees the person as central to their own idiosyncratic
universe.

A-5 Intelligence, is for the most part, a function of
environmental conditions. Persons possess different
levels and amounts of intelligence.

B-5 Focuses as much on learning style as on learning rate.
Readiness for learning is a complex interplay of
social, physiological, emotional, and intellectual
development.

C-5 Emphasizes that intellectual development proceeds
from "wholes" to "parts" or from a simplified whole
to more complex wholes. See intellectual potential
as already existing within the individual as opposed
to a phenomenon to be developed or realized.

A-6 Submits the existence of a central body of knowledge
that must be transmitted to all. The truth is pre-
existent to the learning of it. The test of truth
is its correspondence to reality.

Sub-test

B-6   Emphasizes that knowledge is rooted in experience. Knowledge is therefore tentative. As individuals and situations change, then what is true will also change. Workability is the test of truth.

C-6   Submits that the only thing persons can be certain of is that they experience a stream of thoughts and feelings. Truth is an individual matter.

A-7   Sees the function of schooling as preserving social order and building new social orders when the public has decided they are needed (preservation of the culture). The task of the school is to develop a standardized student-citizen as the product. Tendency is toward a meritocratic society.

B-7   Society is a process in which individuals participate. The major role of the school is to teach the adults of tomorrow to deal with the planning necessarily involved in the process called society. Education must serve as a source of new ideas.

C-7   Specifies that the way to improve society is through improving the quality of individuals, not through improving institutions. The schools primary task is individual; that is, the school should concentrate upon the development of absolute freedom in the child. The tendency is toward an egalitarian society.

A-8   Composite score - Essentialism/Behaviorism

B-8   Composite score - Experimentalism/Cognitivism

C-8   Composite score - Existentialism/Humanism

PART II

Sub-test

A-9   Focus is on indoctrination. The transmission of verifiable facts is paramount. Instructional activities are preplanned with specific performance objectives clearly stated.

B-9   The role of the teacher is seen as learning manager and consultant whose primary task is to orchestrate the learning environment.

C-9   Instructional behavior of the teacher is determined by the learner and occurs only by invitation from the learner. Freedom of the learner is central to the instructional act.

A-10   Curriculum is highly structured and content centered; it is predetermined and logical. It consists of a common core of subject matters, intellectual skills, and accepted values that are essential and are to be transmitted to all students.

B-10   Future utility and universalism are considered in the selection of content. The sequencing of content is based on identified stages of development. Learning experiences are generally problem centered.

C-10   The curriculum is viewed as dynamic and emergent on a consequence of the students' needs, wants and desires. Each student is seen as an unlimited reservoir of curriculum.

A-11   The organizational arrangement is rigid and orderly in nature; emphasis is on management and efficiency. Time-space are segmental.

B-11   Flexible scheduling is related to instructional needs of the staff. Individualized instruction occurs by pacing the individual through study sequences.

C-11   Individual pupils plan their own use of time within limits of personal and social order. The organization provides for the interdisciplinary nature of education; no area of knowledge can exist independent of all other areas of knowledge.

A-12   The content is decided by the state. Suggests the desirability of a shared corpus of content. The planners' task is the identification of common content.

Sub-test

B-12 Emphasis is on a balance between the content-centered curriculum and the process-centered curriculum.

C-12 Concerned with process skills that enable the person to know, to think, to value, to feel and to act. The quality of being is more important than quality of knowing; knowledge is a means of education, not its end.

A-13 Emphasis is on materials that correlate with a diagnostic approach and that can be easily prescribed such as programmed materials, teaching machines, subject matter programs, learning packets and tests.

B-13 Emphasis is on a wide range of materials and resources.

C-13 Resources are limited only by teachers' and students' imaginations.

A-14 Evaluation reveals itself in the form of measurement and is based on comparisons and is product oriented. Evaluation standards and procedures are determined by authority and imposed upon students.

B-14 Focuses on what is learned and attempts to utilize this information in prescribing future learning tasks. Attempts to evaluate critical thinking, problem solving, and higher order cognitive skills.

C-14 Focuses on self evaluation. External feedback is available upon student requests and is a shared experience.

A-15 Composite score for A, Part II

B-15 Composite score for B, Part II

C-15 Composite score for A, Part II

A-16 Total composite score for A, Parts I and II

B-16 Total composite score for B, Parts I and II

C-16 Total composite score for C, Parts I and II

APPENDIX D

A MODEL FOR CURRICULUM DIALOGUE:

THE LANGUAGE OF SCHOOLING

A MODEL FOR CURRICULUM DIALOGUE:

THE LANGUAGE OF SCHOOLING

As persons seek to identify their philosophic roots, it is helpful to have a classification tool for categorizing various opinions about schooling. The model entitled, The Language of Schooling, is presented as such a device. The content of the model is presented for contemplation and discussion purposes only and is not intended to be final in nature.

The model is an attempt to identify and contrast philosophical and psychological profiles that tend to separate into three camps: 1) Design A, 2) Design B, and 3) Design C. This separation is quite possibly a direct reflection of whether persons are primarily concerned with doing to, for, or with young people. The three camps can be dispersed on a continuum ranging from training to education.*

An educational program committed to the training end of the continuum is based in the notion that human beings are the sum total of their experiences--passive victims of their environments. Conversely, the opposite end of the continuum is committed to the notion that human beings are active, goal-seeking organisms eager to profit from encounters with the environment.

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*For a more extensive discussion relative to this point, the reader is referred to Chapter VI in Dobson and Dobson, Humaneness in the Schools: A Neglected Force. Dubuque, Iowa: Kendall-Hunt Publishers, 1976.

THE LANGUAGE OF SCHOOLING

BASIC ELEMENTS	DESIGN A	DESIGN B	DESIGN C
	Movement toward External Control		Movement toward Internal Control

<——>

PHILOSOPHY

BASIC ELEMENTS	DESIGN A	DESIGN B	DESIGN C
Human Nature	Humans are potentially evil.	Humans are potentially both good and bad or blank slates.	Humans are potentially good.
Nature of Learning	Truth exists separate from the individual. There are basic facts that are necessary for all. Learning occurs by reaction.	Truth is relative and subject to the condition of the learner and the environment. Learning occurs by action.	Truth is an individual matter. Learning occurs when the information encountered takes on personal meaning for the learner. Learning occurs by transaction and interaction.
Nature of Knowledge	Logical structure. Information. Subject matter. Vertical relationship. Universal.	Psychological structure. Vertical and horizontal. Relationships and interrelationships.	Perceptual structure. Relationships and Interrelationships. Personal. Gestalt.
Nature of Society	Closed. Ordered. Institutionalized. Static. Grouping. Controlling.	In flux. Democratic. Relative values. Experimentation.	Open. Self reviewing. Individual. Liberating. Distribution. Egalitarian.

BASIC ELEMENTS	DESIGN A	DESIGN B	DESIGN C
Purpose of Education	To understand and apply knowledge. To control the environment. To learn absolute truth.	To learn prerequisite skills for survival. To learn conditional truths.	To live a full life. To experience the environment. To continue learning personal truth.

PSYCHOLOGY

BASIC ELEMENTS	DESIGN A	DESIGN B	DESIGN C
Human Growth and Development	Growth is environmentally determined.	Growth is the realization of one's potential.	Growth is the experiencing of one's potential.
Concept of Self	Determined by what others think. Focuses on personality deficiencies.	Determined by how the individual perceives the social environment (becoming-future orientation).	Determined and created by each individual (being-now orientation).
Human Emotions	Controlled. Closed. Unaware. Masked.	Circumstantial. Objective. Based on position. Well-adjusted.	Free. Openness. Spontaneity. Aware. Transparency. Experienced.
Interpersonal Interactions	Role Playing. Manipulative games. Defensive. Detached. Distrusting. Dependent	Minimum Risk. Selective. Objective. Exclusive. Encountering. Independent.	Sharing. Risking. Trusting.

OPERATIONAL

BASIC ELEMENTS	DESIGN A	DESIGN B	DESIGN C
Curriculum	Predetermined. Structured series. Logical sequence. Content centered. Outcomes established.	Sequenced experiences. Problem-centered. Future utility. Universalism.	Hidden. Unfolding. Created. Process-centered. Unlimited. Emerging. Dynamic.

BASIC ELEMENTS	DESIGN A	DESIGN B	DESIGN C
Instructional Behavior	Transmission of facts and content. Purposeful. Management. Teacher directed.	Grouping for instructional convenience. Inquiring. Discovering. Open questions with multiple answers. Teacher invitation.	Learner directed. Learner invitation. Teacher functions as source of safety and support.
Organization	Established. Emphasis on management. Focus on homogeneous grouping.	Orchestration. Focus on skill grouping.	Changing. Circumstantial. Adaptive. Focus on heterogeneous grouping.
Evaluation Techniques	Measurement of facts and content. Determined by authority. Imposed. Product oriented.	Critical thinking. Problem solving. Tests higher cognitive skills. Focuses on what is learned	Feedback by invitation. Cooperative pupil and teacher evaluation. Non-damaging comparison. Focuses on how one feels about what is learned as well as what is learned.

DEFINITION

Definitions of Curriculum	A structured series of intended learning outcomes. - M. Johnson (1967)	A sequence of potential experiences set up in school for the purposes of disciplining children and youth in group ways of thinking and acting. - Smith, Stanley, Shores (1957)	An attempted definition of man translated into educational specifications. - R. Dobson (1976)

BASIC ELEMENTS	DESIGN A	DESIGN B	DESIGN C
Representative Language	Structure. Management. Reinforcement. Shaping. Labeling. Performance. Accountability. Order. Objectives. Behavior. Matching. Environment. Cause-effect. Function. Measurement. Control. Observation. Reality. Transmission of roles. Intelligence. Grades. Standards. Tests. Cover. Direct.	Sequence. Stages. Becoming. Growth and Development. Correlated. Interest. Programs. Diagnostic. Readiness. Technique. Skills. Activity. Individual differences. Rational. Well-adjusted. Progress. Motivation. Expectations. Understanding. Guide. Knowledge. Evaluation. Enable. Support. Help. Facilitate. Discipline. Interests. Meaningful.	Being. Desires. Process. Democratic. Freedom. Feedback. Fulfillment. Experience. Diversity. Perception. Potential. Harmony. Personal order. Self-direction. Accepting. Unique. Awareness. Consequences. Sharing. Trusting. Allow. Issues. Experiment. Involve. Options. Natural. Spontaneous. Personal meaning.
	Training (To)	(For)	Education (With)

$$\longleftrightarrow$$
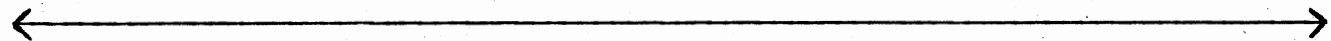
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APPENDIX E

PARTICIPANT PROFILES

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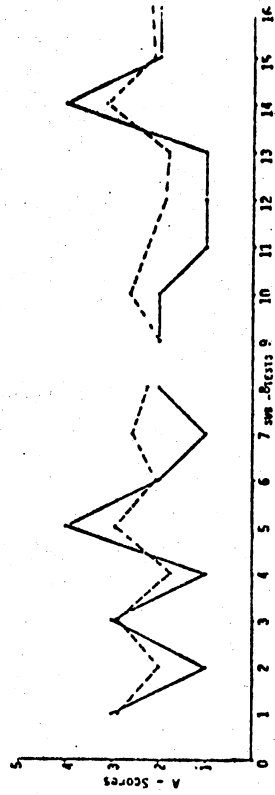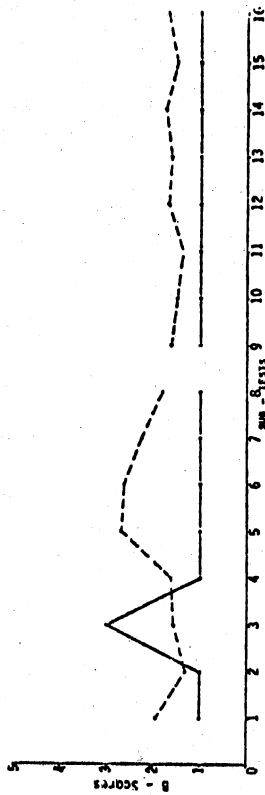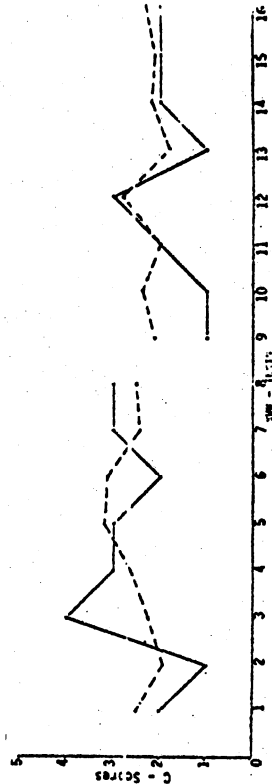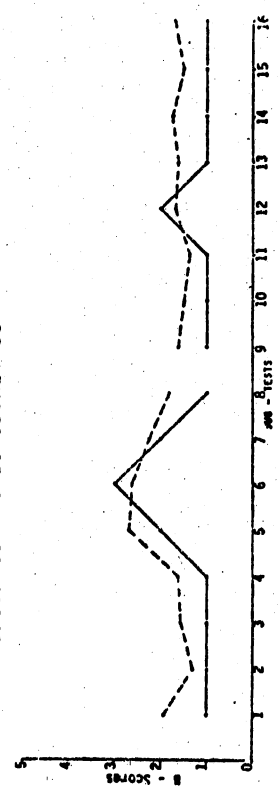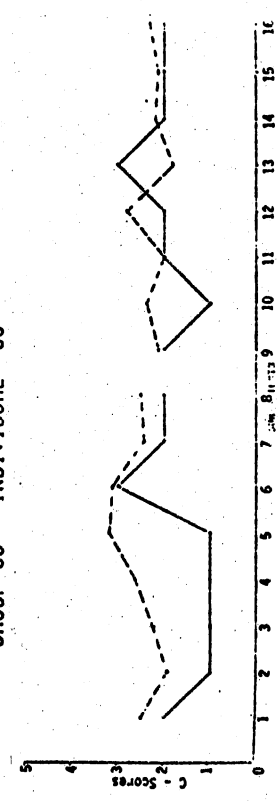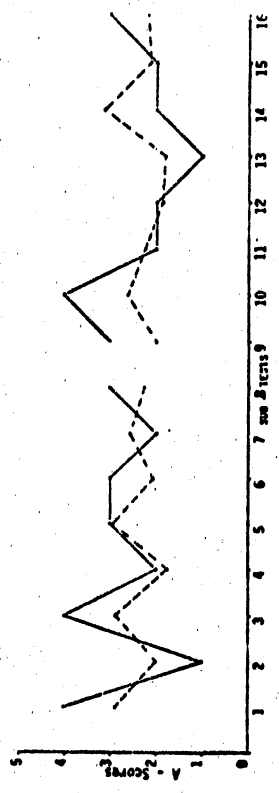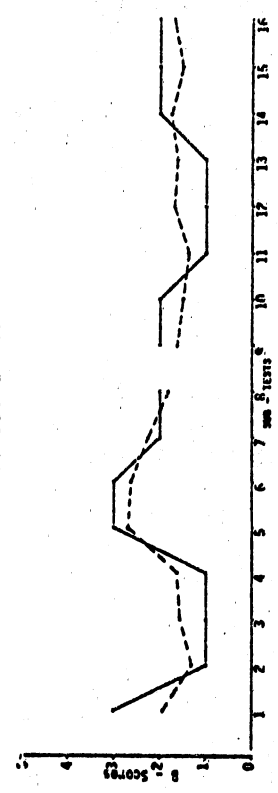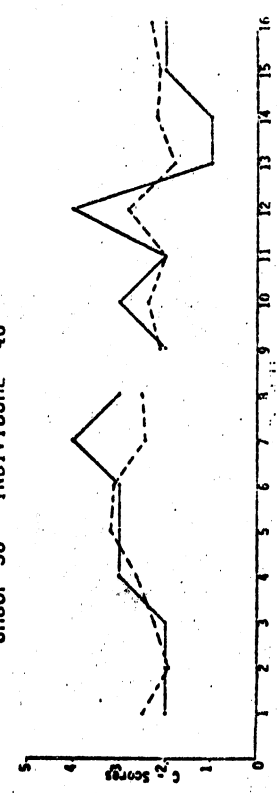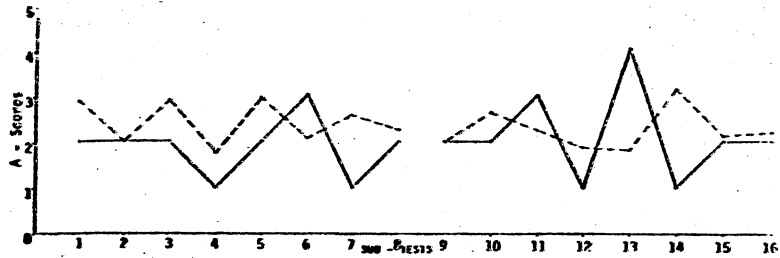
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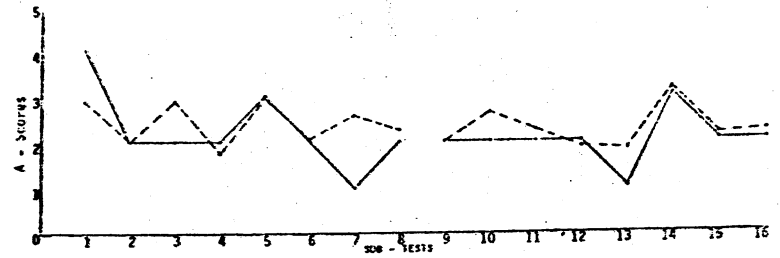
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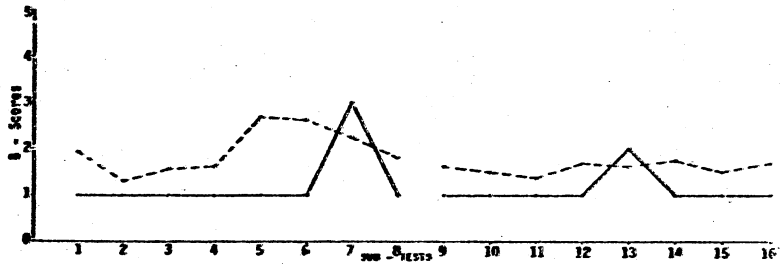
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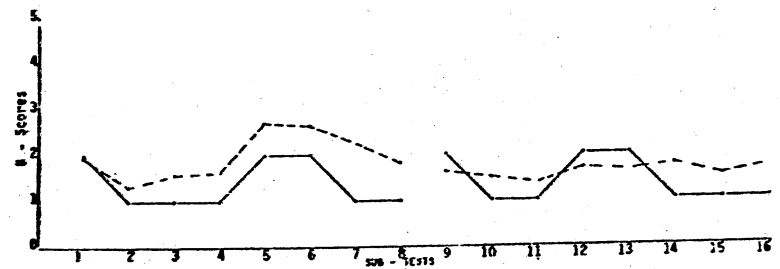
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GROUP 50   INDIVIDUAL 90

GROUP 50   INDIVIDUAL 110

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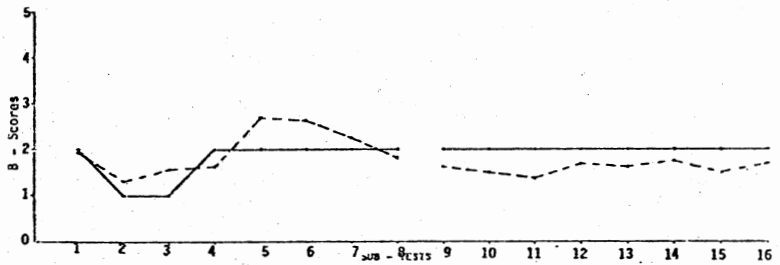
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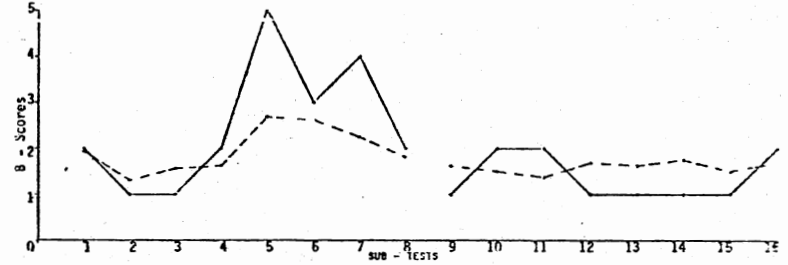
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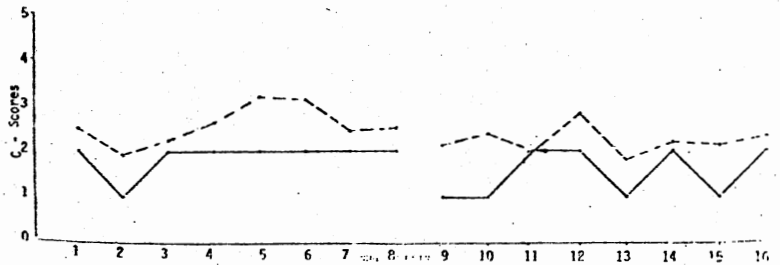
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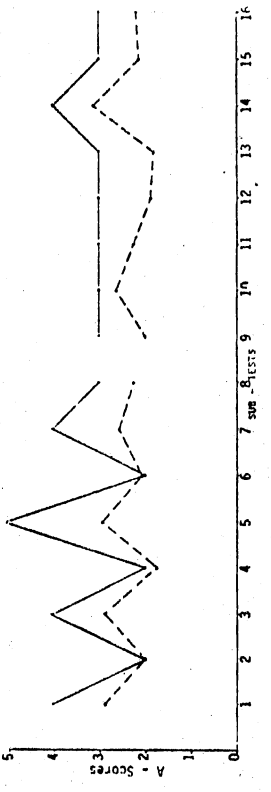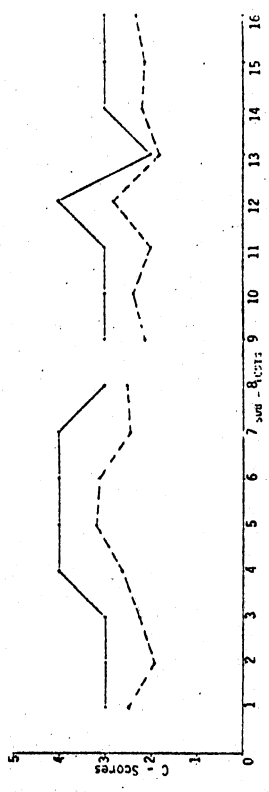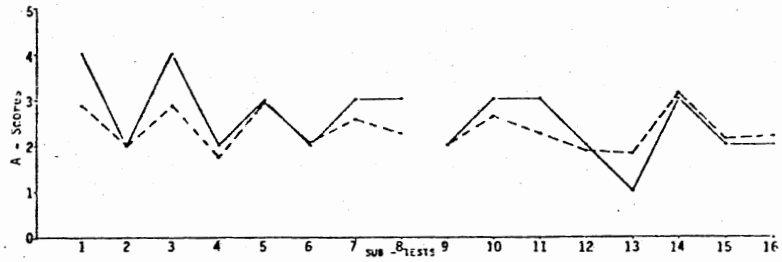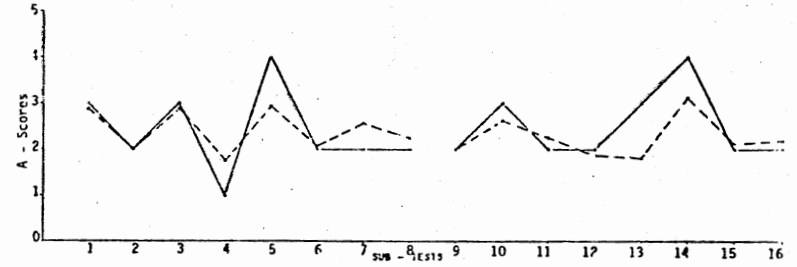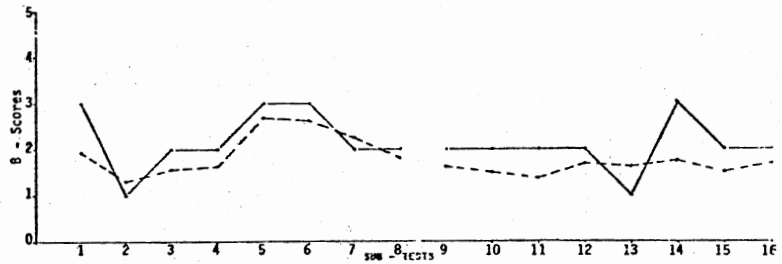GROUP 5 INDIVIDUAL 14
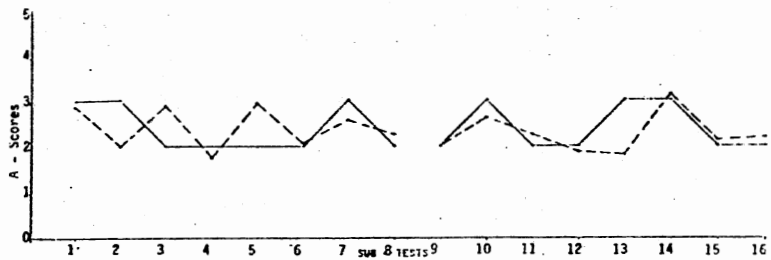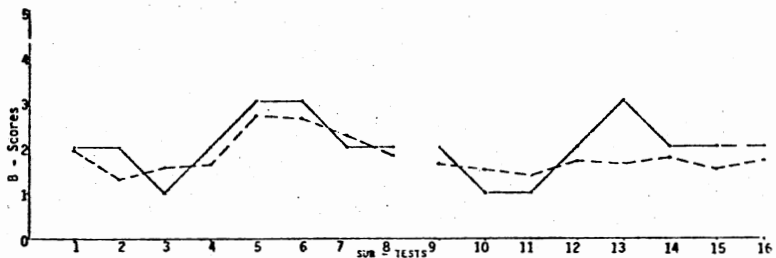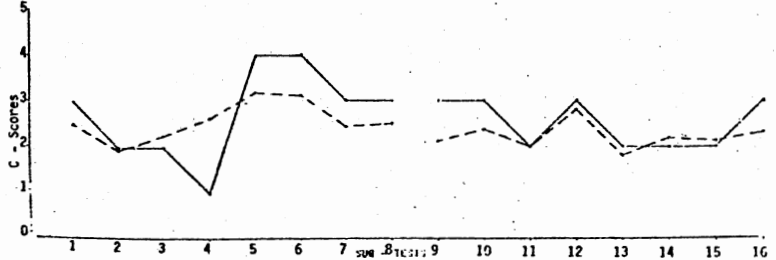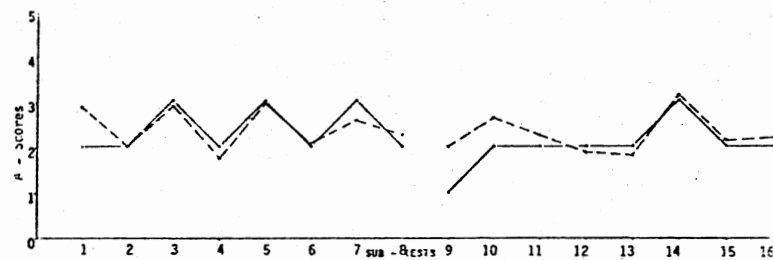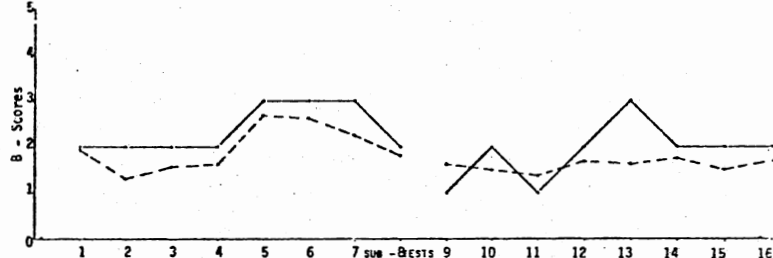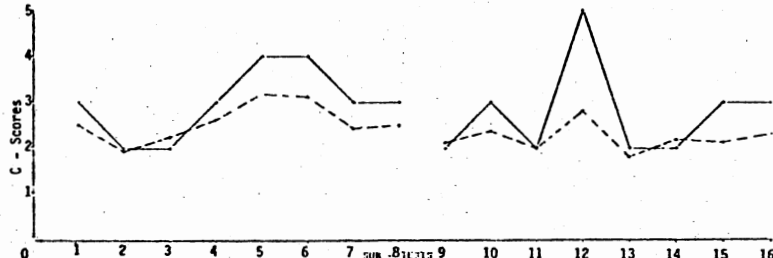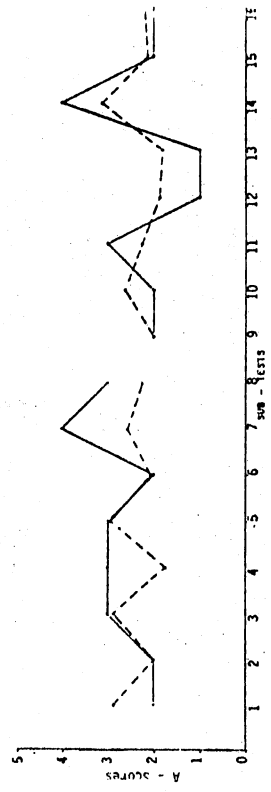
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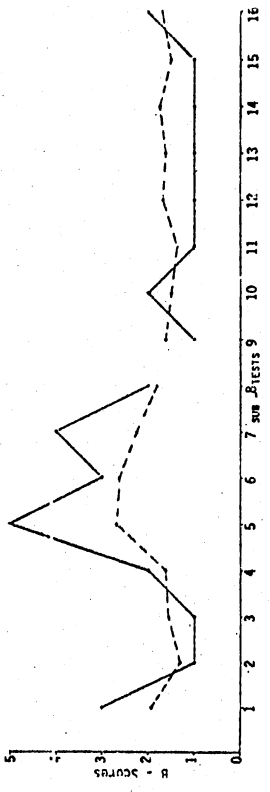
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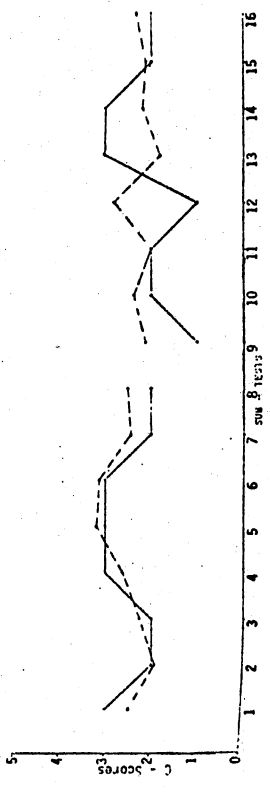
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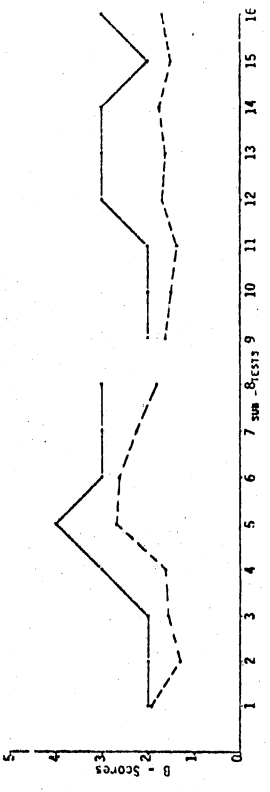
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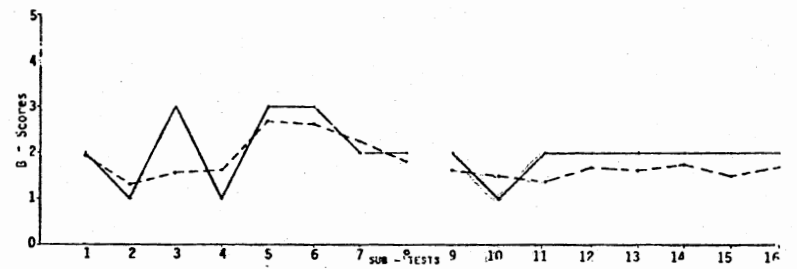
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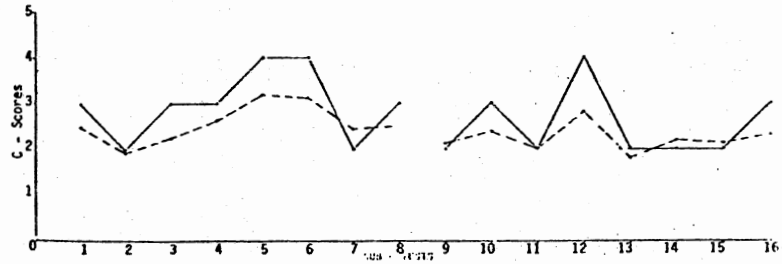
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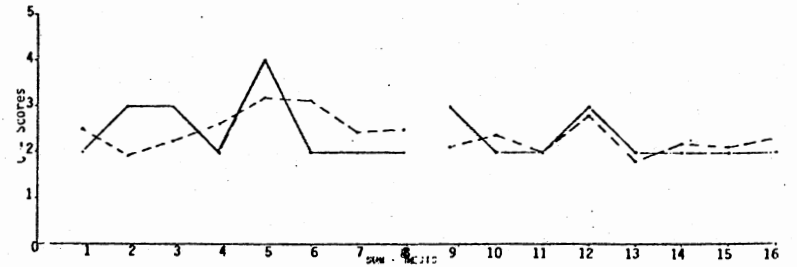GROUP   5   INDIVIDUAL   19

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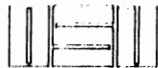
GROUP   5   INDIVIDUAL   19

GROUP   5   INDIVIDUAL   20

APPENDIX F

PARTICIPANT LETTER AND QUESTIONNAIRE

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Oklahoma State University

DEPARTMENT OF CURRICULUM AND INSTRUCTION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 624-7125

March 23, 1979

Central Elementary School
Noble & Ash
Guthrie, OK   74074

Dear

    Once again I would like to thank you for participating in this study.. We at OSU appreciate your time and effort and involvement.

    Before completing this study, I need to ask one more favor of you. Would you please take 15 or 20 minutes of your time and fill out the enclosed questionnaire and return it to me in the self-addressed, postage-paid envelope?

    As soon as the study is complete I shall send a copy to Mrs. Talley and the Central Elementary School staff.

    Thank you once again.

                      Sincerely,

                      John P. Kessinger
                      306 Gundersen Hall
                      Okla. State Univ.
                      Stillwater, OK   74074

Encl: 2

In short answer essay form, would you please respond to the following 5 questions:

1. Can you now say you have a known philosophy of education and if so, would you say it is more closely aligned with:

    A. B. F. Skinner & Behaviorism
    B. John Dewey & Cognitive Psychology
    C. Carl Rogers & Humanism

2. Will having a stated educational philosophy change your interactions with children in any way? If so, how?

3. If you were in charge of your schools inservice program for next year, what would you recommend based on the process you have undergone?

4. Can you make any goal statements or curriculum recommendations for your school based on the process you have undergone? If so, what?

5. Is there any value to the process you have undergone, either for your school, yourself or your students?

VITA [2]

John Paul Kessinger

Candidate for the Degree of

Doctor of Education

Thesis: PERCEPTUAL BASE LINE SYSTEM: AN ALTERNATIVE STRATEGY FOR TEACHER INSERVICE EDUCATION

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in Roswell, New Mexico, December 15, 1943, the son of Mr. and Mrs. Paul Sefton Kessinger.

Education: Attended Alva Public High School, Alva, Oklahoma, 1961; received Bachelor of Science degree in Business Education from Northwestern Oklahoma State University in 1970; attended the University of Oklahoma, 1970; received Master of Education degree in Guidance and Counseling from Southwestern Oklahoma State University in 1974; completed requirements for the Doctor of Education degree at Oklahoma State University in July 1979.

Professional Experience: Taught high school accounting, business law, office practice, psychology and shorthand at Fairview, Oklahoma, 1970-74; high school counselor at Fairview, Oklahoma, 1974-75; principal of grades K-12 in Medford, Oklahoma, 1975-78; graduate assistant, Education Extension, Oklahoma State University, 1978-79.

Organizations: Association for Supervision and Curriculum Development, Blue Key, Kappa Delta Pi, National Education Association and Phi Delta Kappa.