AN INVESTIGATION OF DOGMATISM AND EXPECTATIONS OF STUDENTS AS EVINCED BY VOCATIONAL AND NON-VOCATIONAL TEACHER TRAINEES

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CHAPTER I

INTRODUCTION

There is an increasing concern in educational circles regarding the disadvantaged, the dropout, and the chronically unemployed person. The National Advisory Council on Vocational Education in their third report in July of 1970 state, "One of the most glaring failures of the American educational system is the inability to effectively prepare the disadvantaged for full participation in society." Vocational Education has been determined as the most effective means of creating change for those members of our society who live at sub-standard income levels, and who qualify as employable except for their lack of education and training. Federal legislation has been, and is, encouraging the development of programs in vocational education through the Vocational Education Act of 1963. Special emphasis on training the disadvantaged came through the amendments to the 1963 Act in 1968. Sizable Federal funds are allocated in support of recruiting, counseling, educating, training and placing efforts for persons who are suffering under economic, educational, or physical handicaps.

However, Labor Department statistics[1] indicate no change in the unemployment rate in the hard-pressed areas or among youth in general. Nearly 700,000 students drop out of the nation's high schools every

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[1]Bureau of Labor Statistics, Annual Report 1971.

year, and most of these young men and women flow into the pool of the unemployed.[2] Unprepared for the world of work, with no training or skill to make them employable, the future does not hold much in store for them.

It appears that vocational education, deemed the primary vehicle to assist citizens in moving from one socio-economic level to another, may be ineffective in the performance of this function.

There have been several theories advanced in an attempt to explain why vocational education has not been successful in preparing students for the world of work. Among the speculations about why Vocational Education has not met with more success is the variable of teacher attitude (Miller 1968; Smith 1969).

Teacher attitude has been widely acclaimed as influential on the achievement of students (McGee 1955; Brown 1962, 1963, 1966, 1967; Harvey et al., 1964, 1965, 1966; Rosenthal 1968; Ryan 1960). Based specifically on Rosenthal and Ryan's studies on teacher attitudes, it may be inferred that among the primary inputs to the educational process such as time, space, class size, and teacher attitude, the latter may be the most salient. It may also be inferred that vocational teachers may exert, through status attitude a negative learning influence on their students.

Vocational educators seem at this point to have largely ignored the teacher attitude variable in teacher training programs. Possibly this is because there has been little research conducted dealing

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[2]The National Advisory Council on Vocational Education, Third Report, 1970.

specifically with vocational teacher attitudes toward their students. Some research with regard to modification of teacher attitude has been conducted by Wiggins, 1968, and Key, 1972. However, this research was not directly parallel to the focus of this study: vocational teacher attitude toward their students. It is therefore of vital importance to determine if, in fact, vocational teacher attitudes toward students are comparable to those of teachers in other areas.

Purpose of the Study

Based on observation and student-counselor records, plus Ryan's study (1960) of socio-economic background on teacher personality formation and attitude, it is suspected that vocational teachers may exert, through status attitude, a negative learning influence on their students. If it is true that the vocational teacher's attitude toward his students indicates he will produce a negative effect on learner outcome behavior, this would constitute a major measure of inefficiency in the system where the required outcome is to create positive learner performance change with the least time and expenditure possible. The evidence of quantifiable data that would demonstrate the actual presence of negative learner performance expectancy resulting from teacher attitude should be made manifest to provide evidence for a required change in teacher training.

Statement of the Problem

It was the purpose of this study to determine if there is a difference in expectations of students between vocational and non-vocational teacher trainees. In addition, the relationship of other

variables such as dogmatism and social status were considered pertinent to the study of teacher expectation.

Definition of Terms

Socio-economic status--a prestige level generally based on income, and education. In this study, operationally defined as scores on the Hatt-North Occupation Rating Scale. (Hatt and North, 1947).

Model essay--the median essay selected from essays written by a tenth grade English class at the C. E. Donart High School in Stillwater, Oklahoma. See Apppendix A.

Cover letters--the letters used to describe the student who supposedly wrote the essay. See Appendix A.

Vocationally inclined student--the student described in the cover letter and selected to be the student most likely to enroll in a vocational curriculum by a panel of five advanced doctoral students in vocational education.

Non-vocationally inclined student--the student described in the cover letter and selected to be the student least likely to enroll in a vocational curriculum by a panel of five advanced doctoral students in vocational education. For an explanation of this procedure see Procedures, page 25 (Chapter III).

Dogmatism--reliance on the truth of one's opinion. Operationally defined as scoring on Rokeach's Dogmatism Scale (Rokeach, 1960). See Appendix A.

Disadvantaged person--those members of our society who live at sub-standard income levels, and who qualify as employable except for their lack of education and training. For this study operationally

defined as the student described in cover letter number two.

Vocational teacher trainees--operationally defined as those students enrolled in OAED. 3012 and TECED. 4223 at Oklahoma State University during the summer semester of 1971 (see catalog description in Appendix B).

Non-vocational teacher trainees--operationally defined as those students enrolled in EDPSY. 3213 and EDUC. 4123 at Oklahoma State University during the summer semester of 1971 (see catalog description in Appendix B).

Assumptions

In a study such as this, some assumptions must be made. The reliability of the findings is subject to the validity of the following assumptions:

1. The responses to the instruments utilized were honest expressions of the teacher trainees' feelings, and a true reporting of situations.

2. There is a positive relationship between the reaction to the treatment in this study and the reactions in a similar situation in an actual classroom setting by the teacher trainees.

Limitations

This study was mainly concerned with vocational teacher trainees' attitude toward students as compared to those of teachers in other areas.

In this investigation the population was limited to teacher trainees attending designated classes at Oklahoma State University during

the summer semester of 1971. The results can only be generalized to that population.

Since the investigator was only interested in determining if the participants were either vocational or non-vocational education teacher trainees, no distinction was made between teaching majors. The distinction between vocational and non-vocational education teacher trainees was determined by the investigator; his judgment determined what constituted a vocational or non-vocational major.

CHAPTER II

REVIEW OF THE LITERATURE

Relationship Between Attitude and Teaching

Research on the relationship between attitudes, beliefs, and behavior in teaching has shown that teacher performance in the classroom is strongly influenced by beliefs and attitudes.

Ryans, in his study on the characteristics of teachers (1960) found that behavior in the classroom and to a considerable extent the quality of teaching, could be predicted to a large degree from the knowledge of socio-economic background, family history, likes and dislikes, emotional stability and other personal factors. Also Miller (1968), held that philosophic beliefs and attitudes could consistently be related to observed classroom behavior of teachers.

McGee (1955) found that the generalized authoritarian-egaliterian beliefs of teachers, measured by the California "F" Scale, were predictive of teacher classroom behavior, as measured by the Classroom Observation Record. Similarly strong relationships between teachers' scores on Rokeach's Dogmatism Scale and their observed classroom behavior were found by Brown (1968), Ober (1967) and Coates (1968). Harvey and his associates (1964, 1965, 1966) found further evidence that teachers' belief systems had a pronounced effect on the behavior of teachers.

The manner of perceiving and the observation of things and persons, forms of readiness, approaching and withdrawing behavior, feeling of rightness and wrongness, and likes or dislikes for objects or values differ from emotions though they are strongly related to them, according to Remmers (1954). It is Remmers opinion that these subjects can all be combined in a viable concept of attitude which may be defined as an affectively toned idea or set of concepts predisposing the organism to action with relation to respective attitude objects. Specifically, Remmers defined attitude as a term referring to the preparedness that exists within the organism for some future activity. Such preparedness is neither automatic nor routine, but possesses cognitive and conative aspects, differentiating it from habits and reflexes.

There are a number of traditional definitions of attitude that may be cited to illustrate their common usage:

English and English (1958) defined attitude as "An enduring learned predisposition to behave in consistent ways toward a given class of objects."

Krech et al., (1962) stated, "Attitude is an enduring system of positive or negative evaluations, emotional feelings, and pro and con action tendencies with respect to a social object."

Alport (1954) defined it as "Mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."

Combs (1950) stated that, "How a teacher behaves in the classroom depends not only on how he sees his students and the situation in which

which he is involved, but also, upon how the teacher sees himself." Continuing, he stated "like everyone else, teachers are striving for personal adequacy and their behavior will be deeply affected by the degree of adequacy they have achieved."

If then, teacher behavior is a function of situational factors and belief systems, or attitudinal characteristics of the individual teachers, it follows then that attitude toward an object is a function of the strength of beliefs and personality formed by experience.

Many studies have pointed out that personality evolves under the impact of the social environment (Baller and Charless 1968; Siegel 1967; Blackham 1967). Behavior does not simply appear at some moment, but it develops continuously over a period of time according to Baller and Charless.

Bloom's (1967) educational theory includes the proposition that the effect of environmental forces are the strongest in the early years of childhood. The major influences upon personality development arise in the course of child training, and are carried forward in the setting of the family. Although personality is a product of the social environment, it is often shaped to a considerable extent during the early years.

Siegel (1967) stated that personality is a function of background experiences which includes in the initial socialization the social class and home environment in which one grows up, and the type of education one has had. Siegel feels that it is reasonable to assume that through interaction between a person and his environment certain effects are produced. These effects will determine one's behavior and the perceptions one will have of others. This suggests that teachers

come to the classroom with belief systems and behavior which are both a function of background experiences.

Ryan, in his research study on the characteristics of teachers (1960, pp. 15-23), made the following postulations:

1. Teacher behavior is a function of personal characteristics of the individual teacher - Teacher behavior is determined in part by the teacher's personal and social characteristics (e.g.) in the intellectual, emotional, tempermental, attitudinal, and interest domain, which have their sources in both the genetic (unlearned) and the experiential (learned) backgrounds of the individual. Knowledge of such characteristics contribute to prediction, within written limits, of teacher behavior.

2. Teacher behavior may be defined simply as the behavior, or activities, of persons as they go about doing whatever is required of teachers, particularly those activities which are concerned with the guidance or direction of the learning of others.

3. Teacher behavior is social behavior - One implication of the definition stated is that teacher behavior is social behavior; that in addition to the teacher, there must be learners, or pupils, who are in communication with the teacher and with each other, and who presumably are influenced by the behavior of the teacher.

According to Ryans, one's behavior is typified by some degree of consistency. The inference drawn from this basic supposition is that teacher behavior (and social behavior with which education deals) is characterized by some degree of uniformity as Mills stated, "there are such things in nature as parallel cases, that what happens once will, under sufficient degree of similarity of circumstances, happen again." (Mill, J. S. 1872)

The Effect of Dogmatism and Authoritarianism on Behavior

Kirscht and Dillehay (1967) stated, "The concern about authoritarianism and dogmatism, perhaps more than anything else, stems from its

likely influence on functioning of people in their social activities."

Rokeach (1960) cultivated the hypothesis of dogmatism as a component of his definition and extension of authoritarianism. He regarded dogmatism as a "characteristic of personal conscious framework, not connected to a specific ideology." What is crucial, according to Rokeach, is the tenacity with which beliefs are held, not the beliefs themselves. According to Rokeach, a high degree of dogmatism appears in the form of:

(a) sharp distinction between beliefs, and disbeliefs, the existence of contradictory beliefs, and little differentiation among disbeliefs;

(b) a basic outlook of pessimism, fear, and concern with power; and

(c) a belief in the absolute nature of authority, intolerance of anyone who disagrees, and "party line" thinking.

These characteristics form a core to which a variety of peripheral beliefs can be attached.

Numerous studies have been conducted to explore the effect of these personality traits on behavior. Haytorn (1956) found that authoritarian subjects were more aggressive and less friendly than less authoritarian persons. The non-authoritarian subject displayed more positive emotions, more agreement, more concern for the feeling of others, and made fewer directive acts of command.

A major study on the prediction of social behavior and attitude was conducted by Adorno et al., (1950). Adorno was particularly interested in measuring dogmatism, rigidity, and authoritarianism, all of which he believed were related to Fascist tendencies. Through his research, the "F" Scale was developed which was designed to tap fascistic proclivities - e.g.; personality traits which make a person

susceptible to an extreme rightist or conservative political program. It was also hoped that it would be able to identify authoritarianism regardless of specific ideological beliefs. Adorno's "F" Scale has received some criticism regarding the theory advanced to explain authoritarianism and the methods used to identify it.

Another approach has been offered by Rokeach (1960) who designed a scale to measure "dogmatism", conjecturing a characteristic of people with a "closed mind" independent of their particular ideology and "opinionation", another characteristic of closed minded individuals who, according to Rokeach, accept or reject other people on the basis of opinion similarity. The notion of dogmatism was advanced by Rokeach as a suitable way to conceptualize general authoritarianism, as opposed to the rightist authoritarianism measured by the California Scale. Several studies have indicated the success of this effort. For example, Plant (1960) found the Dogmatism Scale to be a better measure of general authoritarianism than the "F" Scale in a large population. Hanson (1968) found that the "F" Scale measures right authoritarianism while the "D" Scale measures general authoritarianism. In a factor-analytic study, Kerlinger and Rokeach (1966) discovered a "common core" of authoritarianism underlying both the "F" Scale and the "D" Scales, but a second-order factoring revealed differences between the scales with the "D" Scale appearing to be more general.

The importance embraced in the formulation of authoritarianism and dogmatism lies in the functional correlation between a variety of beliefs about the world and underlying character classifications, connecting adherence to pessimistic, hostile, suspicious, anti-democratic beliefs with forces, conflicts, and adaptation in character functioning.

The Self-Fulfilling Prophecy

Numerous studies have been conducted, pointing out the "self-fulfilling prophecies." Especially in the field of medicine, the phenomenon of the placebo effect has demanded the interest of the medical profession (Shapiro, 1964). When in an experimental situation, 50% of the patients were given the real drug, and the other 50% were given a placebo, a large percentage of the latter reported improvement and effects similar to that of the patients who received the real medication. Based on this theory, Rosenthal (1968) developed his theory of teacher expectation (e.g., a student's performance in a given area is largely a function of the expectation of his teacher). In his studies, Rosenthal found that if teachers were told that certain students were "late bloomers", e.g., that they had hidden capabilities which were now about to develop, these students' grades as well as their behavior showed a marked improvement.

Research of the literature bears out the relationship between the degree of authoritarianism and dogmatism and teacher expectations (Kirscht and Dillehay 1967). If a highly dogmatic and authoritarian teacher has pre-disposed notions about the abilities of his students, his expectations may be derived from these notions.

As Rosenthal (1968) stated, "The question in the traditional American philosophy of education is not who ought to be educated, but who is capable of being educated?" For the children whose education is in doubt, there is a label. They have been called the educationally, culturally, or socio-economically deprived children who are now assigned to become dropouts and failures. Numerous studies have been

conducted regarding the correlations between home environment, family income, ethnic background, and the probability of dropout or academic failure (Jensen 1969; Lewis 1961).

Richardson (1968) implies the question, "does the student, who lives on the wrong side of the track display the behavior that is expected of him, to fail academically?" It is Richardson's opinion that Rosenthal's study demonstrates vividly the extent to which children achieve according to the teacher's judgment of their abilities rather than their actual potential. Thus the teacher's expectations become for many children a self-fulfilling prophecy.

A Rationale

Rosenthal (1968) stated that a student's performance in a given area is largely a function of the expectation of his teacher. Also Merton (1948) felt that one person's expectation about another person's behavior may contribute to a determination of what that behavior will actually be.

Research in the literature bears out that people who are dogmatic, rigid, and authoritarian tend to expect less from people of lower socio-economic status groups and are less tolerant of deviant behavior, being that which is different from the behavior of the dominant culture (Boskoff 1969; Langberg and Friedman 1965).

According to Havighurst and Neugarten (1967), educators are mostly from the upper lower socio-economic status groups. In becoming teachers, they escape this socio-economic class, and consequently may show a great deal of disdain to those who come from similar backgrounds.

Since the investigator is primarily concerned with vocational education, he has noted an absence of a theory with respect to his particular occupation--vocational education. However, there is some general evidence which may have important implication for vocational education.

The writings of Rosenthal (1968) and Havighurst and Neugarten (1967) may be inferred to vocational educators since they come under the general classification of teachers. On the basis of these writings of Rosenthal and Havighurst and the investigator's own experience, a rather general theory regarding vocational educators might be proposed, which is as follows:

Vocational educators are mostly from the upper lower socio-economic status groups. Vocational educators become teachers in order to escape their previous socio-economic class. Since vocational educators are generally from the working class, where many of their parents were involved in vocational pursuits, they may desire to return to similar kind of work in the disguise of an academic job as vocational teacher. Perhaps this desire may be the result of positive forms of childhood reinforcement that are related to relationships with their parents and their early environment. However, it might be hypothesized that certain negative forms of childhood reinforcements (e.g., peer group relationships) are also formed. It may be proposed that because of their background, vocational educators may be quite dogmatic and authoritarian, especially with respect to people who come from similar backgrounds. Langberg and Friedman (1965) suggested this, in that the vocational teacher, having been himself socially mobile, is likely to react to people from the lower status groups by building fences between

himself and those he left behind.

A number of instruments were utilized in the attempt to measure the criteria as listed above, which are as follows:

1. Hatt-North Occupational Rating Scale of Social Status.--In order to determine social status and/or social background of the teacher trainees, the trainees were asked to list the occupation of their fathers (see Appendix A). This occupation was then given a value or score, based on the status level of the particular occupation as indicated on the Hatt-North Occupational Rating Scale (Hatt-North 1947). As an additional determinative of social background, the student was asked also to list the level of education of his father (see Appendix A). For a combined listing of raw scores and mean scores for social status and education for fathers of teacher trainees see pages 47, 48, 49, and 50.

2. Model Essay.--To measure teacher expectations, an instrument was developed consisting of a model essay and one of two cover letters each describing a fictitious student, and a scoring sheet to grade the essay, rate the probable I.Q. of the fictitious student, and rate the possibility for success in later life for the fictitious student (for a detailed explanation of this procedure see Chapter III, and Appendix A, 1-9).

3. Rokeach's "D" Scale.--In order to determine the degree of dogmatism on the part of the teacher trainees, Rokeach's Dogmatism Scale ("D" Scale) was utilized (Rokeach 1961). For a sample scale see Appendix A. For scoring purposes, Rokeach's directions were followed (Rokeach 1961, pp. 13.14).

The population for this study was comprised of vocational education

teacher trainees and non-vocational education teacher trainees enrolled in specific classes at Oklahoma State University during the summer semester of 1971. For a detailed description of classes see Appendix B).

Instruments

In order to determine the degree of Dogmatism and Authoritarianism, the researcher utilized Rokeach's "D"[1] Scale. Rokeach's "D" Scale was intended to measure one's open or closed mindedness. It is Rokeach's opinion that a person who is highly dogmatic, tends to have a low ability in forming new belief systems. Research in the related literature bears out that a high degree of dogmatism does affect teacher expectations. The notion of dogmatism was advanced by Rokeach as a suitable way to conceptualize general authoritarianism, as opposed to the rightist authoritarianism measured by California "F" Scale. Several studies indicate the success in this effort. Plant (1960) found the Dogmatism Scale to be a better measure of general authoritarianism than the "F" in a large population. Hansen (1968) found that "F" measures right authoritarianism while "D" measures general authoritarianism. In a factor-analytic study, Kerlinger and Rokeach (1966) discovered a "common core" of authoritarianism underlying both "F" and "D" Scales, but a second-order factoring revealed differences between the scales with "D" appearing to be more general.

The Hatt-North Occupational Rating Scale of Social Status was utilized to determine the socio-economic status level of the teacher

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[1]See Appendix A, page 80.

trainee's parents. The validity of the Hatt-North Scale was determined by Joseph A. Kahl and James A. Davis, when they selected 19 single measures of socio-economic status and measured their intercorrelations. They reported a product moment correlation of .74 between occupation and status of friends, and a multiple correlation of .80 between occupation plus education and status of friends (Miller 1970).

Reliability of raters is known to be highest in the higher and lower extremes of the prestige continuum and least reliable in the mid-range. Social stratification of subjects has an effect on judgment in this field. Reliability is also lowered whenever the respondent is asked to rate unfamiliar occupations. In 1963, the National Opinion Research Center conducted a replication of the 1947 study with a r- .99 between the scores (Hodge et al., 1964).

Rationale for the Hypotheses and the Use of the Essay and Scoring Sheet

After each teacher trainee has graded the essay,[2] he will be asked to rank the student on the possibilities of obtaining gainful employment once he becomes an adult. Also, he will be asked to predict the I.Q. of the student.

If the teacher trainee gives a high score on the essay, but ranks the student low on I.Q. and the possibility for obtaining gainful employment, it would indicate a low expectancy of the student's capability (e.g., the essay is fairly good for a poor student, therefore, the

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[2] A special essay was developed for this study in a tenth grade English class at the local high school. For further explanation see Chapter III.

grade on the essay will be high, but the possibility for success is low).

If however, the teacher trainee grades the essay low, but places the student high on the continuum for success and predicts a higher I.Q., he would indicate a high expectancy of the student's capability. In a similar study, Harris and Bessent (1966) found that essays, accompanied by a letter describing a poor student were consistently graded higher than essays who were supposedly written by good students.

Hypotheses

Global Hypotheses

From the foregoing rationale, the following related global hypotheses were deduced:

1. The vocationally inclined student will receive significantly higher grades on the essay than will the less vocationally inclined student.

2. The non-vocationally inclined student will receive significantly higher predicted I.Q. scores than will the vocationally inclined student.

3. The non-vocationally inclined student will have significantly higher predicted possibilities for gainful employment than will the vocationally inclined student.

4. The non-vocational teacher trainees will assign significantly higher grades to the fictitious student than will the vocational teacher trainees.

5. The vocational teacher trainees and the non-vocational teacher

trainees will not differ significantly in the I.Q. scores that they predict for the fictitious student.

6. The non-vocational teacher trainees will predict significant higher gainful employment possibilities for the fictitious students than will the vocational teacher trainees.

7. The type of teacher trainee and the type of fictitious student will significantly interact to shape the grades given on the model essay.

8. The type of teacher trainee and the type of fictitious student will significantly interact to shape the predicted I.Q.'s for the fictitious students.

9. The type of teacher trainee and the type of fictitious student will significantly interact to shape the predicted gainful employment scores for the fictitious students.

10. The fathers of non-vocational teacher trainees will score significantly higher on the social status scale than will the fathers of vocational teacher trainees.

11. Vocational teacher trainees will score significantly higher on Rokeach's Dogmatism Scale than will non-vocational teacher trainees.

12. More fathers of vocational teacher trainees will have vocationally oriented jobs than will the fathers of non-vocational teacher trainees.[3]

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[3]A rationale for these hypotheses and all other hypotheses to follow, is stated on page 14.

Specific Hypotheses

1. (a) Vocational teacher trainees will assign significantly higher grades on the essay to the vocationally inclined students than will the non-vocational teacher trainees.

(b) Non-vocational teacher trainees will assign significantly higher grades on the essay to non-vocationally inclined students than will the vocational teacher trainees.

2. (a) Non-vocational teacher trainees will assign significantly higher I.Q.'s to vocationally inclined students than will vocational teacher trainees.

(b) Vocational teacher trainees will assign significantly higher I.Q.'s to non-vocationally inclined students than will non-vocational teacher trainees.

3. (a) The non-vocational teacher trainees will predict significantly higher gainful employment possibilities for the vocationally inclined student than will the vocational teacher trainees.

(b) The vocational teacher trainees will predict significantly higher gainful employment possibilities for the non-vocationally inclined students than will the non-vocational teacher trainees.

10. (a) Lower social status teacher trainees will assign significantly higher grades to the vocationally inclined student than will middle social status teacher trainees.

(b) Middle social status teacher trainees will assign significantly higher predicted I.Q. scores to the vocationally inclined student than will lower social status teacher trainees.

(c) Middle social status teacher trainees will assign

significantly higher predicted possibilities for gainful employment for the vocationally inclined student than will lower status teacher trainees.

(d) Middle social status teacher trainees will assign significantly higher grades to the non-vocationally inclined student than will lower social status teacher trainees.

(e) Lower social status teacher trainees will assign significantly higher predicted I.Q. scores to the non-vocationally inclined student than will middle social status teacher trainees.

(f) Lower social status teacher trainees will assign significantly higher predicted possibilities for gainful employment for non-vocationally inclined students than will middle social status teacher trainees.

11. (d) Dogmatic teacher trainees will assign significantly higher grades to the non-vocationally inclined students than will the non-dogmatic teacher trainees.

(e) Dogmatic teacher trainees will assign significantly higher predicted I.Q. scores to the non-vocationally inclined students than will non-dogmatic teacher trainees.

(f) Dogmatic teacher trainees will perceive greater possibilities for gainful employment for the non-vocationally inclined students than will non-dogmatic teacher trainees.

(a) Non-dogmatic teacher trainees will assign signficantly higher grades to the vocationally inclined students than will dogmatic teacher trainees.

(b) Non-dogmatic teacher trainees will assign significantly higher predicted I.Q. scores to the vocationally inclined students than

will dogmatic teacher trainees.

(c) Non-dogmatic teacher trainees will assign significantly higher predicted possibilities for gainful employment for the vocationally inclined students than will the dogmatic teacher trainees.

CHAPTER III

PROCEDURES

During the spring semester of 1971, a class of tenth grade English students from the C. E. Donart High School in Stillwater, Oklahoma, was asked to write an essay on "What can be done to reduce pollution in our community?" These papers were graded by the tenth grade English teacher on the basis of their organization and content. After scoring, an essay with a grade falling at the median was selected to serve as the model essay for this study.[1] This model essay was reproduced and distributed to one hundred teacher trainees enrolled in four education classes during the summer semester of 1971 at Oklahoma State University. Accompanying the model essay was one of two cover letters[2] describing a fictitious student who had supposedly written the essay. The cover letter described two students who varied widely in their interest, habits, mannerism, dress, etc. It was the intent of these letters to present descriptions which clearly differentiate between a vocationally inclined student and a less vocationally inclined student. This intent was validated by having presented the first draft of the letters to a panel of five advanced doctoral students in vocational education. The panel was comprised of five EPDA 552 awardees enrolled at Oklahoma

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[1] See Appendix A.

[2] See Appendix A.

State University during the spring of 1971. Each panel member was asked to select from the two persons described the one most likely to enroll in a vocational curriculum. Unamimous agreement was reached concerning this question, and it was assumed that two letters had been developed which operationally defined a vocationally inclined and a non-vocationally inclined student.

For this study, these two cover letters made up the stimulus variable. The organismic variable was the type of teacher trainee to whom the cover letter and the accompanying essay were submitted. The two levels of the organismic variable were the vocational education teacher trainee[3] and the non-vocational education teacher trainee.[4]

Fifty copies of the model essay had the cover letter attached describing a vocationally inclined student, and fifty copies of the essay had the letter attached describing the non-vocationally inclined student. These packets were then randomly assigned to the vocational education teacher trainees and the non-vocational education teacher trainees. The following crossbreak illustrates the procedures. (see following page)

The total time required for reading the cover letter; reading the essay; predicting the I.Q., and ranking the student on the possibilities for gainful employment was approximately fifteen minutes.[5]

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[3]Operationally defined as those students enrolled in OAED. 3012 and TECED. 4223 at Oklahoma State University during the summer semester of 1971. (see catalog description, Appendix B.)

[4]Operationally defined as those students enrolled in EDPSY. 3213 and EDUC. 4123 at Oklahoma State University during the summer semester of 1971. (see catalog description, Appendix B.)

[5]For a rationale and procedures, see page 14.

Cover Letters

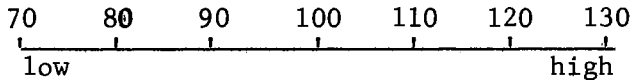
	Cover Letter for Vocationally Inclined Students	Cover Letter for Non-Vocationally Inclined Students
Vocational Teacher Trainees	25	25
Non-Vocational Teacher Trainees	25	25

Once the cover letters and accompanying essays were randomly distributed, the teacher trainees were asked to:

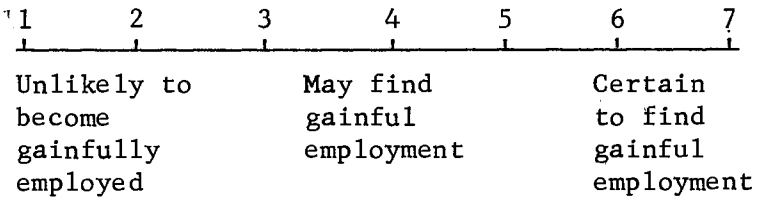
(a) Read the cover letter and the essay and to grade the essay (A, B, C, D, F) in terms of organization and content.

(b) Rate the probable I.Q. of the student.

I. Q. Scale



(c) Rate the possibilities of the student's gainful employment once he becomes an adult. This was measured by asking the teacher trainee to respond on a Likert type scale.



After the teacher trainees had finished responding to the packets and the accompanying questionnaire, the investigator collected the material and administered two other instruments. These instruments were Rokeach's "D" Scale[6] and the Hatt-North Occupational Rating Scale of Social Status.[7] The time required to administer the "D" Scale was approximately 33 minutes. The time required to respond to the social status scale was approximately five minutes.

Early in the summer of 1971, a pilot study was conducted in a class similar to the four classes included in the study. This pilot study was utilized to determine:

(a) possible defects in the instruments

(b) the exact time necessary to administer the instruments

(c) optimum cues and directions for administering the instruments.

Statistical Analyses

Hypotheses one through nine (global hypotheses) were tested by three (3) 2 x 2 treatment by levels analysis of variance design (Lindquist 1953). The treatment variable in each case was the type of cover letter which was attached to the model essay. The level (organismic) variable in each case was the type of teacher trainee. The three dependent (criterion) variables were grades on the essay, predicted I.Q. scores, and predicted possibilities for gainful employment.

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[6]See page 80

[7]See page 70

Although the criterion measures were on an ordinal level of measurement, an analysis of variance design was chosen to analyze the data. This seemed justified in light of recent empirical studies which have shown that ANOVA design can tolerate data on less than an interval level of measurement and cell variances that are heterogeneous provided, that the cell N's are equal and the number of overall cases exceeds fifty (Dayton 1970).

Hypotheses nine and ten (also global hypotheses) were analyzed by independent "t" tests (Runyon and Habers 1968). The treatment variable (organismic in this case) was the type of teacher trainee and the criterion variable was the social status and dogmatism scores. The rationale for the utilization of the independent "t" test is the same as for the ANOVA design.

In order to test the specific hypotheses, it was necessary to reorganize and re-examine the data for the vocationally inclined students and the non-vocationally inclined student in separate analyses. Specific hypotheses 1a, 2a, and 3a compared vocational and non-vocational teacher trainees (the stimulus variable) on the criterion measure of grades, I.Q.'s and gainful employment opportunities for the vocationally inclined student only. Specific hypotheses 1b, 2b, and 3b compared vocational and non-vocational teacher trainees on the criterion measure of grades, I.Q.'s and gainful employment opportunities for the non-vocationally inclined students only. Specific hypotheses 10a, 10b, and 10c compared middle socio-economic teacher trainees (the organismic variable in this case) on the criterion measure of grades, I. Q.'s and opportunities for gainful employment for the vocationally inclined only. Specific hypotheses 10d, 10c, and

10f did compare middle socio-economic teacher trainees and lower socio-economic teacher trainees on the criterion measure of grades, I.Q.'s and opportunities for gainful employment for the non-vocationally inclined student only. Specific hypotheses 11a, 11b, and 11c did compare dogmatic teacher trainees and non-dogmatic teacher trainees (an organismic variable also) on the criterion measure of grades, I.Q.'s and opportunities for gainful employment for the vocationally inclined student only. Specific hypotheses 11d, 11e, and 11f did compare dogmatic teacher trainees and non-dogmatic teacher trainees on the criterion measure of grades, I.Q.'s and gainful employment opportunities for the non-vocationally inclined student only.

All of the specific hypotheses were analyzed by the independent "t" test. The rationale for the use of the test is the same as mentioned with the previous test. All hypotheses (both global and specific) did employ the 0.05 level of confidence for the region of rejection. One tailed and two tailed regions of rejection were utilized according to how the particular hypothesis was stated. Hypotheses that were stated in the null form did utilize a two tail region of rejection. The technique utilized to determine the heterogeneity or homogeneity of cell variance was dependent on the statistical technique employed to analyze the particular hypotheses. When the ANOVA statistical test was utilized, Hartley's "F max technique" was employed to test for variance heterogeneity (Winer 1962). When the independent "t" was employed, the regular "F" procedure was utilized to check the heterogeneity assumption.

CHAPTER IV

RESULTS OF THE STATISTICAL ANALYSIS

Introduction

Eleven global and eighteen specific hypotheses were stated, tested, and the results analyzed by the investigator in order to compare the expectations of vocational and non-vocational teacher trainees for vocational and non-vocational students. The results are organized in such a way that the global and specific hypotheses are treated separately. However, when certain specific hypotheses bear a direct relationship to a global hypothesis, reference is made by the author.

Global Hypotheses

Hypothesis one was tested to determine if the vocational and non-vocational teacher trainees would assign significantly higher grades to the vocationally inclined student than to the less vocationally inclined student. The statistical analysis confirmed the expectation ($F = 39.34$ and $p < .001$). See Table I.

The average grade assigned to the vocationally inclined student was 3.14 or a "C" while the average grade assigned to the less vocationally inclined student was 2.29 or a "D". This relationship may be more clearly seen in Table II.

TABLE I

ANALYSIS OF VARIANCE FOR THE GRADES ASSIGNED TO THE FICTITIOUS STUDENTS BY THE TEACHER TRAINEES

Source	SS	DF	MS	F Ratio	p
Students	**18.49**	**1**	**18.49**	**39.34**	**<.001**
Teacher Trainees	4.41	1	4.41	9.38	<.005
Student x Trainees	0.81	1	0.81	1.72	N.S.
Error	44.88	96	0.47		
Total	68.59	99			

TABLE II

TABLE OF MEANS FOR THE GRADES ASSIGNED TO THE FICTITIOUS STUDENTS BY THE TEACHER TRAINEES

	Vocational Student	Less Vocational Student	$\bar{X}$
Vocational Teacher Trainee	3.44	2.40	2.92
Non-Vocational Teacher Trainee	2.84	2.16	2.50
$\bar{X}$	3.14	2.28	2.71

Hypothesis two was formulated to determine if the teacher trainees would assign significantly higher predicted I.Q. scores to the less vocationally inclined student. The results verified the authors

prediction ($F = 11.79$ and $p < .001$). Consult Table III.

TABLE III

ANALYSIS OF VARIANCE FOR THE I.Q.'S PREDICTED FOR THE FICTITIOUS STUDENTS BY THE TEACHER TRAINEES

Source	SS	DS	MS	F Ratio	p
Students	784.00	1	784.00	11.79	<.001
Teacher Trainees	576.00	1	576.00	8.55	<.005
Student x Trainees	899.96	1	899.96	13.37	<.001
Error	6,463.94	96	67.33		
Total	8,723.90	99			

The teacher trainees predicted an average I.Q. of 110.20 for the less vocationally inclined student while an I.Q. of 104.60 was predicted for the vocationally inclined student. The mean scores may be seen in Table IV.

The data for Hypothesis Three were analyzed to determine if the teacher trainees would expect higher future possibilities for gainful employment for the less vocationally inclined student. The directional hypothesis was accepted and confirmed ($F = 104.22$ and $p < .001$). See Table V.

TABLE IV

TABLE OF MEANS FOR THE I.Q.'S PREDICTED FOR THE FICTITIOUS STUDENTS BY THE TEACHER TRAINEES

	Vocational Student	Less Vocational Student	$\bar{X}$
Vocational Teacher Trainee	99.20	110.80	105.00
Non-Vocational Teacher Trainee	110.00	109.60	109.80
$\bar{X}$	104.60	110.20	107.40

TABLE V

ANALYSIS OF VARIANCE FOR THE PREDICTED POSSIBILITIES FOR GAINFUL EMPLOYMENT FOR THE FICTITIOUS STUDENTS

Source	SS	DF	MS	F Ratio	p
Students	79.21	1	79.21	104.22	$<.001$
Teacher Trainees	3.61	1	3.61	4.75	$<.05$
Student x Trainees	7.29	1	7.29	9.59	$<.005$
Error	72.64	96	0.76		
Total	162.75	99			

Teacher trainees felt that the less vocationally inclined student was almost certain to find gainful employment ($\bar{X}$ = 5.84) and that the vocationally inclined student might find gainful employment ($\bar{X}$ = 4.06).

Table VI illustrates this relationship.

TABLE VI

TABLE OF MEANS FOR THE PREDICTED POSSIBILITIES FOR GAINFUL EMPLOYMENT FOR THE FICTITIOUS STUDENTS

	Vocational Student	Less Vocational Student	$\bar{X}$
Vocational Teacher Trainee	3.60	5.92	4.76
Non-Vocational Teacher Trainee	4.52	5.76	5.14
$\bar{X}$	4.06	5.84	4.95

Hypothesis Four was tested to determine if the non-vocational teacher trainees would assign significantly higher grades to the fictitious students than would the vocationally inclined teacher trainees. The results failed to confirm the direction of the one-tailed hypothesis. In fact, the vocational teacher trainees assigned higher grades to the fictitious students than did the non-vocational teacher trainees (Table II, page 31). Had the author employed a two-tailed test of significance the null hypothesis of no differences could have been rejected ($F = 9.38$ and $p < .005$). See Table I, page 31. However, since the author predicted the opposite direction, he is required according to statistical theory to accept a conclusion of non-significance (Popham 1967).

Hypothesis Five examined by a non-directional test to determine if teacher trainees would significantly differ in the predicted I.Q.'s for the fictitious students. The null hypothesis was rejected ($F = 8.55$ and $p < .01$). See Table III, page 32.

It was found that non-vocational teacher trainees predicted significantly higher I.Q.;s (109.80) for the fictitious students than did vocational teacher trainees (105.00). The mean scores may be more carefully studied in Table IV, page 33.

It was predicted in hypothesis six that non-vocational teacher trainees would assign significantly higher gainful employment possibilities for the fictitious students than would vocational teacher trainees. The hypothesis was confirmed ($F = 4.75$ and $p < .05$). See Table V, page 33.

Non-vocational teacher trainees assigned an average gainful employment score of 5.14 to the fictitious students while vocational teacher trainees assigned an average score of 4.76. See Table VI, page 34 for the Table of Means.

In Hypothesis Seven it was predicted that type of teacher trainee and type of fictitious student would interact to shape the grades given on the model essay. This hypothesis was not substantiated ($F = 1.72$ and $p > .05$). See Table I, page 31.

The grades assigned by the vocational and non-vocational teacher trainees were independent of the type of student (vocationally inclined and less vocationally inclined). The relationship may be more clearly studied in Figure 1.

It was expected in hypothesis eight that teacher trainee and fictitious student would interact to shape the predicted I.Q.'s for the

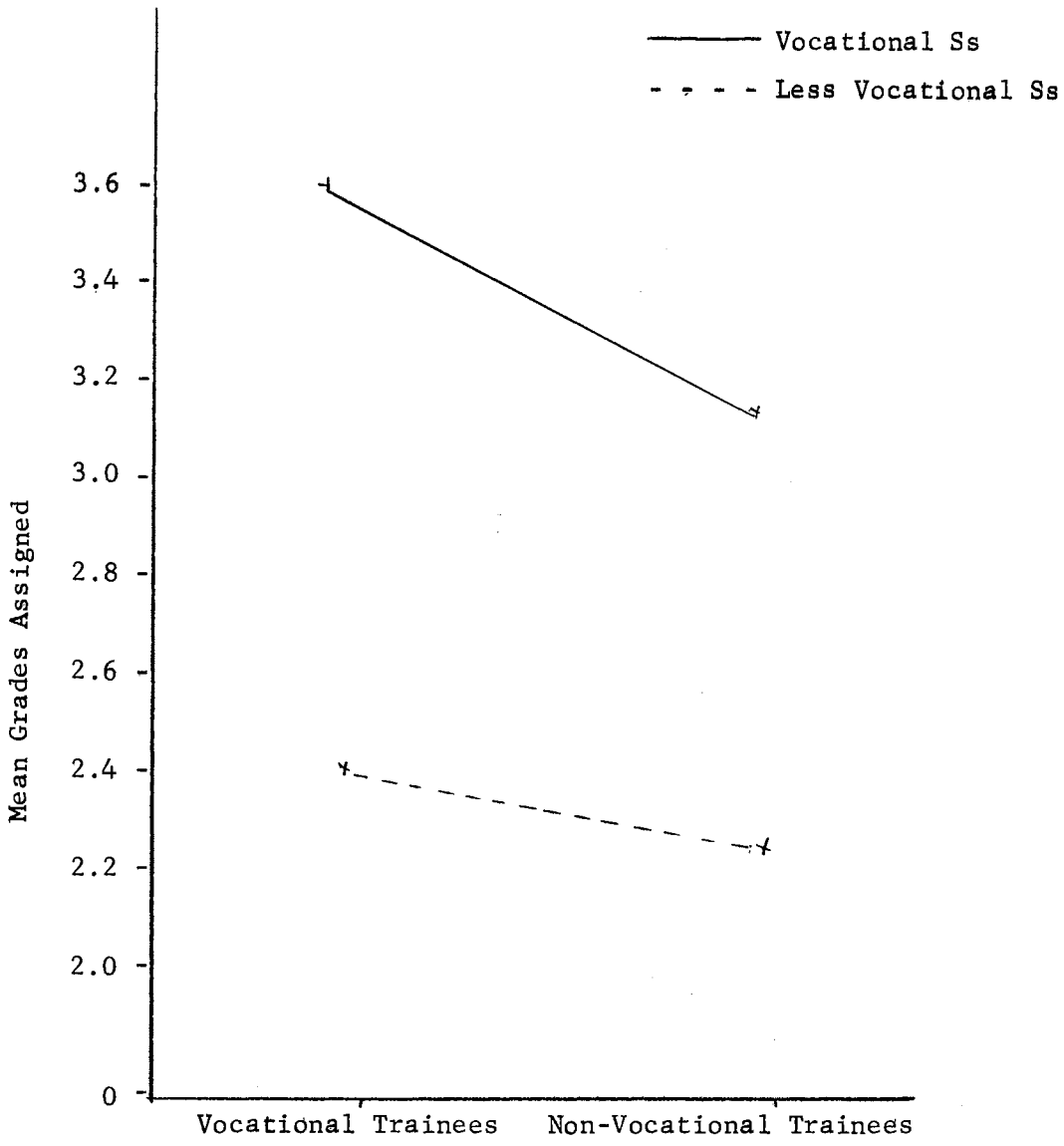

Figure 1. Effect of Teacher Trainee and Type of Fictitious Student on Assigned Theme Grades

fictitious students. The hypothesis was confirmed ($F = 13.37$ and $p < .001$). See Table III, page 32.

The nature of this significant interaction was quite complex. Although both vocational and non-vocational teacher trainees predicted higher I.Q.'s for the less vocationally inclined student, the non-vocational teacher trainees predicted significantly higher I.Q.'s for the vocationally inclined student.[1] This relationship may be more clearly seen in Figure 2.

In Hypothesis Nine it was stated that the type of teacher trainee and the type of fictitious student would interact to shape the predicted gainful employment scores of the fictitious students. This hypothesis was confirmed by the statistical analysis ($F = 9.59$ and $p < .001$). See Table V, page 33.

Although vocational and non-vocational teacher trainees did not assign significantly different scores to the less vocationally inclined students,[2] they did assign significantly different scores to the vocationally inclined student.[3] Non-vocational teacher trainees predicted significantly higher gainful employment possibilities for the vocationally inclined student than did the vocational teacher trainees. This interaction may be more clearly seen in Figure 3, page 39.

In Hypothesis Ten it was predicted that the fathers of non-vocational teacher trainees would score significantly higher on the social status scale than would the fathers of vocational teacher

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[1] See the findings concerning specific Hypothesis 2(a).

[2] See the findings concerning specific Hypothesis 3(b).

[3] See the findings concerning specific Hypothesis 3(a).

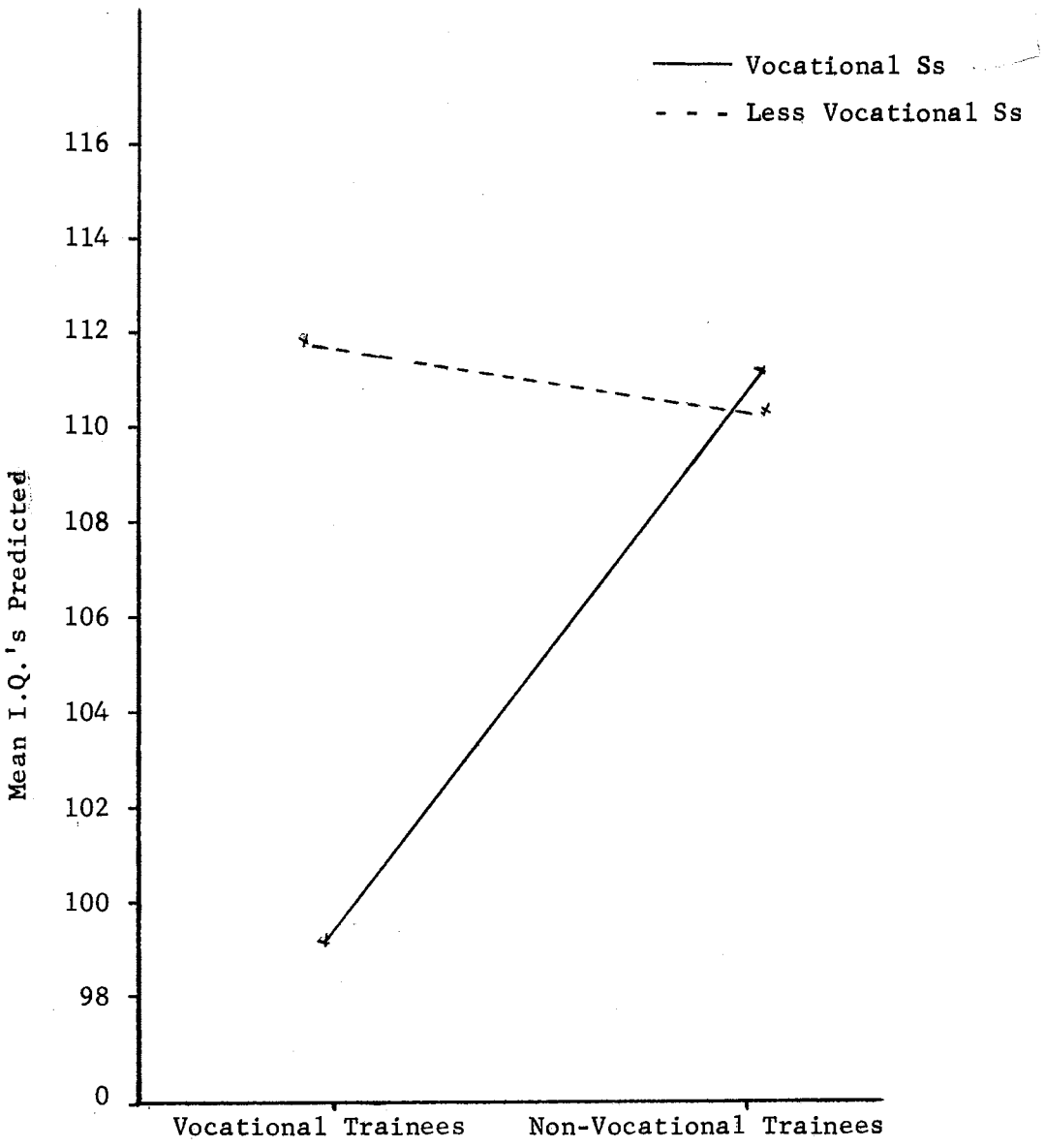

Figure 2. Effect of Teacher Trainee and Type of Fictitious Student on Predicted I.Q.'s

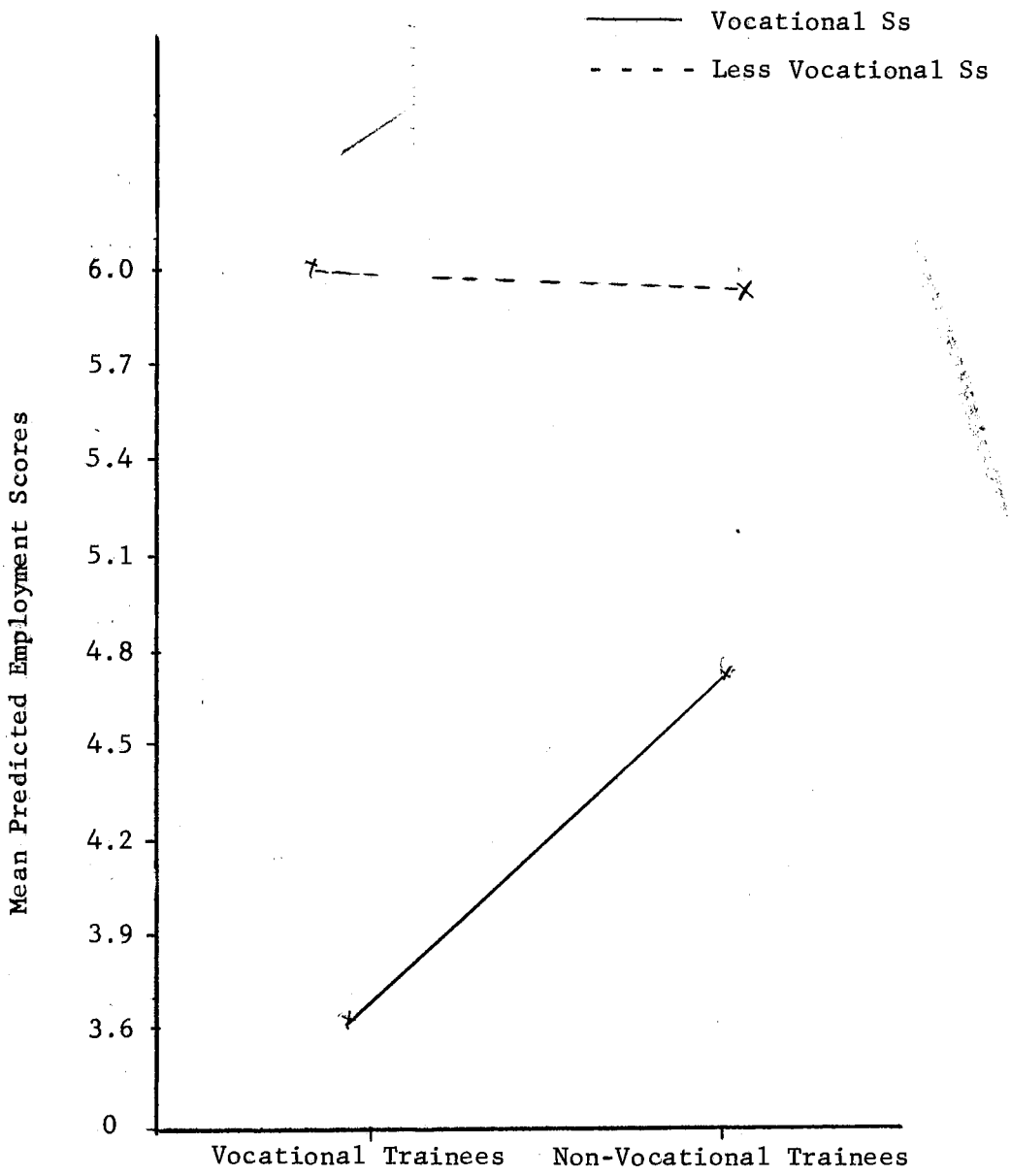

Figure 3. Effect of Teacher Trainee and Type of Fictitious Student on Predicted Possibilities for Gainful Employment

trainees. This hypothesis was confirmed ($F = 24.13$ and $p < .001$). See Table VII.

TABLE VII

ANALYSIS OF VARIANCE FOR SOCIAL STATUS SCORES FOR THE FATHERS OF THE TEACHER TRAINEES

Source	SS	DF	MS	F Ratio	p
Trainees	1738.89	1	1738.89	24.13	<.001
Students	94.09	1	94.09	1.31	N.S.
Trainees x Students	3.69	1	3.69	0.05	N.S.
Error	6,918.08	96			
Total	8,754.75	99			

On the composite social status scale fathers of non-vocational teacher trainees received an average score of 76.92 while fathers of vocational teacher trainees were assigned an average score of 68.58. The social status means may be seen in Table VIII.

Hypothesis Eleven was formulated to determine if vocational teacher trainees would score significantly higher on the dogmatism scale than would non-vocational teacher trainees. The hypothesis was confirmed ($F = 20.09$ and $p < .001$). See Table IX.

TABLE VIII

TABLE OF MEANS FOR THE SOCIAL STATUS SCORES OF THE FATHERS OF THE TEACHER TRAINEES

	Vocational Student	Less Vocational Student	$\bar{X}$
Vocational Teacher Trainee	67.80	69.36	68.58
Non-Vocational Teacher Trainee	75.76	78.08	76.92
$\bar{X}$	71.78	73.72	72.75

TABLE IX

ANALYSIS OF VARIANCE FOR THE DOGMATISM SCORES OF THE TEACHER TRAINEES

Source	SS	DF	MS	F Ratio	p
Teacher Trainees	27,324.09	1	27,324.08	20.09	<.001
Students	1,528.81	1	1,528.81	1.12	N.S.
Trainees x Students	6,806.17	1	6,806.17	5.01	<.05
Error	130,545.94	96	1,359.85		
Total	166,205.00	99			

The average vocational teacher trainee attained a dogmatism score of 157.60 while the average non-vocational teacher trainee received a score of 124.54. The mean scores are contained in Table X.

TABLE X

TABLE OF MEANS FOR THE DOGMATISM SCORES OF THE TEACHER TRAINEES

	Vocational Student	Less Vocational Student	$\bar{X}$
Vocational Teacher Trainee	169.76	145.44	157.60
Non-Vocational Teacher Trainee	120.20	128.88	124.54
$\bar{X}$	144.98	137.16	141.07

Specific Hypotheses

Specific Hypotheses 1(a) and 1(b) were not confirmed. Vocational and non-vocational teacher trainees did not differ significantly in the grades that they assigned to either vocationally inclined students ($t = 1.11$) or less vocationally inclined students ($t = 1.14$).[4]

Hypothesis 2(a) was confirmed but Hypothesis 2(b) failed to reach the appropriate significance level. Non-vocational teacher trainees did predict significantly higher I.Q.'s ($t = 4.41$ and $p < .001$) for vocationally inclined Ss than did vocational teacher trainees. However, the two teacher trainee groups did not predict significantly different I.Q.'s for the less vocationally inclined students ($t = 0.55$).[5]

[4] See Table II, page 31.

[5] See Table IV, page 33.

Hypothesis 3(a) was upheld but Hypothesis 3(b) was not significant. Non-vocational teacher trainees predicted significantly higher gainful employment possibilities for the vocationally inclined student than did the vocational teacher trainees ($t = 3.07$ and $p < .005$). However, the teacher trainees did not differ significantly in the predicted gainful employment possibilities for the less vocationally inclined student ($t = 0.89$). See Table VI, page 34.

Specific Hypotheses 10(a), 10(b), and 10(c) were not confirmed. Lower SES teacher trainees and Middle SES teacher trainees did not significantly differ in their assigned grades, predicted I.Q.'s, or predicted possibilities for gainful employment for non-vocationally inclined Ss. In all three cases Middle SES teacher trainees assigned insignificantly higher numerical predictions than did lower SES teacher trainees. The respective "t" ratios were 1.42, 0.82, and 1.43. See Table XI.

TABLE XI

TABLE OF MEANS FOR THE PREDICTED GRADES, I.Q.'S AND EMPLOYMENT POSSIBILITIES OF THE FICTITIOUS STUDENTS BY LOWER AND MIDDLE SOCIO-ECONOMIC TEACHER TRAINEES

	Lower SES Trainees		Middle SES Trainees		$\bar{X}$
	Voc. Ss	Less Voc. Ss	Voc. Ss	Less Voc. Ss	
Grades	2.81	2.29	3.08	2.27	2.71
I.Q.	103.40	100.00	105.83	110.38	107.40
Employment	3.88	5.83	4.33	5.85	4.95

Hypotheses 10(d), 10(e), and 10(f) were also not confirmed. Lower SES teacher trainees and Middle SES teacher trainees did not differ significantly in their assigned grades, predicted I.Q.'s, or predicted possibilities for gainful employment for vocationally inclined subjects. In each of the three cases, the direction of the investigator's hypothesis was contrary to the results. The investigator hypothesized that Middle SES teacher trainees would assign higher grades in vocationally inclined Ss, but that Lower SES teacher trainees would predict significantly higher I.Q.'s and possibilities for gainful employment. The results indicated that Lower SES trainees assigned higher grades but that Middle SES trainees predicted higher I.Q.'s and possibilities for success. The respective "t" ratios were 0.10, 4.74,[6] and 0.07.

The tests regarding specific Hypotheses 11(a), 11(b), and 11(c) were also found to be non-significant. Dogmatic teacher trainees and non-dogmatic teacher trainees did not differ significantly in their assigned grades, predicted I.Q.'s, or predicted possibilities for gainful employment for the vocationally inclined Ss. Although the differences were numerically non-significant, non-dogmatic teacher trainees assigned higher grades and predicted higher I.Q.'s while dogmatic teacher trainees predicted higher possibilities for gainful employment. The results may be seen in Table XII. The respective "t" ratios were 0.39, 0.47, and 6.31.[7]

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[6]This "t" ratio would have been significant had a correct direction been predicted.

[7]Once again the investigator's one-tail test was stated in the wrong direction. Had the direction been correct, the relationship would have been judged significant.

TABLE XII

TABLE OF MEANS FOR THE PREDICTED GRADES, I.Q.'S, AND EMPLOYMENT POSSIBILITIES OF THE FICTITIOUS STUDENTS BY DOGMATIC AND NON-DOGMATIC TEACHER TRAINEES

	Dogmatic Trainees		Non-Dogmatic Trainees		$\bar{X}$
	Voc. Ss	Less Voc. Ss	Voc. Ss	Less Voc. Ss	
Grades	3.11	2.18	3.18	2.36	2.71
I.Q.'s	102.50	109.09	107.27	111.07	107.40
Employment	6.00	5.64	4.45	3.75	4.95

The statistical analyses for specific Hypotheses 11(d) and 11(e) also yielded non-significant findings. Dogmatic teacher trainees and non-dogmatic teacher trainees did not differ significantly in either the grades ($t = 1.24$) or I.Q.'s ($t = 0.90$) that they assigned to the less vocationally inclined student.

Specific Hypothesis 11(f) was confirmed ($t = 7.23$ and $p < .001$). Dogmatic teacher trainees predicted significantly higher possibilities for gainful employment ($\bar{X} = 5.64$) for the less vocationally inclined student than did the non-dogmatic teacher trainees ($\bar{X} = 3.75$). See Table XII.

TABLE XIII

COMBINED MEAN SCORES ON DOGMATISM, AND PREDICTED GRADES, I.Q.'S, AND SUCCESSFUL EMPLOYMENT OF BOTH VOCATIONAL AND NON-VOCATIONAL EDUCATION TEACHER TRAINEES SCORING VOCATIONALLY AND NON-VOCATIONALLY INCLINED STUDENTS

	Non-Vocationally Inclined Student				Vocationally Inclined Student			
	$\bar{X}$ Dogmatism	$\bar{X}$ Grade	$\bar{X}$ I.Q.	$\bar{X}$ Success	$\bar{X}$ Dogmatism	$\bar{X}$ Grade	$\bar{X}$ I.Q.	$\bar{X}$ Success
Vocational Teacher Trainees	145.44	2.40	110.8	5.92	169.76	3.44	99.2	3.6
Non-Vocational Teacher Trainees	128.88	2.16	109.6	5.76	120.2	2.84	110.0	4.52

N = 100

TABLE XIV

MEAN SCORES ON DOGMATISM, SOCIAL STATUS, AND PREDICTED GRADES, I.Q.'S AND SUCCESSFUL EMPLOYMENT BY VOCATIONAL EDUCATION TEACHER TRAINEES SCORING VOCATIONALLY INCLINED STUDENTS

Dogmatism	Grade	I.Q.	Success	Social Status	Education of Father
211	4	80	3	76	3
148	3	90	3	60	1
175	3	100	3	65	1
164	3	100	3	62	2
154	3	100	5	76	1
105	4	110	6	73	2
134	3	100	4	77	5
124	3	110	5	66	2
166	3	100	5	54	2
145	4	100	3	62	1
158	3	100	3	59	2
144	3	100	4	76	4
112	4	90	3	68	2
238	4	100	3	76	1
153	3	110	3	60	1
145	4	80	3	65	2
206	3	100	6	62	1
177	4	100	3	78	4
166	3	100	3	54	1
328	4	90	3	76	1
176	4	100	3	67	2
116	4	110	3	78	5
235	4	120	4	71	3
204	3	100	3	58	1
160	3	90	3	76	1
$\bar{X}$ = 169.76	$\bar{X}$ = 3.44	$\bar{X}$ = 99.2	$\bar{X}$ = 3.6	$\bar{X}$ = 67.8	$\bar{X}$ = 2.04

Grades: A = 4, B = 3, C = 2, D = 1, F = 0

TABLE XV

MEAN SCORES ON DOGMATISM, SOCIAL STATUS, AND PREDICTED GRADES, I.Q.'S, AND SUCCESSFUL EMPLOYMENT BY VOCATIONAL EDUCATION TEACHER TRAINEES SCORING NON-VOCATIONALLY INCLINED STUDENTS

Dogmatism	Grade	I.Q.	Success	Social Status	Education of Father
176	3	110	4	68	1
141	2	110	5	59	1
177	1	110	6	70	1
173	3	110	6	50	1
214	1	110	6	70	1
140	1	110	6	79	1
93	3	120	6	62	2
140	3	110	6	65	2
104	3	120	7	73	4
118	3	110	6	68	2
124	2	100	6	76	1
166	2	120	6	76	1
97	3	120	6	73	1
149	2	100	6	60	1
128	3	120	6	78	5
180	2	110	7	76	1
134	1	90	6	73	1
194	3	100	6	65	1
152	2	110	5	73	2
150	2	110	5	76	1
157	3	120	6	76	1
128	3	130	7	59	1
110	3	110	5	76	1
110	3	110	7	84	4
181	3	100	6	49	1
$\bar{X}$ = 145.44	$\bar{X}$ = 2.4	$\bar{X}$ = 110.8	$\bar{X}$ = 5.92	$\bar{X}$ = 69.76	$\bar{X}$ = 1.56

TABLE XVI

MEAN SCORE ON DOGMATISM, SOCIAL STATUS, AND PREDICTED GRADES, I.Q.'S, AND SUCCESSFUL EMPLOYMENT BY NON-VOCATIONAL EDUCATION TEACHER TRAINEES SCORING NON-VOCATIONALLY INCLINED STUDENTS

Dogmatism	Grade	I.Q.	Success	Social Status	Education of Father
91	3	120	6	68	2
141	2	120	6	57	1
100	1	110	6	66	1
90	3	110	6	88	4
109	3	100	5	88	3
124	1	120	6	76	2
113	2	110	6	76	1
154	3	110	5	74	2
178	1	110	6	85	5
165	1	100	5	76	1
122	1	110	6	87	4
146	3	110	6	84	5
84	3	110	6	76	4
174	2	100	5	67	2
150	3	120	6	81	4
102	3	110	6	79	4
123	2	110	6	77	2
66	2	110	6	78	5
139	2	110	6	78	4
109	2	110	6	77	5
133	3	110	6	81	4
127	2	100	6	85	5
169	2	100	6	84	4
148	2	120	6	78	5
165	2	100	4	86	5
$\bar{X}$ = 128.88	$\bar{X}$ = 2.16	$\bar{X}$ = 109.6	$\bar{X}$ = 5.76	$\bar{X}$ = 78.08	$\bar{X}$ = 3.36

TABLE XVII

MEAN SCORES ON DOGMATISM, SOCIAL STATUS, AND PREDICTED GRADES, I.Q.'S, AND SUCCESSFUL EMPLOYMENT BY NON-VOCATIONAL EDUCATION TEACHER TRAINEES SCORING VOCATIONALLY INCLINED STUDENTS

Dogmatism	Grade	I.Q.	Success	Social Status	Education of Father
73	3	110	5	78	5
77	2	120	5	75	2
155	2	110	6	76	3
97	2	110	5	69	4
172	2	100	4	89	5
101	2	110	6	81	4
110	3	120	5	77	4
177	3	120	4	80	4
157	4	100	4	78	5
116	3	110	5	70	3
63	3	110	6	84	4
111	3	120	5	86	5
146	3	100	4	76	4
100	4	120	5	67	2
69	3	110	6	82	2
147	3	110	4	80	3
102	3	100	5	76	2
76	4	110	2	59	1
146	2	110	4	73	3
132	2	100	3	65	1
168	3	120	2	89	5
123	3	90	4	67	1
94	4	120	4	49	2
146	3	110	4	84	4
147	2	110	6	84	4
$\bar{X}$ = 120.2	$\bar{X}$ = 2.84	$\bar{X}$ = 110.0	$\bar{X}$ = 4.52	$\bar{X}$ = 75.76	$\bar{X}$ = 3.28

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

A review of the related literature revealed one theme in relation to the focus of this study: the influence of teacher attitude on the achievement of students. This study provided some insight into the aspects of probable teacher behavior and its effect on teacher expectation, deemed so critical by Rosenthal in his study (1968).

The first premise of this study is that how teachers behave in the classroom is strongly influenced by what they believe.

The second premise is that the teacher's belief system will determine what expectations he holds for his students.

The third premise is that the teacher's socio-economic background is influential on the expectations he may hold for his students.

The specific intent of this study was to determine if vocational teacher attitudes toward students are comparable to those of teachers in other areas. The instruments utilized to determine this compatibility were:

1. Model essay accompanied by one of two cover letters each describing a fictitious student who had supposedly written the essay, and a scoring sheet to grade the essay, rate the probable I.Q. of the fictitious student, and rate the fictitious student's possible success in obtaining gainful employment when he becomes an adult.

2. Hatt-North Occupational Rating Scale of Social Status

3. Rekeach's "D" Scale

The population for this study was composed of vocational education teacher trainees and non-vocational education teacher trainees enrolled in specific classes at Oklahoma State University during the summer semester of 1971 (total N = 100).

The major objective of the study was to test the following research question: Do vocational education teacher trainees hold lower expectations for the students they ultimately have to work with than do non-vocational education teacher trainees?

Summary of Findings

In the first part of this summary, the main effects which correspond to hypotheses One, Two, and Three and related to grading, and the prediction of I.Q.'s and success for the student by the teacher trainees will be discussed. The second part will deal with hypotheses Four, Five, and Six which are related to the assigning of grades, I.Q.'s and potential success by the vocational versus the non-vocational education teacher trainees. The third part will relate to interaction effects which correspond to hypotheses Seven, Eight, and Nine. In the concluding part of this summary, the effect of dogmatism and social status on the probable teacher trainee behavior will be discussed.

Hypotheses One, Two, and Three were stated to predict that the vocationally inclined student would receive a higher grade on the essay, but the less vocationally inclined student would be assigned a higher probable I.Q. and higher rating for gainful employment once he became an adult. The statistical analysis confirmed the expectations.

Both vocational and non-vocational education teacher trainees did assign higher grades to the vocationally inclined student than to the less vocationally inclined student. This was predicted by Harris and Bessent (1969), who found in prior studies that essays, accompanied by a letter describing the poor student were consistently graded higher than essays who were supposedly written by good students. This would indicate a low expectancy for the vocationally inclined student by both vocational and non-vocational education teacher trainees. It may be that both types of teacher trainees felt that this was a good essay for a poor student but not for a good student. Both vocational and non-vocational education teacher trainees assigned significantly higher predictive I.Q. scores to the less vocationally inclined student. With regard to the prediction for gainful employment for the fictitious students, both types of teacher trainees predicted higher possibilities for success in later life for the non-vocationally inclined student. In assigning a higher grade for the essay, but predicting a lower I.Q. and possibility for success in later life, both types of teacher trainees indicated lower expectations for the vocationally inclined student, than for the non-vocationally inclined students.

Hypotheses Four, Five, and Six were stated to predict if vocational education teacher trainees and non-vocational teacher trainees would differ significantly in their assigning of grades, and prediction of I.Q.'s and possibilities for gainful employment for the fictitious students. The statistical analysis only partially confirmed the expectations. The vocational teacher trainees assigned significantly higher grades to the fictitious students, which was contrary to the expectations. It was expected that vocational education teacher

trainees and non-vocational education teacher trainees would not differ significantly in the I.Q. scores they would predict for the fictitious students. Again, contrary to the expectations, non-vocational education teacher trainees predicted significantly higher I.Q.'s for the fictitious students than did the vocational education teacher trainees. It was predicted that non-vocational teacher trainees would assign significantly higher gainful employment possibilities for the fictitious students than would the vocational teacher trainees. This hypothesis was confirmed. In the over-all rating, vocational teacher trainees predicted significantly higher grades but lower I.Q.'s and possibilities for success for all fictitious students. This may indicate a lower expectation for students in general by the vocational teacher trainees, as compared to the non-vocational education teacher trainees.

Hypotheses Seven, Eight, and Nine were formulated to predict possible interaction effects with regard to grading and prediction of I.Q.'s and possibilities for success between vocational education teacher trainees and non-vocational education teacher trainees (see Figures 1, 2, and 3, pages 36, 38, 39, respectively). The statistical analysis only partially confirmed the expectations. The grades assigned by the vocational and non-vocational education teacher trainees were independent of the type of student (vocationally or less vocationally inclined student (see Figure 1, page 36). Both vocational and non-vocational teacher trainees predicted higher I.Q.'s for the less vocationally inclined students. It may be noted (see Table IV, page 33) that the non-vocational education teacher trainees predicted significantly higher I.Q.'s for the vocationally inclined student than did the vocational education teacher trainees. With regard to the

prediction for gainful employment for the fictitious students, both types of teacher trainees predicted a higher possibility for success in later life for the non-vocationally inclined student. Again, it may be noted, that non-vocational teacher trainees predicted significantly higher gainful employment possibilities for the vocationally inclined student than did the vocational education teacher trainees (see Figure 3, page 39). The interaction effects may be indicative of a greater sensitivity to the kind of students he has to work with on the part of the vocational education teacher trainees.

Hypothesis Ten was formulated to predict that the fathers of non-vocational teacher trainees would score significantly higher on the social status scale than would the fathers of vocational education teacher trainees. This hypothesis was confirmed as proposed by the investigator in the rationale (page 14). It was suspected that this difference would have an influence on the behavior of teachers with regard to their relationships with students. Langberg and Freedman (1965) suggested that social class origin may be influential on the behavior with regard to these relationships. The investigator has proposed that persons who themselves have been socially upward-mobile may look down with disdain to those left behind. This may result in having low expectations for students who come from low socio-economic status groups. However, in this study no significant difference could be detected in the assessing of grades and predicting of I.Q.'s and success for the fictitious students on the basis of differences in the social status of the fathers of the teacher trainees. This may have been the result of an insensitivity of the instrument used at this time or situation. The predictions in Hypotheses Ten (a), (b), (c), (d),

(e), and (f), dealing with this phenomenon were not substantiated.

Hypothesis Eleven was formulated to determine if vocational education teacher trainees were more dogmatic than non-vocational education teacher trainees. It was found that vocational education teacher trainees were significantly more dogmatic than were non-vocational education teacher trainees. According to Kircht and Dillehay (1967), there is a definite relationship between the degree of authoritarianism and dogmatism and teacher expectation. They felt that if a highly dogmatic and authoritarian teacher would have pre-disposed notions about the abilities of his students, his expectations may be derived from those notions. Rokeach (1960) implied that persons who are highly dogmatic, are less accepting of deviant behavior (e.g., that which deviates from the behavior of the dominant class), than are less dogmatic persons. Since vocationally inclined students may often demonstrate a behavior which does not conform to the established norms, it may be construed by the vocational teacher as unacceptable behavior and be rejected. Since such attitude on the part of the teacher may result in his becoming a policeman, constantly trying to discipline the students, there will be little time left for actual teaching. Needless to say, it may be difficult to achieve optimum teacher-student relationship with such behavior.

Hypotheses Eleven (d), (e), (f), (a), (b), and (c), were formulated to determine if the degree of dogmatism would have an effect on the grading and prediction of I.Q.'s and success for the fictitious students. Only Hypothesis Eleven (f) was confirmed. Dogmatic teacher trainees predicted significantly higher possibilities for gainful employment for the less vocationally inclined student than did the

non-dogmatic teacher trainees. In this study, no significant differences were found in the assigning of grades and I.Q.'s on the basis of the degree of dogmatism on the part of the teacher trainees.

Implications and Recommendations

Much of the research literature regarding teacher behavior and its influence on student achievement indicates a growing concern with: (1) the determination of what constitutes positive or negative behavior, and (2) how to determine if negative behavior exists.

This study provided for a general profile of vocational educators as was postulated in the rationale (page 14), and supported by other research enumerated in the survey of the related literature. Based on the findings of this study, it may be stated that vocational teacher trainees tend to come from lower socio-economic status groups, are more dogmatic, and hold lower expectations for the students they have to work with than do teacher trainees in other areas. This was strongly indicated by their grading of the essays, predicting the I.Q.'s, the rating of the possibilities for gainful employment in later life for the fictitious students, and their scoring on the Hatt-North Occupational Rating Scale of Social Status and Rokeach's "D" Scale.

It is suggested that the primary required measure of teacher effectiveness and efficiency be based mainly on the ability to elicit positive learner behavior change. If the ability of eliciting this positive learner behavior change is impaired by a certain behavior on the part of the teacher, it will be of vital importance that such behavior be modified.

This study may contribute to theory in the area of teacher attitude and its effect on teacher-student expectations. It may be of value to faculty members in teacher training institutes, especially for those faculty members who are engaged in the training of vocational teachers. Most of all, however, this study will have value if it stimulates further research in the areas of probable positive modification with regard to negative attitudes of teachers, and how such negative attitudes can best be identified.

Specific recommendation for further studies would include the replication of this study with vocational and non-vocational teachers, rather than teacher trainees. In this study, the various instruments utilized were applied as a package (see Appendix A). This approach may have had an effect on the sensitivity of these instruments. It is recommended that in a future replication, these instruments be applied at intervals, with sufficient time lapse to avoid possible contamination. As additional variations in a future replication of this study, the following variables could be considered:

1. Age, sex, and type of teacher (e.g., teachers of area vocational schools, the traditional manual arts school, or general comprehensive high school).

2. Student's cultural background such as race and ethnic origin. This could be done by changing the content of the letter which describes the fictitious student. Instead of describing long black hair (cover letter two)[1] to a large African hairdo and/or changing the student's name, implying a specific ethnic background. The latter

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[1]See Appendix A.

could be especially useful if the immediate community has a sizable ethnic minority population.

The current national emphasis upon qualitative preparation of teachers requires that increased attention be devoted to efforts in determining if negative attitudes and behavior do exist in teacher trainees, and to find ways to modify such attitudes and behavior. As teacher attitude should receive more attention as a variable in the attempt to bring about desired learner behavior change, additional emphasis is needed to provide teacher trainees with a better understanding and appreciation of the culture of proverty and the problems which face the minority and disadvantaged student in his daily life.

As performance objectives are formulated in teacher training institutes, they should include a sustaining effort to provide teacher trainees with a better understanding of the cultures of the pupils in their classroom.

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APPENDIX A

1815 N. Boomer Road, Apt. H-18
Stillwater, Oklahoma 74074

April 21, 1971

Professors
Ben M. Harris
Wailant Bessent
Kenneth McIntyre
College of Education
The University of Texas
Austin, Texas 78712

Gentlemen:

The topic of my dissertation will be "An Assessment of Dogmatism and Expectations of Students in Vocational and Non-Vocational Teacher Trainees."

As a part of my study, the participants will be requested to grade an essay accompanied by a cover letter describing the student who supposedly wrote the essay. This idea was derived from chapter five in your book, In-Service Education, A Guide to Better Practice.

I hereby respectfully request permission to utilize the cover letter and the essays as illustrated on pages 71 and 72 in your book.

I hope to hear from you soon.

Sincerely yours,

Dirk M. Dunnink
Graduate Student
Oklahoma State University
Stillwater, Oklahoma 74074

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION
AUSTIN, TEXAS 78712

Department of Educational Administration
Education Annex

Area Code 512 471-7551

May 24, 1971

Durk M. Dummink
Forty North Apartments Apt. H 18
1815 North Bormer Road
Stillwater, Oklahoma 78074

Dear Mr. Dunnink:

Professors Bessent, McIntyre and myself have all indicated approval for you to use the essay grading exercise in connection with your dissertation. The cover letter and essay on page 71 and 72 of In-Service Education, A Guide to Better Practice is your source material. We would be happy to know about the results of your study.

Sincerely,

Ben M. Harris
Professor

BMH:nw

Dirk M. Dunnink
Forty North Apartments
1815 N. Boomer Road, Apt. H-18
Stillwater, Oklahoma 74074

April 21, 1971

Professor Milton Rokeach
Department of Psychology
Michigan State University
East Lansing, Michigan

Dear Professor Rokeach:

The topic of my dissertation will be "An Assessment of Dogmatism and Expectations of Students in Vocational and Non-Vocational Teacher Trainees."

It has been suggested that the Dogmatism Scale described in your book, The Open and Closed Mind, be utilized in the study.

I hereby respectfully request the permission to administer this scale to approximately 100 students, who will be included in the study.

I hope to hear from you soon.

Sincerely yours,

Dirk M. Dunnink
Graduate Student
Oklahoma State University
Stillwater, Oklahoma

MICHIGAN STATE UNIVERSITY EAST LANSING · MICHIGAN 48823

DEPARTMENT OF PSYCHOLOGY · OLDS HALL

April 27, 1971

Mr. Dirk M. Dunnink
Forty North Apartments
1815 N. Boomer Road, Apt. H-18
Stillwater, Oklahoma 74074

Dear Mr. Dunnink:

You certainly have my permission to use the Dogmatism Scale for research purposes. All you have to do is mimeograph it yourself with the instructions from The Open and Closed Mind (New York: Basic Books, 404 Park Avenue South, New York, New York, 10016). May I suggest, however, that you mix up the items well and, if possible, pad them with a few items from any other scale that you care to choose. It doesn't matter how you mix them up and it doesn't matter what items you use to pad them with.

I certainly hope that you will furnish me with a copy of the results of your research.

Sincerely yours,

Milton Rokeach/mlh

Milton Rokeach
Professor

MR/mlh

P.S. You may also find two review articles on dogmatism in the April, 1969 issue of Psychological Bulletin.

GENERAL DIRECTIONS

PLEASE READ ALL INSTRUCTIONS CAREFULLY

DO NOT OPEN THE BOOKLET UNTIL YOU ARE TOLD TO DO SO

This is not an ability or achievement test, but a means of reporting your attitudes, opinions, and feelings regarding a variety of subjects. Please respond to all statements and questions.

It is essential that you answer all questions according to how you really feel, and not how other persons would like you to respond or feel.

Do not put your name on the package. The researcher is not interested in individual responses.

There will be some questions on which you will be asked to state your opinion without having a great deal of evidence to base your opinions on. Nevertheless, you should state an opinion. Remember, this questionnaire is an attempt to measure your feelings and is not designed to arrive at a set of facts.

After you have read a portion of the questionnaire, and been requested to respond, do not turn back the page.

Important

If you have a question, raise your hand and the administrator will come to you and answer the question.
Please do not ask any questions in front of the class.

Again, please answer all questions. An incomplete answer or a non-response may invalidate the entire study.

IMPORTANT ! Please do not turn thepages until you are told to do so.

Page 2

Please list your teaching Major _____

Example:

Home Economics
Business Education
Social Science
Math
Science Education
Agriculture Education
Elementary Education
etc.

Please List Occupation of Father _____

Example:

Brickmason
Auto Mechanic
Farmer
Teacher
Lawyer
Blacksmith
etc.

Please be specific. If Father is in the Armed Forces, list rank.

Please list education of Father

circle number

1. Less than high school
2. High School
3. Two years of college
4. Four years of college
5. More than four years of college.

Page 3

Directions for Essay

Students in a 10th grade English class were asked to write an essay on pollution or unemployment in the community. One essay, written by a boy named Pete was selected. The following information is known about this student. Please read the cover letter and the essay silently, and on the foregoing information, grade the essay on an A to F basis according to grammer, content and organization.

Please do not turn the page until you are told to do so.

Page 4 - 1

COVER LETTER I[1]

Pete, the writer of this theme, is a 10th grade student. He generally works diligently at his studies, and he is considered to be a good school citizen. Pete is popular with his fellow students, being elected as the student council representative from his homeroom. He is one of the student managers for the football team, and he played on the "B" squad in basketball. He also plays the trombone in the school band. Pete usually wears white levis and colorful sport shirts, and he keeps "boyishly" well groomed and clean. Although he has been known to be involved in a few mischievous episodes, he has never caused any serious trouble for his teachers or parents. His favorite interests are athletics and jam sessions.

The class was asked to write a theme of one or two pages on the topic of Pollution or Unemployment in the community. Assign a mark to Pete's paper, assuming that there is an A, B, C, D, F, marking system. D being the lowest passing mark.

Please turn the page, and read the Essay silently.

---

[1]Replicated from exhibit 5.3, p. 71. In-Service Education, Ben M. Harris, Wailand Bessent, Kenneth McIntire, Prentice-Hall, Englewood Cliffs, 1969. Permission to use requested.

COVER LETTER II

Pete, the writer of this theme, is a 10th grade student who lives in a very poor section of town. He frequently comes to classes late; sometimes he arrives as much as forty minutes after school begins in the morning. Some of the girls in class complain about his use of profane language in the halls. The teachers often have to reprimand him for his manners. He is sometimes curt and impolite toward teachers. On hot spring days, students are especially antagonistic toward Pete because of his repulsive body odor. His clothes are usually dirty and sloppily worn, with shirt out and pants hanging low on his hips. He lets his black hair grow long around his ears and uses gobs of grease or oil to keep it in place. His favorite sport is hot-rodding.

The class was asked to write a theme of one or two pages on the topic of Pollution or Unemployment in the community. Assign a mark to Pete's paper, assuming that there is an A, B, C, D, F, marking system. D being the lowest passing mark.

Please turn the page, and read the Essay silently.

Pollution in Oklahoma

In order that the student will be able to wage a war against water pollution in ~~Oklahoma~~ Oklahoma he must ~~be~~ have a general knowledge of insecticides, sewage, and crude oil.

The first of these, insecticides, also includes another large group of chemicals called herbicides. Both are created to distroy harmful ~~plants~~ ~~growths~~ and animals in crops and lawns accross our nation, and both take from 15 to 2,000 years depending on the variety to break down into harmless chemicals, yet farmers and homeowners must reapply these chemicals annually to ~~give~~ have desirable effects. The reason is that as it rains these chemicals ~~is~~ are leached off of the

soils and into rivers, lakes, and often underground waterways. At the present rate of use it shouldn't take long for many small lakes to be totaly absent of the small alge & water creatures that feed larger fish and their death would distroy a lakes whole life cycle.

To complicate matters raw sewage, and poorly treated wastes are being dumped into most of the nations large rivers which in turn have collected high concentrations of amonia, a potent poison, and nitrogen, a plant fertelizer that is very harmful to animals. Recent fish kills on the Cimeron River, Stillwater creek, and on the Arkansas River have been blamed on these poisons from faulty sewage treatment plants.

Sewage plants were not the only

cause of the ~~ca~~ distruction. Oil refineries and leaky wells in cities and towns such as Enid, and Cushing ~~caused~~ carried their share of the blame. These plants had been dumping waste into rivers for years, but untill recently did not achieve deadly proportions untill it was ~~combined~~ combined with the sewage problem. The repairs of the ~~treatment~~ sewage plants does not mean that the oil should be ignored. leaky wells and pipelines are already contamina many streams near Stillwater so that it is dangerous for cattle to drink from them.

If preventive measures ~~are~~ are taken soon, it would not be long ~~be~~ before all of thes streams and lakes in Oklahoma ~~were~~ are clean again, but these preventive measures are not ~~cheap~~ cheap or easy. ~~If~~ First man must find more practical insecticides and

Page 8

use ~~them~~ sparingly for it is better to have an apple with a ~~scar~~ scar than no apple at all. Second man must ~~to~~ up date sewage treatment so that the cities only give harmless waste and the rivers don't become a ~~[illegible]~~ "septic tank." Third the petroleum industry must have controles so that ~~[illegible]~~ any leaky well may be closed until it is repared and any cracking plant that ~~[illegible]~~ pollutes will be put out of business. Oklahomas's must learn that education of these problems is strength to overcome them, but that ignorance will be a downfall.

When you have finished reading the essay, turn to the next page and answer the following questions:

Page 9

Assign a mark to Pete's paper, assuming that there is an A, B, C, D, F, marking system. Where A stands for outstanding performance, F stands for a failing performance. C stands for average performance, and B stands for above average performance.

PLEASE CIRCLE THE SCORE

A, B, C, D, F,

On the basis of the foregoing information you have on the student, predict the probable I.Q. of Pete, on a scale provided below.

PLEASE CIRCLE THE SCORE

I. Q. Scale

70 80 90 100 110 120 130

Agerage

At a manner similar to that of predicting Pete's I.Q. score, rate him on this 7 point scale according to the probability of finding successful gainful employment, once he becomes an adult.

PLEASE CIRCLE THE SCORE

1	2	3	4	5	6	7
Unlikely to become gainfully employed			May find gainful employment			Certain to find gainful employment

Please do not turn the page until you are told to do so !

Page 10

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the right margin according to how much you agree or disagree with it. Please Mark every one

Write +1, +2, +3, or -1, -2, -3

+1: I Agree a Little	-1: I Disagree a Little
+2: I Agree on the Whole	-2: I Disagree on the Whole
+3: I Agree Very Much	-3: I Disagree Very Much

Page 11

Circle +1, +2, +3, or -1, -2, -3

+1:	I AGREE A LITTLE	-1:	I DISAGREE
+2:	I AGREE ON THE WHOLE	-2:	I DISAGREE ON THE WHOLE
+3:	I AGREE VERY MUCH	-3:	I DISAGREE VERY MUCH

1. The United States and Russia have just about nothing in common.

   +1, +2, +3, -1, -2, -3

2. Communism and Catholicism have nothing in common.

   +1, +2, +3, -1, -2, -3

3. The principles I have come to believe in are quite different from those believed in by most people.

   +1, +2, +3, -1, -2, -3

4. In the heated discussion people have a way of bringing up irrelevant issues rather than sticking to the main issue.

   +1, +2, +3, -1, -2, -3

5. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

   +1, +2, +3, -1, -2, -3

6. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

   +1, +2, +3, -1, -2, -3

7. While the use of force is wrong by and large, it is sometimes the only way possible to advance a noble ideal.

   +1, +2, +3, -1, -2, -3

8. Even though I have a lot of faith in the intelligence and wisdom of the common man I must say that the masses behave stupidly at times.

   +1, +2, +3, -1, -2, -3

9. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.

   +1, +2, +3, -1, -2, -3

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10. There are certain "isms" which are really the same even though those who believe in these "isms" try to tell you they are different.

+1, +2, +3, -1, -2, -3

11. Man on his own is a helpless and miserable creature.

+1, +2, +3, -1, -2, -3

12. Fundamentally, the world we live in is a pretty lonesome place.

+1, +2, +3, -1, -2, -3

13. Most people just don't give a "damn" for others.

+1, +2, +3, -1, -2, -3

14. I'd like it if I could find someone who would tell me how to solve my personal problems.

+1, +2, +3, -1, -2, -3

15. It is only natural for a person to be rather fearful of the future.

+1, +2, +3, -1, -2, -3

16. There is so much to be done and so little time to do it in.

+1, +2, +3, -1, -2, -3

17. Once I get wound up in a heated discussion I just can't stop.

+1, +2, +3, -1, -2, -3

18. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

+1, +2, +3, -1, -2, -3

19. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what others are saying.

+1, +2, +3, -1, -2, -3

20. In a discussion I sometimes interrupt others too much in my eagerness to put across my own point of view.

+1, +2, +3, -1, -2, -3

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21. It is better to be a dead hero than a live coward.

+1, +2, +3, -1, -2, -3

22. My hardest battles are with myself.

+1, +2, +3, -1, -2, -3

23. At times I think I am no good at all.

+1, +2, +3, -1, -2, -3

24. I am afraid of people who want to find out what I'm really like for fear they'll be disappointed in me.

+1, +2, +3, -1, -2, -3

25. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespeare.

+1, +2, +3, -1, -2, -3

26. The main thing in life is for a person to want to do something important.

+1, +2, +3, -1, -2, -3

27. If given a chance I would do something of great benefit to the world.

+1, +2, +3, -1, -2, -3

28. If I had to choose between happiness and greatness, I'd choose greatness.

+1, +2, +3, -1, -2, -3

29. It's all too true that people just won't practice what they preach.

+1, +2, +3, -1, -2, -3

30. Most people are failures and it is the system which is responsible for this.

+1, +2, +3, -1, -2, -3

31. I have often felt that strangers were looking at me critically.

+1, +2, +3, -1, -2, -3

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32. It is only natural for a person to have a guilty conscience.

+1, +2, +3, -1, -2, -3

33. People say insulting and vulgar things about me.

+1, +2, +3, -1, -2, -3

34. I am sure I am being talked about.

+1, +2, +3, -1, -2, -3

35. In the history of mankind there have probably been just a handful of really great thinkers.

+1, +2, +3, -1, -2, -3

36. There are a number of people I have come to hate because of the things they stand for.

+1, +2, +3, -1, -2, -3

37. A man who does not believe in some great cause has not really lived.

+1, +2, +3, -1, -2, -3

38. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

+1, +2, +3, -1, -2, -3

39. Of all the different philosophies which exist in this world there is probably one which is correct.

+1, +2, +3, -1, -2, -3

40. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

+1, +2, +3, -1, -2, -3

41. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

+1, +2, +3, -1, -2, -2

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42. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.

+1, +2, +3, -1, -2, -3

43. In times like these a person must be pretty selfish if he considers primarily his own happiness.

+1, +2, +3, -1, -2, -3

44. To compromise with our political opponents is to be guilty of appeasement.

+1, +2, +3, -1, -2, -3

45. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.

+1, +2, +3, -1, -2, -3

46. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

+1, +2, +3, -1, -2, -3

47. A group which tolerates too many differences of opinion among its own members cannot exist for long.

+1, +2, +3, -1, -2, -3

48. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

+1, +2, +3, -1, -2, -3

49. My blood boils whenever a person stubbornly refuses to admit he's wrong.

+1, +2, +3, -1, -2, -3

50. A person who thinks primarily of his own happiness is beneath contempt.

+1, +2, +3, -1, -2, -3

51. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

+1, +2, +3, -1, -2, -3

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52. I sometimes have a tendency to be too critical of the ideas of others.

+1, +2, +3, -1, -2, -3

53. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

+1, +2, +3, -1, -2, -3

54. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.

+1, +2, +3, -1, -2, -3

55. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

+1, +2, +3, -1, -2, -3

56. There's no use wasting your money on newspapers which you know in advance are just plain propaganda.

+1, +2, +3, -1, -2, -3

57. Young people should not have too easy access to books which are likely to confuse them.

+1, +2, +3, -1, -2, -3

58. The present is all too often full of unhappiness. It only the future that counts.

+1, +2, +3, -1, -2, -3

59. It is by returning to our glorious and forgotten past that real social progress can be achieved.

+1, +2, +3, -1, -2, -3

60. To achieve the happiness of mankind in the future it is sometimes necessary to put up with injustices in the present.

+1, +2, +3, -1, -2, -3

61. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."

+1, +2, +3, -1, -2, -3

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62. Unfortunately a good many people with whom I have discussed important social and moral problems don't really understand what's going on.

+1, +2, +3, -1, -2, -3

63. Most people just don't know what's good for them.

+1, +2, +3, -1, -2, -3

64. There is nothing new under the sun.

+1, +2, +3, -1, -2, -3

65. To one who really takes the trouble to understand the world he lives in, it's an easy matter to predict future events.

+1, +2, +3, -1, -2, -3

66. It is sometimes necessary to resort to force to advance an ideal one strongly believes in.

+1, +2, +3, -1, -2, -3

When you are finished, please check the entire package, to be sure that all questions have been answered.

APPENDIX B

DESCRIPTION OF COURSES FROM WHICH VOCATIONAL AND NON-VOCATIONAL EDUCATION TEACHER TRAINEES WERE CHOSEN

1. OAED. 3012 - ANALYSIS TECHNIQUES IN INDUSTRIAL EDUCATION. Analysis techniques used in determining instructional content from industrial areas.

2. TECED. 4223 - TECHNICAL EDUCATION PROGRAM PLANNING. Program and curriculum development in technical institutes, junior colleges and area vocational schools.

3. EDPSY. 3213 - PSYCHOLOGY OF ADOLESCENCE. Educational implication of physical, intellectual, emotional, and social growth processes from late childhood toward early adulthood.

4. EDUC. 4123 - HISTORY OF EDUCATION. A study of the development of major educational ideas and programs in western civilization with emphasis on the growth of public education in the United States from the colonial period to the present.

The investigator was aware that certain students enrolled in OAED. 3012 and TECED. 4223 may have been practising teachers pursuing graduate studies leading to an advanced degree. However, for the purpose of this study they were assumed to be teacher trainees.

VITA

Dirk Marinus Dunnink

Candidate for the Degree of

Doctor of Education

Thesis: AN INVESTIGATION OF DOGMATISM AND EXPECTATIONS OF STUDENTS AS EVINCED BY VOCATIONAL AND NON-VOCATIONAL TEACHER TRAINEES

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Emmen, The Netherlands, November 9, 1927, the son of Mr. and Mrs. Derk Dunnink.

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Professional Experience: Office Manager, Pierce Plastics, Inc., 1963-64; Accountant, Linair Engineering, Division of Teledyne, Inc., 1964-65; Teacher of Business subjects, Brea-Olinda High School, 1965-66; Teacher of Business subjects and Work-Experience Coordinator, Fontana Unified School District, 1966-70; Graduate Student at Oklahoma State University, 1970-72.