

ATTITUDINAL CHANGES TOWARD PUPILS AND TEACHING,
PUPIL CONTROL AND HUMAN NATURE BY STUDENT
TEACHERS LOCATED IN TITLE I
ELEMENTARY SCHOOLS

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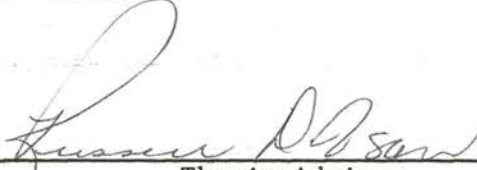
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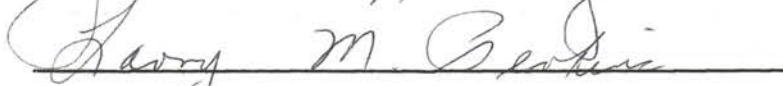


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CHAPTER I

Introduction

A major movement affecting the domain of educators during the 1960's was an attempt to diagnose the handicapping conditions and prescribe alternative models in working with the culturally disadvantaged child. The advent of the Elementary and Secondary Education Act of 1965 has created a greater awareness of the need to improve the education of young Americans, particularly the culturally disadvantaged children. The major thrust of the Elementary Secondary Education Act includes those programs funded by Title I of the Act. The purpose of the Title I funds is to provide aid to local educational agencies in order that they can expand and improve their educational programs in an effort to contribute to the needs of economically deprived children (Wattenburg, 1969).

The economically deprived child, as discussed in Title I legislation, is also generally educationally deprived. This child is denied the environmental benefits of peers coming from a higher socio-economic class (Witham, 1966). Riessman (1962, p. 3) suggests that the economically deprived children are also culturally deprived, as he states:

The term "culturally deprived" refers to those aspects of middle class culture--such as education, books, formal language--from which the lower socio-economic groups have not benefited. The culture of lower socio-economic groups is seen to include inadequate housing, limited access to leisure facilities and the like.

The Educational Policies Commission (1962) pointed out that there is growing evidence that those people who have modes of living different from the society-at-large, either by situation or by skill, are involved in a cultural fermentation. Many of these people are unwilling or unable to accomplish the transition to the ways of traditional living and these persons may be disadvantaged by their cultural mode. The conflicts that occur between a teacher and the culturally disadvantaged child generally evolve from the cultural background each one brings to the classroom (Cheyney, 1967). The discrepancies between the values and expectations of middle class teachers and those of lower class students have resulted in studies which indicate that most economically and socially deprived children are unmotivated toward educational opportunities and disadvantaged in vocabulary and acquaintance with the bulk of materials presented in the classroom (Clausen and Williams, 1963).

The literature suggests that each social class has specific characteristics only to itself. McCandless (1961, p. 451) supported this viewpoint when he stated:

Not only do social classes differ in preferences for beverages, food, clothing and manner of speaking, they also differ in values, religion, intellectual interests, and social values. These differences are exceedingly likely to lead to breakdowns in interclass communications; members of one class almost literally do not understand what members of another class are talking about, what they are striving for, or why their goals are important to them.

Some authors go as far as to infer that it is nearly impossible for today's teachers to teach culturally deprived children effectively. Shaw (1963, p. 91) seemed to infer this when he stated that, "The number one problem faced by urban teachers today is how to offer culturally deprived children an education that meets their needs."

The teacher's attitude is one of the most critical factors influencing the education of culturally disadvantaged children. Man's behavior is frequently determined to a great extent by what he feels rather than by what he knows. Allport (1935, p. 810) defines attitudes in the following manner:

Attitudes are mental and neural states of readiness, organized through experiences, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which he is related.

Ordinarily, attitudes emerge from firsthand experiences, but since each individual cannot experience everything and since situations arise in which teachers are called upon to react to people whom they do not know, a common practice is to adopt the feelings of the dominant society toward racially and culturally different groups.

Ulibarri (1960) in a study regarding teacher awareness, indicates that teachers of lower socio-economic children are often unaware of cultural differences in the motivation of children and are not sensitive to socio-cultural factors as they impinge on the classroom behavior of different ethnic groups.

Teachers' stereotypes lead them to expect less of lower class children and therefore demand less. Expectation influences performance. The influence of one person's expectations on another's behavior is by no means a recent discovery. Almost half a century ago, Moll (1925) concluded from his clinical experience that subjects behaved as they believed they were expected to behave. The phenomenon he observed, in which the prophecy causes its own fulfillment, has recently become a subject of considerable scientific interest. For example, a series of scientific experiments have led some to believe that a teacher's expectation for her pupil's intellectual competence can come to serve

as an educational self-fulfilling prophecy (Rosenthal, 1970).

The difference between the distinct characteristics of social classes have a tendency to create a "cultural shock" for the middle class oriented teacher who possesses a cultural and social system different from that of the culturally disadvantaged children (Selakovich, 1970). In light of this information, educators are forced to ask: To what degree does "cultural shock" modify existing attitudes of student teachers during the student teaching experience?

Statement of the Problem

The literature indicates that teachers of lower socio-economic children possess attitudes which differ considerably from teachers of middle class children. These teachers of lower socio-economic students generally possess more negative attitudes toward children and teaching and also place more emphasis on pupil control than do the teachers of middle class children (Clark, 1965; Doll, 1965; McNeil, 1968).

The literature does not sufficiently describe the attitudinal changes of student teachers who are assigned to elementary schools serving lower socio-economic children. Therefore, the focus of this study will attempt to identify attitudinal changes of student teachers located in Title I project elementary schools, in respect to their attitudes toward pupils and teaching, their pupil control ideology and their views of human nature. The problem introduced another area to be investigated, that of determining differences in attitude change between student teachers in Title I elementary schools and student teachers in schools which are not Title I schools. These differences in attitude change were investigated in regard to their attitudes

toward pupils and teaching, their pupil control ideology and their views of human nature.

Answers to the following questions will be sought: (1) What changes occur during the student teaching experience of student teachers in Title I project elementary schools in regard to the student teachers' views of human nature? (2) What changes occur during the student teaching experience of student teachers in Title I project elementary schools in regard to the student teachers' pupil control ideology? (3) What changes occur during the student teaching experience of student teachers in Title I project elementary schools in regard to the student teachers' attitude toward pupils and teaching? (4) What changes occur, during the student teaching experience, between student teachers in Title I and Non-Title I elementary schools in respect to their attitudes toward pupils and teaching, their pupil control ideology and their views of human nature?

Rationale and Hypotheses

The children in disadvantaged areas learn behavior which is appropriate and useful for their home environment but which is not useful for subsequent experiences in the school, is not rewarded, and is therefore not successful. The emphasis of the above view is not on the inability of the child to learn, but on the lack of congruence between the behavior he has learned and the behavior valued by the school's middle class orientation. (Perspectives on Human Deprivation, 1968).

Teachers of the disadvantaged are assigned children who read below their grade level, possess an apparent low level of development

in speaking and listening skills, and are unable and unwilling to engage in meaningful dialogue with the teacher. The lack of success of the disadvantaged child frustrates many of their teachers. Teacher frustration changes to apathy or a generally negative attitude toward the pupils (Johnson, 1970).

The placement of student teachers in schools serving disadvantaged children tends to make them view children and instruction differently than student teachers placed in schools located in middle and upper socio-economic areas. The statement is supported by research findings at the University of California at Los Angeles. The study involved the assignment of student teachers to schools located in lower socio-economic areas for ten weeks and a reassignment to schools in middle class areas for the same period of time. Regardless of whether the student teaching experience in lower socio-economic areas occurred as the first or second assignment, the student teachers' attitudes became significantly more negative. However, if the second assignment involved the placement of student teachers at schools in middle and upper socio-economic areas, a return to a more positive attitude became apparent (McNeil, 1968).

The conflict in value orientations between the student teacher and the culturally disadvantaged child may depress the student teachers' attitudes toward children and teaching in general. To test this statement after the student teaching experience, the following hypotheses were formulated.

- H.1. After the student teaching experience, student teachers in Title I project elementary schools will possess significantly more negative attitudes

toward pupils and teaching than student teachers
in elementary schools which are not Title I schools.

H.2. Student teachers in Title I project elementary schools will possess significantly more negative attitudes toward pupils and teaching upon the termination of the student teaching experience than at the entry point.

The literature indicates that incongruencies exist between the norms and values stressed in the teacher preparation program and those held by public school teachers with regard to pupil control. Student teachers are subjected to a double socialization process (Hoy, 1967). Initial socialization involves the teacher preparation program where the major emphasis is placed on the importance of maintaining a learning atmosphere characterized by understanding, openness, warmth, security and mutual respect. The second phase of the socialization process occurs when the prospective teacher enters the student teaching experience. The student teacher is confronted with a situation where pupil control is the dominant motif in influencing the tone of the school (Willower and Jones, 1963). The success or failure of teachers, student teachers and principals is often gauged by their control of pupils.

The differences between the beliefs and behaviors stressed during the teacher preparation program and those stressed by the public school teachers produce anxiety and conflict for the student teacher. The research posits that this anxiety and conflict will alter the value orientation of the student teacher to the point where they will more closely agree with the school's teacher sub-culture (Hoy,

1967).

Public schools located in different socio-economic areas place varying emphasis on pupil control. Russell Doll's (1965) study of forty Chicago elementary schools revealed that the socio-economic areas, in which the school is located, influences how much of the teacher's time is devoted to controlling students. Interviews with 185 teachers of grades four to eight indicated that teachers in schools located in high income areas devoted most of their time to the academics, while the teachers in schools located in low income areas devoted the majority of their time to controlling student behavior. Teachers of disadvantaged children indicate that these children are difficult to control, therefore, a firm and highly regulated class environment is not only necessary in order to teach but also desirable for the children's own growth (Betty Levy, 1966).

The conflict between the socialization processes stressed by the teacher preparation program and the public schools may alter the student teachers' pupil control ideology to the extent that he becomes more custodial. To test this statement after the student teaching experience, the following hypotheses were formulated:

H.3. After the student teaching experience, student teachers in Title I project elementary schools will be significantly more custodial in pupil control ideology than student teachers in elementary schools which are not Title I schools.

H.4. Student teachers in Title I project elementary schools will be significantly more custodial in pupil control ideology upon termination of the student teaching experience than at the entry point.

Every individual possesses a philosophy of human nature which delineates the assumptions an individual will make about the expected behavior of others. The philosophy of human nature is most clearly revealed in one's dealings with strangers. In reacting to a stranger, an individual has virtually nothing to go on but his assumptions about how people in general behave (Wrightsmen, 1961).

The culturally disadvantaged child is born and raised in a lower class cultural milieu from which he derives his basic perceptions and values. He comes to school with a way of perceiving and behaving that is distinctly different from the school's middle class culture (Olsen, 1965). Bruce (1957) commented that the understanding and gaining of empathy for culturally disadvantaged children is difficult because the student teacher is limited by virtue of his own views and perceptions. These difficulties have a tendency to create feelings of anxiety, frustration and even hostility for the student teacher.

It may be expected that when the student teacher is placed in an elementary school, comprised of culturally disadvantaged children, a conflict evolves between his prior assumptions about how people behave and the behavior of the culturally disadvantaged child. Webster (1966) posits that this type of student teaching experience is characterized by the phenomenon of "cultural shock". This "cultural shock" experienced by the student teachers in Title I project elementary schools may alter their views of human nature. To test this statement after the student teaching experience, the following hypotheses were formulated:

- H.5. After the student teaching experience, student teachers in Title I project elementary schools will possess sig-

nificantly more unfavorable views of human nature than student teachers in elementary schools which are not Title I schools.

- H.6. Student teachers in Title I project elementary schools will possess significantly more unfavorable views of human nature upon termination of the student teaching experience than at the entry point.

Definition of Terms

For the purposes of this study, the following definitions are used:

Philosophy of Human Nature. This involves the set of assumptions or beliefs about what people are really like, particularly about the way they deal with other people. An individual's beliefs about what people are really like can be ascertained by considering the following dimensions of human nature: (1) the extent to which one believes that people are basically trustworthy, honest and responsible (2) the extent to which one believes that people are basically unselfish and sincerely interested in others (3) the extent to which a person can maintain his convictions in the face of the pressures of the group, society, or the authority figure to conform (4) the extent to which one believes that people have control over their own outcomes and the extent to which one believes that people understand the motives behind their behavior (Wrightsman, 1961).

Attitude. A relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner. An attitude object consists of such things as a person, group,

institution, or issue; while a situation consists of a dynamic event or activity around which a person organizes a set of interrelated beliefs about how to behave (Rokeach, 1968). The placement of student teachers in Title I or Non-Title I project elementary schools could have some differing effect on their attitudes toward the objects (students, supervising teachers and etc.) and their attitudes toward the situation (student teaching in a lower or middle socio-economic area).

Attitude Change. A change in predisposition, the change being either a change in the organization or structure of beliefs or a change in the content of one or more of the beliefs entering into the attitude organization (Rokeach, 1968). If an attitude change occurs during the student teaching experience, then these changes should be reflected in the student teachers' score change on the Minnesota Teacher Attitude Inventory, Pupil Control Ideology Form and Philosophies of Human Nature Scale. An explanation of each instrument and the phenomena it measures are discussed in Chapter III.

Student Teacher. An Oklahoma State University elementary education major, who was engaged in the student teaching experience during the second semester of the 1970-71 academic year. The sample, in the study, consisted of 130 female elementary education teachers.

Student Teaching Experience. This comprised the period of time when the female elementary majors were assigned to a Title I or Non-Title I elementary school for eighteen weeks. These elementary education majors were allowed to assume responsibility for directing the learning of students. During the student teaching experience, the elementary education majors spent four days a week with her supervising teacher

and one day a week in methods courses taught by personnel from the Elementary Education Department at Oklahoma State University.

Title I Project Elementary Schools. Those elementary schools designated by the local school district administration as satisfying the criteria of the Oklahoma State Department of Education and the United States Office of Education and qualifying under the Elementary Secondary Education Act. The United States Office of Education has established guidelines to insure that the Title I funds are spent in educating the children of low income families.

Culturally Disadvantaged Children. Those children coming from homes in which the parents are for the most part included in the lower socio-economic class and do not have the benefits of the middle class culture such as education, books and formal language. Students attending Title I project elementary schools, which generally include students from the lower socio-economic class, reflects this cultural deprivation.

Custodial Pupil Control Ideology. The rigidly traditional schools serves as a model for the custodial orientation. The primary concern of such an organization is maintaining order among the pupils. Students are stereotyped according to their appearance, behavior and parents' social status. Pupils are considered as irresponsible and undisciplined with punishment necessary to control the pupils. Teachers do not attempt to understand pupils' behavior and tend to treat pupils impersonally, to mistrust them and to be generally pessimistic. A custodial oriented personnel prefer an autocratic school organization where teacher-pupil status is rigidly enforced and pupils accept communications and orders without question (Willower, Eidell and Hoy, 1967).

Humanistic Pupil Control Ideology. The school conceived of as an educational community in which members learn through interaction and experience serves as a model for the humanistic orientation. The pupils' behavior is viewed in psychological and sociological terms, rather than moralistic terms. Worthwhile activities are viewed as important to the pupils' learning. The humanistic teachers are optimistic that close personal relationships with pupils will lead to pupil self-discipline. A democratic school organization with flexibility in rules, increased pupil self-determination and two-way communication between the pupils and teachers are salient to the humanistic orientation (Willower, Eidell, and Hoy, 1967).

Major Assumptions

For the purposes of this study the following assumptions are presented:

- 1) The value systems of people vary according to their cultural background.
- 2) Student teaching has some measurable effect on the student teacher's attitude toward pupils and teaching, their view of human nature, and their pupil control ideology.
- 3) The student teachers have received similar educational and philosophical experience by virtue of the requirements of the teacher education program.
- 4) Teachers' attitudes are related to pupil development. The relationship between these attitudes and the pupil's social and emotional development, his academic achievement, and his classroom behavior has been demonstrated in studies cited.

5) The Pupil Control Ideology Form, Minnesota Teacher Attitude Inventory and Philosophies of Human Nature Scale provide systematic methods for measuring student teachers pupil control orientation, attitudes toward pupils and teaching, and views of human nature.

Conduct of the Study

The general plan employed in the study may be outlined as follows:

1) The 130 female elementary student teachers were divided into two groups depending on their student teaching assignments. The 35 student teachers who were assigned to Title I project elementary schools comprised the Title I groups, while the 95 student teachers who were assigned to elementary schools which are not Title I project schools comprised the Non-Title I group.

2) The assignment of student teachers was made by Oklahoma State University officials in conjunction with local school districts. The school districts which cooperate with Oklahoma State University in the student teaching program are Tulsa, Oklahoma City, Ponca City, Enid, Stillwater, Cushing, Perkins and Perry.

3) Title I project elementary schools were designated by the local school district administration as satisfying the criteria of the Oklahoma State Department of Education and the United States Office of Education.

4) The elementary school pupil population taught by the elementary school student teachers were those pupils regularly enrolled in grades one through six.

Analysis of Data and Instrumentation

1) A pretest, posttest design was utilized to measure attitudinal changes of student teachers.

2) The Minnesota Teacher Attitude Inventory was selected to measure student teacher attitudes toward pupils and teaching in general. The Pupil Control Ideology Form was used to measure student teacher attitude toward pupil control ideology. The Philosophies of Human Nature Scale was used to ascertain student teacher views of human nature.

3) The data gathered were expressed quantitatively. The statistical instruments used to analyze the data from the three instruments were the independent and correlated t tests.

Limitations

This study was limited because the student teaching candidates could not be randomly assigned to the participating elementary schools. However, the equivalence of the groups, on the pretests, was analyzed using the F test for homogeneity and the independent t test.

The results of the study may not be inferred to a population other than the student teaching candidates at Oklahoma State University because of the setting of this investigation. The sample was limited to female elementary student teachers, therefore, inference may not be made to male student teachers.

Format for Succeeding Chapters

Five chapters sufficed to fulfill the requirements of this study. Following the present introductory chapter, Chapter II is devoted to a

review of related research and literature. Chapter III presents a discussion of the instruments, and the methodology and design of the study. Chapter IV presents a statistical treatment of the data used in the study. Finally, Chapter V summarizes the study, presents findings of the study, gives conclusions drawn from the findings, and suggests areas for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Teaching the culturally disadvantaged child is a major challenge in America education today. To realize how negligent American education has been facing the problems of teaching the culturally disadvantaged, one has only to examine the literature over the past twenty years. Until 1960 there was scarcely any mention of the culturally disadvantaged.

Educators are now becoming aware of this problem. The focus of many teacher education programs is toward a greater understanding of deprivation and the special considerations implied in teaching disadvantaged children. Bowerman (1956) suggests that teachers must be prepared with integrity of personality, a broad grasp of intellectual disciplines, great human sensitivity, and a keen understanding of a complex social system and of students who face acute problems.

The important question for a teacher education program is not that one teach people how to teach, but that the preparation experience help people to discover their ways of teaching. The teachers college should pay more attention to what young teachers are thinking, seeing, and believing about themselves, about other people, and about their purposes, and that they learn how to become sensitive people able to see things from the other person's point of view (Combs, 1970a).

Therefore, this research attempts to answer the questions 1) What changes occur during the student teaching experience in Title I project elementary schools in regard to the student teachers' philosophy of human nature, pupil control ideology, and attitudes toward pupils and teaching in general? 2) What changes occur, during the student teaching experience, between student teachers in Title I and Non-Title I elementary schools in respect to their attitudes toward pupils and teaching, their pupils control ideology and their views of human nature?

This chapter includes a review of selected sources of information pertaining to the conflict between teachers and culturally disadvantaged children, and the influence of the teacher's philosophy of human nature and pupil control ideology upon the educational process.

The Culturally Disadvantaged Student

The increase in the percentage of culturally disadvantaged students has focused more attention to the problems and conflicts that exist between the lower class students and the middle class oriented school. Sochet suggests that one-half of the children in public schools are disadvantaged (Sochet, 1964). Riessman concluded that approximately one-third of the children in the fourteen largest cities in the United States by 1960 were culturally deprived, and he estimated that by 1970 this figure would rise to one-half (Riessman, 1962).

Hollingshead (1949) pointed out that the home and the socio-economic level of the child are determinants of appropriate or inappropriate behavior of the child. His study suggested that the school's culture may determine the academic progress of children even more than does instruction.

The value orientation of the American school is predominantly that of the middle class. The school's organization, content, and goals reflect this value orientation. Regardless of social class origins, most teachers' values and attitudes coincide with those of the middle class (Havighurst and Neugarten, 1957).

The student's attitudes about the significance of formal education are closely related to social class. Education does not have the same meaning for lower socio-economic children that it has for middle class children (Bell, 1959). The school's orientation toward planning for the future, respect for the law and learning for its own sake conflicts with the values of the vernacular culture maintained in the lower socio-economic areas. These children are in contact with a different and opposing culture, and during the years from five to fifteen come to know their own culture more perfectly, and the school culture less and less (Perspectives on Human Deprivation, 1968).

Riessman (1962, p. 17) indicated that various overt forms of discrimination against the child by the school and teacher in the following areas:

The reading texts used in the classrooms which typically contain material far less attuned to the interests of the disadvantaged; the Parent-Teacher associations which often patronize or ignore underprivileged parents; the intelligence tests; the school psychologists and guidance counselors who frequently underestimate the possibility of the economically underprivileged child going to college; the friendship cliques and clubs which favor less the child from a poor neighborhood; the teacher's unfavorable images and expectations which militate against the respect and encouragement so needed by the child.

The learning environment of the culturally deprived child is both generally inferior and specifically inappropriate. His cumulative intellectual deficit, therefore, almost invariably reflects, in part,

the cumulative impact of a continuing and consistently deficient learning environment, as well as his emotional and motivational reaction to this environment (Ausubel, 1963).

There is evidence that early stimulation may be crucial in laying the psychological foundation for the capacity to process information. If this is true, early stimulus deprivation may create a lifelong handicap in response capacity and in the assimilating and manipulating of facts and ideas (Taba, 1964). The lower class children are subject to the label "cumulative deficit phenomena", which takes place between the first and fifth grade. Though there are significant socio-economic differences seen in measured variables at the first grade level, it is important to note that they become more marked as the child progresses through school (Deutsch, 1965).

The further disadvantaged students progress in school, the larger the proportion who are retarded and the greater is the discrepancy between their achievement and the achievement of other children. This deterioration can be traced in sequence, beginning with the elementary schools and following through the junior high schools to the high schools (Clark, 1965).

The literature describes a syndrome of feelings and attitudes which the majority of the culturally deprived tend to share. Frequently, the deprived individual feels alienated, not fully a part of society, left out and frustrated in what he can do (Riessman, 1962). The family climate and experience tend to induce a feeling of alienation. The parents are unable to offer the type of familial condition and housing afforded to most middle class youths. The child's desire to pursue school is affected by his family and peer group who possess

little identification with formal education (Cheyney, 1967).

The disadvantaged child's self-concept influences his perception of school and how he performs in the classroom. These beliefs about self develop to a high degree of stability over a period of time. Once it is developed it then begins to determine future experiences. These students are the ones who see themselves in essentially negative fashion (Combs, 1967).

The child's self-concept is such that often he does not perceive of himself as a worthwhile human being. An individual cannot make the proper adjustments to life unless he first accepts himself as a worthwhile human being. The teacher cannot motivate a child who does not perceive of himself as desirable (Jones, 1970).

People discover their self-concepts from the kinds of experiences they have had with life, not from telling, but from experience. People develop feelings that they are liked, wanted, acceptable and able from having been successful. One learns that he is these things, not from being told so, but only through the experience of being treated as though he were so. To produce a positive self-concept it is necessary to provide experiences that teach individuals they are positive people (Association for Supervision and Curriculum Development Yearbook, 1962.)

Most of the research in the area of the culturally disadvantaged attempts to describe and characterize the problems that confront these students. The disadvantaged generally suffer from one or more of the following handicaps: inability to read at grade level; varying degrees of inability to write; an apparent low level of development in speaking and listening skills; inability or unwillingness to engage in

meaningful dialogue with the teachers, or with peers and; an apparent unwillingness to engage in activities which require reflection or thought (Selakovich, 1970; Deutsch, 1963; Riessman, 1962; McQuagge, 1967).

The increased awareness of the problems that confront the culturally disadvantaged has brought about a greater awareness of the teachers of these students. There has been a great deal of discussion about "the disadvantaged teacher syndrome" indicating a poor self image, lack of scientific training, and the depressive feeling about the task of the deprived classroom. When a teacher is presented with 34-40 children who have inadequate speech models at home, who have a minimal reinforcement for school achievement, and frequently come to school hungry and in need of medical and dental care, she becomes overwhelmed by the tremendous deficits and the small number of instruments and class materials to use for educational improvement (White, 1969).

The middle class teacher often enters the school ill equipped to teach culturally disadvantaged children. The child's culture is an alien, fearful and confusing one to the teacher, just as the classroom is to the child (Jones, 1970).

The high rate of teacher turnover in schools that enroll culturally deprived children adds another distressing problem to an already difficult situation. Groff's (1963) study of the responses of 294 teachers in 16 schools serving Negro or Mexican-American ghettos, in a large city, revealed that forty per cent of the teachers pointed to peculiarities of culturally deprived children as the major cause of the dissatisfaction that leads to turnover. He further

suggests that to place a prejudiced or reluctant teacher in these classes makes it not only likely, but desirable that she will seek reassignment.

Becker (1952) noted that teachers' satisfaction with their work was related to their expectations of the children with whom they worked. Among the sixty Chicago public school teachers in the study, the areas of greatest job dissatisfaction involved the failure of the children to meet the teachers' expectations. Conflict arose when the behavior of the lower class children did not meet the teachers' expectations of interest, hard work, and training at home.

In summary, conflict occurs between the culturally disadvantaged child and the middle class oriented school. The child perceives little value in the type of formal education to which he is exposed. In addition to this dilemma, he is confronted with middle class oriented teachers who are ill equipped to understand the rationale for his behavior.

Philosophy of Human Nature

Every person is committed to some philosophy of human nature, even when he does not recognize his commitment and does not know that he has one. This commitment determines in general how he relates himself to others. To some extent, people accept one authoritative position or another on the nature of man and conduct themselves accordingly (Chambliss, 1961).

A discussion of the relationship between teaching and views of human nature may be found in the Association for Supervision and Curriculum Development Yearbook (1962, p. 1):

Whatever we do in teaching depends upon what we think people are like. The goals we seek, the things we do, the judgments we make, even the experiments we are willing to try are determined by our beliefs about the nature of man and his capacities. It has always been so. Teachers who believe children can, will try to teach them. Teachers who believe children are unable, give up trying or spend their days on a treadmill, hopelessly making motions they never expect will matter. The beliefs we hold about people can serve as prison walls limiting us at every turn. They can also set us free from our shackles to confront great new possibilities never dreamed of before. No beliefs will be more important to education than those we hold about the nature of man and the limits of his potentials. Whenever our ideas about human capacities change, the goals of teaching must change, too. Whatever we decide is the best that man can become must necessarily set the goal of education.

A pupil's learning, to a significant degree, is a function of the kind of teaching to which he is exposed. Thus, the extent to which a pupil masters a given set of academic tasks reflects not only his aptitudes, but also the appropriateness of the particular approach by which he is taught (Goldberg, 1964). The methods used by a teacher come from beyond his understanding of the learning process to his basic ideas about people. These beliefs about people also help to define the teacher's relationship to his students (Kelley and Rasey, 1952).

Rogers (1962, p. 46) focuses on the influence of teacher trust in the classroom in the statement that:

If teachers distrust students then they must select information of their own choosing in order to prevent the students from going their own mistaken way. But if teachers trust the capacity of the human individual for developing his own potentiality then they can permit him the opportunity to choose his own way in his learning. The latter kind of learning would be possible only for a teacher who holds a somewhat confident view of man.

Combs (1970b) posits that students learn who they are and what they are from the nature of their interactions with the significant people in their lives. Teachers ought to be among the most significant

people in the lives of children, but this does not appear to be the situation. Teachers indicate that the children have already been shaped and there is little or nothing which they can do. When teachers are asked the reasons for the failure of the school, research shows that eighty per cent to ninety per cent of the reasons involve the child, parents, community, but not the teacher. Teachers basically do not perceive themselves as being significant people in the lives of children.

Clark (1963) suggests that many of the teachers who are required to teach children from culturally deprived backgrounds possess a pervasive negative attitude toward these children. The teachers' negative attitude toward these children is supported by interviews, conducted by Clark (1965), of a number of New York public school teachers. The results of the interviews concluded that Negro children were thought to be inherently inferior in intelligence and therefore cannot be expected to learn as much or as readily as white children. The teachers further indicated that if they tried to teach the children as if they could learn, it would only develop serious emotional disturbances, frustrations and anxieties for the children.

Yee (1968) administered the Minnesota Teacher Attitude Inventory to elementary school teachers of lower and middle class pupils. The results suggested that teachers of middle class pupils were more modern and tolerant, and were inclined to be more positive and lenient toward children than those who taught lower class pupils. The teachers of lower class pupils expressed more traditionalistic, punitive and blameful perceptions. The attitude means of middle class pupils and their teachers indicate that more positive and warmer interpersonal

relations existed in these classrooms.

A vital issue in the area of interpersonal relations involves the effects that a teacher's expectations may have on a pupil's performance. Research dealing with teacher expectations is basically an outgrowth of the "self-fulfilling prophecy". Morton (1948) suggests that when an individual prophesies an event and the expectation of the event, then changes the behavior of the prophet in such a way as to make the prophesied event come true. The teacher's expectations of the culturally disadvantaged child appear to be related to the "self-fulfilling prophecy". These teachers generally expect these children to perform below grade level, cause classroom disturbances and possess below average intelligence. The culturally disadvantaged child generally fulfills these expectations partially due to the teacher's expectations.

Rosenthal's (1970) research has involved testing the effects of experimenter's expectations on subjects' responses. A typical study in this area involves the administering of a nonverbal test of intelligence to all children in an elementary school serving a lower socio-economic status neighborhood. The test was disguised as one that would predict intellectual "blossoming". Each teacher was given the names of the children from her class who had scored high on the test to predict intellectual "blossoming". The teacher was also told that these children would show outstanding intellectual gains during the school year. The difference between the children who would show outstanding intellectual gains and the other children was only in the mind of the teacher.

The results of this teacher expectation study revealed appreciable

I.Q. gains for those students who had scored high on the test to predict intellectual "bloomng". The teachers' described these students as having a significantly better chance of becoming successful in the future and as more interesting, curious and happy. These children were also perceived as more appealing, adjusted, affectionate and as lower in the need for social approval. The results would seem to indicate that a teacher's expectation about her pupils' performance can come to serve as a significant determinant of that performance (Rosenthal, 1970).

Children, who have been expected to fail, can make astonishing gains in a good learning situation. One example of this is a Harlem junior high school which was selected to participate in a pilot project in 1956. Prior to the project, the teachers felt helpless to teach while the students seemed to be hopeless and considered themselves failures. The emphasis of the pilot project was for the school personnel to adopt a positive view of their students and give up their earlier negative views. Teachers were evaluated more on their teaching skill than on their discipline. The success of the pilot project is illustrated by the fact that six times as many students went to college, the dropout rate decreased one-half, and an appreciable increase in I.Q. and achievement scores occurred during the first two years of the project (Clark, 1965).

Kelley and Rasey (1952) suggest that nothing is more powerful in the development of human relations than the attitudes and feelings with which people are approached. Whatever the attitude and feelings of the teacher may be, it evokes similar ones from the students.

Davidson and Lang's (1960) study was designed to determine

children's perception of their teachers' feelings toward them. The results of the research revealed the following: a positive correlation between children's perception of their teachers' feelings toward them and children's perception of themselves; a positive relationship between favorable perception of teacher's feelings and academic achievement and; a positive relationship between favorable perception of teachers' feelings and desirable classroom behavior.

There is an emergent recognition on the part of educators that the personality of a teacher and his attitude and understanding of children are of paramount importance for the total social and emotional growth and cognitive adjustment of his pupils. Therefore, the quality of leadership and personality of the teacher of today is a primary concern; and the educational significance of the direct influence of the adult personality of the teacher upon the impressionable personalities of children is worthy of careful consideration (Del Popolo, 1965).

Washburne and Heil (1960) found that the teacher's personality had a clear and measurable effect on the academic as well as the social and emotional growth of her students. Della Piana and Gage (1955) studied the relationship between teacher attitudes and students with high affective and cognitive values in determining the possible effects on the student's academic achievement. They found the achievement of pupils with high affective values was more affected by teachers' attitudes than the achievement of pupils with high cognitive values.

If the expectations a teacher has for a child's performance, particularly in the early grades, do influence how the child will perform, it seems important that the teacher accept the child as he is

and not expect him to exhibit the values and attitudes of the teacher (Goodwin and Sanders, 1969). The teacher of culturally disadvantaged children should possess special skills, knowledge, and understanding if she is to be effective in working with these children.

In summary, the teacher's philosophy of human nature helps to determine how she will relate to her students. Teachers who possess a positive view of human nature are more likely to permit their students the opportunity to become involved in selecting their learning experiences (Association for Supervision and Curriculum Development Yearbook, 1962).

Pupil Control

Control of students--"discipline"--is a major concern of all teachers, but it is especially acute for beginning teachers (Hoy, 1968). Every teacher at one time or another occupies the role of disciplinarian. It is the role of disciplinarian that seems to present the most problems, especially for beginning teachers (Havighurst and Neugarten, 1957).

Authority in school rests with the adult personnel of the school, and children are in clearly subordinate positions (Havighurst and Neugarten, 1957). The control and leadership of the classroom group are vested in the teacher. This authority is sanctioned by law and custom and is reinforced by the fact that the teacher is an expert, trained professionally and certified officially to exercise the authority. In addition, in the usual school setting he is older, more mature, and presumably wiser than his students. From almost any point of view, teachers form a ruling elite, set apart from the other

participants in the classroom group (Getzels and Thelen, 1960).

Carlson (1964) presents a typology of organizations as a way of conceptualizing the relationship between clients and specific types of organizations. The method of focusing upon this relationship involves the selectivity on the part of the organization and the clients. Public schools, prisons and mental hospitals fall into the realm of service organizations which have no control in the selection of their clients and the clients attend on a mandatory basis. The school and the classroom are perhaps the extreme instances in the United States of group participation required by society entirely apart from any ascertained volition of the participants themselves (Getzels and Thelen, 1960).

Willower and Jones (1963), in their study of a junior high school, observed that pupil control was the integrating theme in the school. Pupil control problems were the major issues discussed by the school personnel. They wrote:

New teachers and sometimes student teachers were frequently silent but interested listeners in faculty lounge discussions. They learned that they had to be "tough on discipline" to get along; and they knew that they were restricted in the kinds of innovations they could employ in their classrooms, since the use of more permissive methods left them open to the charge of softness. This created a serious problem for the more idealistic new teachers.

Willower, Eidell and Hoy (1967) investigated the relationship of pupil control ideology and professional personnel of the public school. The research indicated that teachers were more custodial than principals and counselors, and principals were more custodial than counselors. Further findings concluded that secondary teachers were more custodial than elementary teachers, elementary principals

were less custodial than secondary principals, and more experienced teachers were more custodial than less experienced teachers.

In a study involving the pupil control ideology of student teachers, Hoy (1967) concluded that student teachers were more custodial in their pupil control ideology after their student teaching than before. The findings suggest that the student teaching experience is a period when some elementary socialization occurred in the area of pupil control. Hoy (1968) later found that those student teachers had become even more custodial in their pupil control ideology after the conclusion of their first year of teaching.

Roberts (1969) found that student teachers who become more custodial during their student teaching is related to three factors: 1) the student teacher's pupil control ideology upon entering student teaching; 2) the student teacher's perception of her cooperating teacher's pupil control ideology; 3) the socialization pressure of the student teaching experience.

Del Popolo (1960) investigated the relationship between the student teacher's personality structure and his opinions and attitudes toward pupil-teacher relationships. Tests to determine authoritarianism and attitudes toward pupil-teacher relationships were administered to the student teachers. The authoritarian student teachers received significantly lower scores than equalitarian student teachers on the instrument measuring attitudes toward pupil-teacher relationships. The authoritarian student teachers tended to display behavioral traits during student teaching which implied an inability to establish harmonious pupil-teacher relationships.

The conditions within which the teacher is placed personally and

professionally affect his pupil control ideology and the perceptions children have of him as an individual and group leader (Getzels and Thelen, 1960).

Olsen (1965) suggests that for the teachers of lower socio-economic children, probably the major difficulty involves pupil control. Teachers who succeed learn to set up strict routines immediately and present a strong authority figure while maintaining discipline in the classroom.

Hollingshead (1949) observed that teachers are much more interested in the work of middle class students than lower class students. The teachers consult the lower class children's parents about discipline far more frequently than they do about the child's work. Carlson (1964) interprets this as meaning that teachers see education as the goal with middle and upper class students but substitute discipline as the goal with lower class students.

In summary, pupil control has been identified as the integrating theme in the public school. The Pupil Control Ideology Form has provided significant findings in the area of teachers and student teachers' pupil control ideology. These findings suggest that student teachers become significantly more custodial after the student teaching experience than they were before student teaching.

Student Teaching

The student teaching experience is destined to play an increasingly greater role in the emerging teacher education program (Shea, 1968). There seems to be an ever-growing realization that direct experience with children plays a crucially important role in the

education of future teachers. Teachers typically remember their student teaching experience as having played a profoundly influential role in their preservice preparation. It may well be that student teaching is the single most important experience in teacher education in terms of influencing the classroom behavior of future teachers (Hunter and Amidon, 1966).

The student teaching experience enables the prospective teachers to integrate skills and leads to changes in the student teacher's self-image. The major research in this area centers on the changes in the student teacher's attitudes toward pupils and about teaching in general (Davies and Amershek, 1969).

The majority of student teachers are operating in fear as they enter the student teaching experience. According to Maslow, they would be operating at the safety level, which means they are concerned with their own survival at a time when we are asking them to give to others (Aspy, 1969).

A study of elementary student teachers by Petruish (1969) yielded some data that seemed difficult to explain. It was found that after the student teaching experience the student teachers showed increased levels of paranoid insecurity and lowered levels of ego strength. The only interpretations possible were that either some of the student teachers had suffered tremendously ego-shattering experiences or that many of them had encountered minor ego-shattering situations. A questionnaire was administered to the next group of student teachers after the student teaching experience. The results of the study: Forty per cent of student teachers were not eager to go to school in the morning; sixteen per cent felt less mature and stable after

student teaching; fourteen per cent felt unsuccessful; and twenty-two per cent felt a lack of confidence in their intellectual abilities.

Student teachers were asked to rate themselves, before and after student teaching, concerning the conflicts between personality needs (to establish rapport with children) and role demands (to establish authority and discipline in the professional role of teacher during student teaching). The research tested the hypothesis that this conflict brings about feelings of abnegation and depreciation of self during student teaching. After the first experience in teaching novices were expected to feel less self-confident, more distant from pupils, and less understanding and competent in the professional role of teacher. The hypothesis was supported, for a significant decline in self-ratings occurred during the student teaching experience (Walberg, 1968).

Teacher education has been largely concerned with so-called "normal" children coming from middle class homes, clean and well dressed, having good images of themselves, and making normal progress through the schools. Prospective teachers get very little awareness of the existence of the slums, the character of the life in it, the impact it has on children who grow up there, or the kinds of learning and developmental problems these children present to their teachers (Melby and Ward, 1963).

Recent studies of student teachers who have participated in teacher education programs with culturally disadvantaged students show some promise that the "blackboard jungle" image is being replaced with a more positive and realistic conception. Evaluations of the programs indicate that many of the student teachers taking part in

the special program accept employment in the schools in which they did their student teaching. Principals' evaluations of beginning teachers lend support to other findings that teachers who have participated in a student teaching experience involving culturally disadvantaged children appear to operate successfully in the same schools (Haubrich, 1965).

The teacher preparation program, to be effective, must provide a wide range of opportunities for experimenting with new behaviors, examination of the range of roles in teaching, and time to practice as many of these as possible. Once the roles become comfortable, the next step should be to determine which roles are most effective for certain purposes and with certain learners (Fantini and Weinstein, 1968).

At the very least, our responsibility to the student teacher should be to try to bring him to the student teaching experience in a fairly comfortable emotional state that would allow him to learn as much as possible from it (Aspy, 1969).

In summary, the student teaching experience is recognized as the single most important experience in influencing the behavior of future teachers. This experience should enable the student teacher to gain greater awareness of his own behavior and the behavior of his students.

Summary

Chapter II has presented a review of related literature concerning the disadvantaged student, philosophy of human nature, pupil control and student teaching. It is intended that the review of literature serve as the rationale for the justification of the study. The pro-

cedures utilized in analyzing the data and the instrumentation are emphasized in Chapter III.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Research Design

The design for this study was a pretest posttest design. The elementary student teachers at Oklahoma State University were administered the pretests during the first week of the student teaching experience. Due to the majority of the student teachers changing assignments at mid-semester, the posttests were administered following the first assignment and prior to their second assignment. The research investigation began January 19, 1971 and terminated March 19, 1971, with the conclusion of the first student teaching assignment. The instruments utilized for both the pretest and posttest were the Minnesota Teacher Attitude Inventory, Pupil Control Ideology Form and Philosophies of Human Nature Scale.

Random assignment of student teachers to Title I and Non-Title I elementary schools was not feasible due to constraints placed on the Oklahoma State University Department of Education and the cooperating schools systems. However, the equivalence of the groups, on the pretests, was analyzed using the F test for homogeneity and the independent t test. The distribution of the scores, on the pretests was also computed in an effort to equate the groups on the pretests. Kerlinger (1964, p. 315), with reference to this procedure, says:

The fact must be faced that very frequently in research it is extremely difficult or impossible to equate groups by random selection or random assignment. Should one then give up doing the research? By no means.

The equivalence of the groups should be checked using the means and standard deviations of the pretests: t tests and F tests will do. The distributions should also be checked. Although one cannot have the assurance that randomization gives, if these items all check one can go ahead with the study knowing at least that there is no evidence against the equivalence assumption.

These precautions increase the possibility of attaining internal validity. Since the groups are "equal" on the dependent variable, one can assume, if the differences between the pretest and posttest of the experimental group are significantly greater than the differences of the control group, that the discrepancy is explained not by history and maturation, for example, but by the experimental manipulation, X .

The officials of the Oklahoma State University Department of Education assigned student teachers in conjunction with the school personnel in the local school districts. Officials of the cooperating school systems were asked to assist in identifying Title I project elementary schools in their district.

Analysis of Data

An independent t test was selected to test for a significant difference on the pretests between student teachers in Title I project elementary schools and student teachers in schools which were not designated as Title I schools. The F test of homogeneity of variance was computed in order to determine whether the separate or pooled variance formula of the independent t test would be appropriate in analyzing the pretests. The independent t test was also used to determine significant difference on the posttests.

A correlated t test for the difference between means of correlated samples of equal size was the statistical procedure utilized to deter-

mine attitudinal changes of student teachers in Title I project elementary schools through the use of the pretest posttest design.

The following formula was employed for the independent \underline{t} test for significant difference between groups (Popham, 1967, p. 145).

Formula (9.1) Separate Variance \underline{t} model.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Formula (10.1) Pooled Variance \underline{t} model.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{EX_1^2 + EX_2^2}{N_1 + N_2 - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

Since the \underline{t} test is based upon the assumption that the variances are homogeneous, the F ratio was applied to test their homogeneity and thus determines whether the separate or pooled variance formula would be employed.

Data in pretest and posttest comparisons are likely to be positively correlated. Therefore, the Pearson Product-Moment correlation coefficient was computed utilizing the following formula:

$$r = \frac{EXY - \frac{(EX)(EY)}{N}}{\sqrt{\left(EX^2 - \frac{(EX)^2}{N}\right)\left(EY^2 - \frac{(EY)^2}{N}\right)}}$$

Since there was a significant relationship between the scores composing the groups, as indicated by r , a special \underline{t} model was used. This correlated \underline{t} model embodies an adjustment expression which is subtracted from the denominator of the separate variance \underline{t} model,

thereby increasing the magnitude of the t (Popham, 1967). The correlated t was used to test the significance of the difference between means of the pretest and posttest of the Minnesota Teacher Attitude Inventory, Pupil Control Ideology Form and the Philosophies of Human Nature Scale.

Formula (10.3) correlated observations

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2r\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

A correlation matrix appears in Chapter IV indicating the inter-correlation between the Minnesota Teacher Attitude Inventory, Pupil Control Ideology Form and Philosophies of Human Nature Scale. This determines to some extent whether the instruments are measuring the same construct.

Population and Sample

Oklahoma State University students preparing for teaching careers in elementary schools were selected as the population for the present study. One hundred thirty female and three male elementary education majors enrolled in the student teaching experience during the second semester of the 1970-71 academic year. Research indicates that there are significant relationships between the attitude scores of student teachers and the student teachers' sex (Renfro, 1965). Therefore, the selected sample consisted of the one hundred thirty female elementary student teachers.

The sample was divided into two groups: those student teachers assigned to Title I project elementary schools and those assigned to

elementary schools which were not Title I schools. The group of student teachers in Title I schools consisted of thirty-five while ninety-five student teachers were assigned to elementary schools which were not designated as Title I schools. The student teachers were assigned to a specific elementary school through the joint effort of the Oklahoma State University Education Department and the school administrator in each public school district.

Instrumentation

Philosophies of Human Nature Scale (PHN)

The PHN was devised to operationally measure an individual's philosophy of human nature. The items contained in the instrument place emphasis on aspects of human nature which bear on an individual's dealings with others. The PHN contains six dimensions or subscales. Fourteen items were derived to measure each dimension bringing the total number of items on the scale to eighty-four (Wrightsman, 1964).

The PHN is subdivided into these six dimensions: (1) Trustworthiness, or the extent to which people are seen as moral, honest, and reliable; (2) Altruism, or the extent of unselfishness, sincere sympathy, and concern for others present in people; (3) Independence, or the extent to which a person can maintain his convictions in the face of society's pressures toward conformity; (4) Strength of Will and Rationality, or the extent to which people understand the motives behind their behavior and the extent to which they have control over their own outcomes; (5) The Complexity of Human Nature, a dimension which cuts across the above continua and deals with the extent to which people are complex and hard to understand or simple and easy to under-

stand; and (6) the Variability in Human Nature, which also cuts across the first four dimensions and relates to the extent of individual differences in basic nature and the basic changeability in human nature. The first four dimensions being of a substantive nature, are independent of the last two, which tap beliefs about the basic understandability and consistency in human nature (Wrightsman, 1964).

Reliability. The PHN was administered to groups of 100 undergraduates to determine reliability. The split-half reliability of each subscale was calculated by dividing the scale into halves, determining the subjects scores for each half and correlating the half-scores, and then applying the Spearman-Brown Prophecy Formula. The test-retest reliability of the subscales was assessed by testing a group of 30 freshman girls and retesting them three months later (Wrightsman, 1964).

The split-half reliability coefficients for male and female undergraduate samples were all above .60 with nine of the twelve above .70.

The test-retest reliability coefficients were: Trustworthiness, .74; Altruism, .83; Independence, .75; Strength of Will and Rationality, .75; Complexity, .52; and Variability, .84. The scores on the first four subscales were summed to give a general Favorability Score with a reliability of .90 (Wrightsman, 1964).

Validity. The procedure for validating the PHN Scale was its correlation with other attitude scales in the same conceptual area. Positive correlations exist between the "Faith-in-People" Scale, which measures a positive view of human nature, and the PHN substantive subscale range from .39 to .75 (Wrightsman, 1964).

The Pupil Control Ideology Form (PCI)

The Pupil Control Ideology Form was devised to operationally measure pupil control ideology for use in schools. This instrument was an outgrowth of Gilbert and Levinson's studies of control ideology for mental hospital personnel (Willower, Eidell, and Hoy, 1967).

The PCI Form consists of twenty items with responses to each statement being made on a five-point Likert-type scale. The response categories range from five (strongly agree) to one (strongly disagree). The higher the score, the more custodial the pupil control ideology of the respondent.

Reliability. A split-half reliability coefficient was derived by correlating even-item subscores with odd-item subscores (N=170). The calculation yielded a Pearson product-moment coefficient of .91; application of the Spearman-Brown formula resulted in a corrected coefficient of .95 (Willower, Eidell and Hoy, 1965).

A new sample was selected to determine additional reliability with the aid of only two schools (N=55). The same statistical techniques yielded a Pearson product-moment correlation of .83 and the Spearman-Brown formula produced a corrected coefficient of .91 (Willower, Eidell, and Hoy, 1967).

Validity. The procedure used to validate the PCI Form was established through principals' identification of a specified number of teachers whose ideology was highly custodial or humanistic. The mean scores for each "known" group were compared using a t test of the difference of means. The calculated t value was 2.639, which was significant (one-tailed test) at the .01 level; therefore, the prediction that teachers judged to possess a humanistic ideology, was

accurate. A cross-validation using the same techniques, with a new sample, was significant at the .001 level (Willower, Eidell, and Hoy, 1967).

Minnesota Teacher Attitude Inventory (MTAI)

The MTAI consists of 150 statements which the authors state, "discriminate sharply between teachers who have and those who do not have good rapport with pupils". Known originally as the Teacher-Pupil Inventory, the MTAI was designed to measure those attitudes of a teacher which predict how well he will get along with pupils in the inter-personal relationships, and indirectly how well satisfied he will be with teaching as a vocation (Cook, Leeds, and Callis, 1951).

Reliability. The reliability of the MTAI as determined for the random group of 100 teachers of grades four, five and six by the Spearman-Brown split-half procedure, was found to be .89. The authors state that the reliability coefficients computed by means of this technique have consistently been .93 (Cook, Leeds, and Callis, 1951).

Validity. The validity of the MTAI was determined by administering the inventory to a random sample of 100 teachers of grades four, five, and six and correlating their scores with three outside criteria of teacher-pupil rapport (Cook, Leeds, and Callis, 1951).

The first criterion of teacher-pupil rapport involved the rating of the teachers by their students. The students were administered the Pupil-Teacher Rating Scale. The correlation between this instrument and the MTAI was .45. The second criterion involved the rating of the teachers by their principals. The Principal-Teacher Rating Scale correlated with the MTAI was .43. The rating of teachers by a

specialist was the third criterion. The correlation between the MTAI and the Rating Scale of the Teacher's Personal Effectiveness was .49. Then the three criteria were combined with multiple regression weighting, the validity coefficient was .60 (Cook, Leeds, and Callis, 1951).

CHAPTER IV

AN ANALYSIS AND TREATMENT OF DATA

Introduction

This chapter encompasses the presentation and analysis of data obtained from the investigational procedures described in Chapter III. The data obtained in this investigation were used for the primary purpose of testing the following hypotheses:

Hypothesis One. After the student teaching experience, student teachers in Title I project elementary schools will possess significantly more negative attitudes toward pupils and teaching than student teachers in elementary schools which are not Title I schools.

Hypothesis Two. Student teachers in Title I project elementary schools will possess significantly more negative attitudes toward pupils and teaching upon the termination of the student teaching experience than at the entry point.

Hypothesis Three. After the student teaching experience, student teachers in Title I project elementary schools will be significantly more custodial in pupil control ideology than student teachers in elementary schools which are not Title I schools.

Hypothesis Four. Student teachers in Title I project elementary schools will be significantly more custodial in pupil control ideology upon termination of the student teaching experience than at the entry point.

Hypothesis Five. After the student teaching experience, student teachers in Title I project elementary schools will possess significantly more unfavorable views of human nature than student teachers in elementary schools which are not Title I schools.

Hypothesis Six. Student teachers in Title I project elementary schools will possess significantly more unfavorable views of human nature upon the termination of the student teaching experience than at the entry point.

Equivalence of Groups

The exclusion of random selection and random assignment necessitated determining whether the variances and mean differences were significantly different on the pretests administered to each group. The F test for homogeneity was employed to ascertain whether the variances of Title I and Non-Title I student teachers were significantly different. The results of this homogeneity check were obtained in order to determine whether the separate or pooled variance formula of the independent t test is used. The separate or pooled variance formula of the independent t test was then utilized to determine whether the Title I and Non-Title I student teachers' scores were significantly different on the pretests of the Minnesota Teacher Attitude Inventory, Pupil Control Ideology Form and Philosophies of Human Nature Scale.

The level of confidence for the F and t test was set at the .05 level. A critical F (40,100) was determined to be 1.51 while the critical F (100,34) was found to be 1.64. The critical t value for the pooled variance formula ($df = n_1 + n_2 - 2$) was 1.658. The critical t

value for the separate variance formula (average \underline{t} value for n_1-1 and n_2-1) was computed to be 1.684.

Summarized in Table I are the results of the difference between pretest scores of Title I and Non-Title I student teachers, on the Philosophies of Human Nature Scale. The F value of 1.0744 was not significant, therefore, the pooled variance formula of the independent \underline{t} test was computed. The \underline{t} test yielded a value of 1.4177 and was not significant

TABLE I
COMPARISON OF DIFFERENCE BETWEEN PRETEST SCORES OF TITLE I
AND NON-TITLE I STUDENT TEACHERS, ON PHILOSOPHIES OF
HUMAN NATURE SCALE

Source	Mean	N	Variance	\underline{t}	F
Title I	93.83	35	773.91	1.4177	1.0744
Non-Title I	85.77	95	831.50		

F and \underline{t} values are not significant

Presented in Table II is the analysis of the difference between the two groups on the Pupil Control Ideology Form. The F value of 1.6077 was significant, therefore, the separate variance formula of the independent \underline{t} test was calculated. The obtained \underline{t} value was .4259 and was not significant.

TABLE II

COMPARISON OF DIFFERENCE BETWEEN PRETEST SCORES OF TITLE I AND
NON-TITLE I STUDENT TEACHERS, ON PUPIL CONTROL IDEOLOGY FORM

Source	Mean	N	Variance	<u>t</u>	F
Title I	44.26	35	55.68	.4259	1.6077
Non-Title I	44.85	95	34.63		

F value is significant but t value is not significant

The data presented in Table III show the results of the difference between pretest scores of Title I and Non-Title I student teachers, on the Minnesota Teacher Attitude Inventory. The F value of 1.2900 was not significant, therefore, the pooled variance formula of the independent t test was computed. The t test yielded a value of .7617 and was not significant.

TABLE III

COMPARISON OF DIFFERENCE BETWEEN PRETEST SCORES OF TITLE I
AND NON-TITLE I STUDENT TEACHERS, ON MINNESOTA
TEACHER ATTITUDE INVENTORY

Source	Mean	N	Variance	<u>t</u>	F
Title I	87.89	35	805.53	.7617	1.29
Non-Title I	83.95	95	626.68		

F and t values are not significant

No significant difference existed between the Title I and Non-Title I student teachers on the pretests of the Minnesota Teacher Attitude Inventory, Pupil Control Ideology Form and Philosophies of Human Nature Scale. This was substantiated by the statistical tools, the F test for homogeneity and the t test. Therefore, the two groups were considered to be equivalent at the beginning of the study since no significant difference existed from calculating the independent t test.

Testing the Hypotheses

Hypotheses Involving Attitudes Toward Pupils and Teaching

Hypothesis One. After the student teaching experience, student teachers in Title I project elementary schools will possess significantly more negative attitudes toward pupils and teaching than student teachers in elementary schools which are not Title I schools.

An independent t test was calculated to ascertain whether there was a significant difference between Title I and Non-Title I student teachers in regard to their attitudes toward pupils and teaching in general, as measured by the Minnesota Teacher Attitude Inventory. The calculated t value for the analysis was .0840. The values required for significance, with 120 degrees of freedom, at the .05 level was 1.658. Therefore, the hypothesis was rejected. Data relevant to this hypothesis are summarized in Table IV.

TABLE IV
 RESULT OF INDEPENDENT t TEST OF DIFFERENCE BETWEEN POSTTEST
 SCORES OF TITLE I AND NON-TITLE I STUDENT TEACHERS,
 ON MINNESOTA TEACHER ATTITUDE INVENTORY

Source	Mean	N	d.f.	Standard Deviation	t
Title I	80.91	35	120	30.60	.0840
Non-Title I	80.40	95		30.78	
			$p > .05$		

Hypothesis Two. Student teachers in Title I project elementary schools will possess significantly more negative attitudes toward pupils and teaching upon the termination of the student teaching experience than at the entry point.

A correlated t test was computed to determine if there was a significant difference between pretest and posttest scores of Title I student teachers on the Minnesota Teacher Attitude Inventory. The value of the calculated t was 1.8972 with 34 degrees of freedom. There was a significant difference. The data related to this test are summarized in Table V.

TABLE V
 RESULT OF CORRELATED t TEST OF DIFFERENCE BETWEEN PRETEST
 AND POSTTEST SCORES OF TITLE I STUDENT TEACHERS, ON
 MINNESOTA TEACHER ATTITUDE INVENTORY

Source	Mean	N	d.f.	Standard Deviation	t
Pretest	87.89	35	34	28.38	1.8972
Posttest	80.91	35		30.60	
			$p < .05^*$		

*The statistical calculation indicated a significant difference between the means in the direction of prediction. Pearson r value of .7307 was significant at the .05 level.

Hypotheses Involving Pupil Control Ideology

Hypothesis Three. After the student teaching experience, student teachers in Title I project elementary schools will be significantly more custodial in pupil control ideology than student teachers in elementary schools which are not Title I schools.

An independent t test was used to determine if there was a significant difference between the pupil control ideology of Title I and Non-Title I student teachers, as measured by the Pupil Control Ideology Form. The value of the calculated t was .4827 with 120 degrees of freedom. There was no significant difference. Data germane to this test are summarized in Table VI.

TABLE VI
 RESULT OF INDEPENDENT t TEST OF DIFFERENCE BETWEEN POSTTEST
 SCORES OF TITLE I AND NON-TITLE I STUDENT TEACHERS,
 ON PUPIL CONTROL IDEOLOGY FORM

Source	Mean	N	d.f.	Standard Deviation	t
Title I	43.29	35	120	6.20	.4827
Non-Title I	43.98	95		7.56	
			$p > .05$		

Hypothesis Four. Student teachers in Title I project elementary schools will be significantly more custodial in pupil control ideology upon termination of the student teaching experience than at the entry point.

A correlated t test was used to determine if there was a significant difference between pretest and posttest scores of Title I student teachers on the Pupil Control Ideology Form. The t value for the analysis was .9183. With 34 degrees of freedom, a t value of 1.697 was needed for significance at the .05 level. Therefore, the hypothesis was not supported. Data used in testing this hypothesis are summarized in Table VII.

TABLE VII

RESULT OF CORRELATED t TEST OF DIFFERENCE BETWEEN PRETEST
AND POSTTEST SCORES OF TITLE I STUDENT TEACHERS, ON
PUPIL CONTROL IDEOLOGY FORM

Source	Mean	N	d.f.	Standard Deviation	t
Pretest	44.26	35	34	7.46	.9182
Posttest	43.29	35		6.20	
			$p > .05$		

Pearson r value of .5938 was significant at the .05 level.

Hypotheses Involving Views of Human Nature

Hypothesis Five. After the student teaching experience, student teachers in Title I project elementary schools will possess significantly more unfavorable views of human nature than student teachers in elementary schools which are not Title I schools.

An independent t test was calculated to determine if there was a significant difference between Title I and Non-Title I student teachers concerning their views of human nature, as measured by the Philosophies of Human Nature Scale. The calculated t value was .6190 with 120 degrees of freedom. Therefore, the hypothesis was not supported. Data relevant to this test are summarized in Table VIII.

TABLE VIII

RESULT OF INDEPENDENT t TEST OF DIFFERENCE BETWEEN POSTTEST
SCORES OF TITLE I AND NON-TITLE I STUDENT TEACHERS, ON
PHILOSOPHIES OF HUMAN NATURE SCALE

Source	Mean	N	d.f.	Standard Deviation	t
Title I	89.94	35	120	32.61	.6190
Non-Title I	85.79	95		34.07	
			$p > .05$		

Hypothesis Six. Student teachers in Title I project elementary schools will possess significantly more unfavorable views of human nature upon the termination of the student teaching experience than at the entry point.

A correlated t test was computed to determine if there was a significant difference between pretest and posttest scores of Title I student teachers on the Philosophies of Human Nature Scale. The value of the calculated t was .9874 with 34 degrees of freedom. There was no significant difference. The data related to this test are summarized in Table IX.

TABLE IX

RESULT OF CORRELATED t TEST OF DIFFERENCE BETWEEN PRETEST AND
POSTTEST SCORES OF TITLE I STUDENT TEACHERS, ON
PHILOSOPHIES OF HUMAN NATURE SCALE

Source	Mean	N	d.f.	Standard Deviation	t
Pretest	93.83	35	34	27.82	.9874
Posttest	89.94	35		32.61	
$p > .05$					

Pearson r value of .7135 was significant at the .05 level.

Supplementary Analysis of Data

The Philosophies of Human Nature Scale represents a comprehensive analysis of a person's philosophy of human nature. Wrightsman (1964) investigated the area of human nature and found the following dimensions salient to the measurement of human nature: (1) Trustworthiness (2) Altruism (3) Independence (4) Strength of Will and Rationality. Validity and reliability have been established for each dimension as well as for the total instrument score. Wrightsman suggests an analysis of each dimension in addition to the analysis of the total score obtained. The dimension of Complexity and Variability of Human Nature were not analyzed because they are not included in the individual's Philosophies of Human Nature score.

A correlated t test was utilized to determine whether there was a significant difference between pretest and posttest scores of Title I student teachers on each of the above dimensions of the Philosophies of Human Nature Scale. With 34 degrees of freedom, a t

value of 1.697 was needed for significance at the .05 level.

A correlated t test was computed to determine if there was a significant difference between pretest and posttest scores of Title I student teachers on the Trustworthiness dimension. The value of the calculated t was 2.2063. The t value was significant at the .05 level. The data related to this test are summarized in Table X.

TABLE X
RESULT OF CORRELATED t TEST OF DIFFERENCE BETWEEN PRETEST
AND POSTTEST SCORES OF TITLE I STUDENT TEACHERS ON
THE TRUSTWORTHINESS SUBSCALE OF THE PHILOSOPHIES
OF HUMAN NATURE SCALE

Source	Mean	N	d.f.	Standard Deviation	t
Pretest	64.91	35	34	7.91	2.2063
Posttest	62.03	35		10.63	
			$p < .05$		

Pearson r value of .6881 was significant at the .05 level.

A correlated t test was calculated to ascertain whether there was a significant difference between pretest and posttest scores of Title I student teachers on the Strength of Will and Rationality dimension. The t value for the analysis was 1.5741. There was no significant difference. Data relevant to this test are summarized in Table XI.

TABLE XI

RESULT OF CORRELATED t TEST OF DIFFERENCE BETWEEN PRETEST AND POSTTEST SCORES OF TITLE I STUDENT TEACHERS ON THE STRENGTH OF WILL AND RATIONALITY SUBSCALE OF THE PHILOSOPHIES OF HUMAN NATURE SCALE

Source	Mean	N	d.f.	Standard Deviation	t
Pretest	64.94	35	34	8.31	1.5741
Posttest	62.11	35		10.12	
			$p > .05$		

Pearson r value of .3476 was significant at the .05 level.

A correlated t test was computed to determine if there was a significant difference between pretest and posttest scores of Title I student teachers on the Altruism dimension. The value of the calculated t was .6222. The t value was not significant. The data related to this test are summarized in Table XII.

TABLE XII

RESULT OF CORRELATED t TEST OF DIFFERENCE BETWEEN PRETEST AND POSTTEST SCORES OF TITLE I STUDENT TEACHERS ON THE ALTRUISM SUBSCALE OF THE PHILOSOPHIES OF HUMAN NATURE SCALE

Source	Mean	N	d.f.	Standard Deviation	t
Pretest	58.46	35	34	12.40	.6222
Posttest	59.46	35		10.60	
			$p > .05$		

Pearson r value of .6686 was significant at the .05 level.

A correlated t test was calculated to ascertain whether there was a significant difference between pretest and posttest scores of Title I student teachers on the Independence dimension. The t value for the analysis was .0354. There was no significant difference. Data relevant to this test are summarized in Table XIII.

TABLE XIII

RESULT OF CORRELATED t TEST OF DIFFERENCE BETWEEN PRETEST AND POSTTEST SCORES OF TITLE I STUDENT TEACHERS ON THE INDEPENDENCE SUBSCALE OF THE PHILOSOPHIES OF HUMAN NATURE SCALE

Source	Mean	N	d.f.	Standard Deviation	t
Pretest	56.40	35	34	10.61	.0354
Posttest	56.34	35		11.29	
			$p > .05$		
Pearson r of .6218 was significant at the .05 level.					

Construct Validity

The data presented in Table XIV show the intercorrelations between the posttests of the Minnesota Teacher Attitude Inventory, Pupil Control Ideology Form and Philosophies of Human Nature Scale. This analysis determines to some extent whether the instruments are measuring the same construct.

The Pearson r value required for significance, with 125 degrees

of freedom, at the .05 level was .174. As noted in Table XIV, the intercorrelation values of $-.6744$, $-.3273$ and $.2851$ are significant at the .05 level. The negative correlations between the PCI and the PHN and MTAI resulted because a lower score on the PCI indicates a more favorable attitude.

Even though the three intercorrelations are statistically significant, the correlations of $-.3273$ between the PCI and MTAI and $.2851$ between the PHN and MTAI are comparatively low. These low correlations involving the MTAI with the PHN and PCI would seem to indicate that it is measuring a construct something different from the other instruments. The correlation of $-.6744$ between the PCI and PHN suggests that they are measuring a similar attitude construct.

TABLE XIV

INTERCORRELATION VALUES BETWEEN THE POSTTEST SCORES ON THE
MINNESOTA TEACHER ATTITUDE INVENTORY, PUPIL CONTROL
IDEOLOGY FORM AND PHILOSOPHIES
OF HUMAN NATURE SCALE

	PCI	PHN	MTAI
PCI	---	$-.6744$	$-.3273$
PHN	---	---	$.2851$
MTAI	---	---	---

Summary

Chapter IV has presented the methodology and the statistical analysis of data collected for this investigation. Statistical significance was set at the .05 level of confidence in testing the hypotheses. Hypotheses One, Three, Four, Five and Six were rejected. Hypothesis Two was supported.

Chapter V will present a summary, findings, conclusions, theoretical considerations and recommendations for further research.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study involved an attempt to identify attitudinal changes of student teachers, located in Title I project elementary schools, in respect to their attitudes toward pupils and teaching, their pupil control ideology and their views of human nature. The problem introduced another salient area to be investigated, that of determining attitudinal difference between student teachers in Title I project elementary schools and student teachers in schools which are not Title I schools. These differences were investigated in respect to their attitudes toward pupils and teaching, their pupil control ideology and their views of human nature. The sample consisted of 130 female elementary student teachers at Oklahoma State University. The student teachers were divided into two groups: 35 student teachers who were assigned to Title I project elementary schools, and 95 who were assigned to elementary schools which are not Title I project schools. The assignment of student teachers was made by Oklahoma State University officials in conjunction with the five participating school districts.

Three instruments of analysis were utilized. The Minnesota Teacher Attitude Inventory was selected to measure student teacher attitudes toward pupils and teaching in general. The Pupil Control

Ideology Form was used to measure student teacher attitude toward pupil control ideology. The Philosophies of Human Nature Scale was employed to ascertain student teacher views of human nature.

The statistical instruments used to analyze the data from the three instruments were the independent and correlated t tests. Statistical significance was established at the .05 level of confidence.

Findings

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

1) Hypothesis one was rejected. It stated: After the student teaching experience, student teachers in Title I project elementary schools will possess significantly more negative attitudes toward pupils and teaching than student teachers in elementary schools which are not Title I schools.

2) Hypothesis two was not rejected and thus was tenable. It stated: Student teachers in Title I project elementary schools will possess significantly more negative attitudes toward pupils and teaching upon termination of the student teaching experience than at the entry point.

3) Hypothesis three was rejected. It stated: After the student teaching experience, student teachers in Title I project elementary schools will be significantly more custodial in pupil control ideology than student teachers in elementary schools which are not Title I schools.

4) Hypothesis four was not supported. It stated: Student

teachers in Title I project elementary schools will be significantly more custodial in pupil control ideology upon termination of the student teaching experience than at the entry point.

5) Hypothesis five was not supported. It stated: After the student teaching experience, student teachers in Title I project elementary schools will possess significantly more unfavorable views of human nature than student teachers in elementary schools which are not Title I schools.

6) Hypothesis six was not supported. It stated: Student teachers in Title I project elementary schools will possess significantly more unfavorable views of human nature upon the termination of the student teaching experience than at the entry point.

7) A significant difference was found between the pretest and posttest scores of Title I student teachers on the Trustworthiness Subscale of the Philosophies of Human Nature Scale. No significant difference was found on the Strength of Will and Rationality, Altruism and Independence Subscales of the instrument.

8) No significant difference existed between the Title I and Non-Title I student teachers on the pretests and posttest of the Minnesota Teacher Attitude Inventory, Pupil Control Ideology and Philosophies of Human Nature Scale. The Title I and Non-Title I student teachers' scores on the three instruments of analysis were more equivalent on the posttests than on the pretests. This was substantiated by the statistical tools, the F test for homogeneity and the independent t test.

Conclusions

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

1) Since the student teachers in Title I project elementary schools became significantly more negative toward pupils and teaching, one may suggest that student teaching experience may have an effect on the student teacher's attitudinal change.

2) There was no significant difference between Title I and Non-Title I student teachers concerning their pupil control ideology, their attitudes toward pupils and teaching and their views of human nature. Perhaps student teachers had sufficient coping strength to lessen the effects of cultural shock upon their pupil control ideology, their attitudes toward pupils and teaching and their views of human nature. One may suggest that such factors as the philosophical base of the Oklahoma State University elementary education department, a greater awareness of the culturally disadvantaged and more involvement of today's college students in society's social problems have had some effect on the rejection of Hypotheses One, Three and Five.

3) The Title I and Non-Title I student teachers were more homogeneous in scores on the posttest of the three instruments than were their scores on the pretest. The results suggest that the student teaching experience, and experiences associated with it, seemed to foster greater homogeneity in attitudes toward children, pupil control ideology and views of human nature.

4) The student teaching experience in Title I project elementary schools apparently had some effect upon the student teachers' beliefs concerning whether people are trustworthy, since the Title I

student teachers Trustworthiness score was significantly more unfavorable after the student teaching experience.

5) There was indication that the Minnesota Teacher Attitude Inventory was measuring a construct somewhat different from the Pupil Control Ideology Form and Philosophies of Human Nature Scale. Even though the intercorrelations between the three instruments were significant at the .05 level, the correlations between the MTAI and the PCI was $-.3273$ and between the MTAI and the PHN was $.2851$. The correlation between the PCI and PHN was $-.6744$, and thus indicates that these instruments may measure similar attitude constructs.

6) Attitude change was defined as a change in predisposition, the change being either a change in the organization or structure of beliefs or a change in the content of one or more of the beliefs entering into the organization. Rokeach (1968) suggests that an attitude change might occur in the organization or structure of beliefs and not in the content of one or more of the beliefs. The content of the beliefs is generally the basis for determining attitudinal change utilizing a measurement instrument. From this background, it might be concluded that student teachers could have exhibited a change in the organization or structure of their belief system without these changes being reflected on the attitude instruments used.

Theoretical Considerations

A revolutionary movement is now evolving in American education. The movement, which has been labelled the "New Criticism", is attempting to bring about an awareness of the critical issues in education to those who are involved in the field of education. The main thrust

of this movement is embodied in a humanistic orientation which emphasizes compassion, concern for others, ability to love and the ability to remain open to other people and new experiences.

Educators are beginning to examine the values and norms which have prevailed in the educational system for many years, and that are now under harsh attack by the critics of education. Some educators are now saying that what has been given priority in the school system, e.g., training for future roles, knowledge for the sake of knowledge, order and discipline, etc., is dehumanizing to the individual and has little or nothing to do with education.

Today's college students are more involved in society's social problems such as civil rights, war, poverty, crime and delinquency, and racial discrimination. They are more sensitive to the conditions, pressures, and influences which inhibit the individual's freedom or deprecate his worth as a human being. These students are in search of avenues through which they can translate their beliefs into action. Many view teaching as one avenue in which they would have an opportunity to provide culturally disadvantaged children with a more supportive learning situation.

The current research from the fields of education and psychology supports the concept that perception, to a major degree, determines reality. Thus, how a teacher education institution perceives its task in regard to preparing teachers to work effectively with culturally disadvantaged children will have considerable impact on the reality of the experience for the student teacher, and thus affect what his perception will become. Teacher education programs are placing greater emphasis upon experiences involving sensitivity and inter-

action which should facilitate the prospective teacher in developing the type of sensitivity necessary in understanding students' needs and feelings.

The literature suggests that the passage of years has brought about changes in teacher preparation programs and student teachers' recognition, understanding and practice in the area of acceptance of the social and moral values of the culturally disadvantaged child. As found in the current study, the lack of significance in attitudinal changes between Title I and Non-Title I student teachers might be attributed to the revolutionary movement in American education which has challenged the thinking and philosophy of teacher preparation programs and others involved in education. If one accepts the results of this study as an adequate criterion, perhaps it can be said that student teachers of culturally disadvantaged children have grown in their knowledge of how the culturally disadvantaged child develops and behaves.

The research literature indicates that the student teaching experience was a period when some elementary socialization occurred in the area of pupil control. Student teachers emphasized a significantly more custodial pupil control ideology after the student teaching experience than before.

The results of the present study are incongruent with the previous findings concerning the pupil control ideology of student teachers. The student teachers, assigned to Title I project elementary schools did not become significantly more custodial during the student teaching experience. The Title I student teachers' scores on the posttest of the Pupil Control Ideology Form revealed less of a

custodial view of pupil control than on the pretest.

This finding concerning pupil control ideology seems to suggest that attempts to broaden the concept of pupil control for children are evolving toward a more rational and humanistic orientation. The increased emphasis on individualized instruction and the open classroom are possibly decreasing the school's preoccupation with order and control. Educators may be coming to realize that schools which repress physical and social activity, noise and enthusiasm, also repress emotional, intellectual, and physical growth.

The findings that no significant differences occurred between Title I and Non-Title I student teachers concerning their attitudes toward pupils and teaching, their pupil control ideology, and their views of human nature provide some support for new emphasis in the teacher preparation program. However, the Title I student teachers Trustworthiness score, on the Philosophies of Human Nature Scale, was significantly more unfavorable after the student teaching experience. This suggests that some aspect of the student teaching experience in Title I elementary schools has affected the student teachers' views regarding the extent to which people are seen as moral, honest and reliable. This finding should be relevant to the teacher preparation institution which places emphasis on a humanistic orientation to the learning process.

Recommendations for Further Research

The following recommendations appear to be salient and cogent for further investigation:

- 1) More research is needed in order to determine what factors

associated with the student teaching experience tend to influence negative or positive attitude changes.

2) There is further need to investigate the specific effect the cooperating teacher has on the expressed attitude of the student teacher.

3) There is further need to investigate the specific effect the elementary education methods courses has on the expressed attitude of the student teacher.

4) This study was limited to attitudinal changes of female elementary student teachers during the first nine weeks of student teaching. Research encompassing the sixteen week student teaching experience could provide further data to determine what effect teaching in a Title I elementary school and then in a Non-Title school, for the same period of time, would have on student teacher attitudes.

5) Investigation should be considered in regard to determining what changes of attitude would occur between student teachers who are randomly assigned and student teachers who select their own student teaching assignment.

6) An additional measurement following six months or one year of full-time classroom teaching might offer information regarding the stability of the attitudes and any differences which might take place during this time. A comparison of teachers' attitudes related to the location of the school in which beginning teachers were placed might yield further data regarding possible attitudinal changes.

7) Since this study was conceived only with elementary student teachers, it is suggested that attention be given to the attitudinal

changes of secondary student teachers.

8) An expanded study involving the attitudes of public school personnel, who are located in Title I and Non-Title I schools, could shed some light on what effects their attitudes have on the attitudinal changes of student teachers.

The present study suggests that future research involving student teachers' attitudes toward children and teaching might be profitable. The increased emphasis attached to teacher education programs should influence the teacher training institutions to conduct research directed toward a clearer understanding of the effects that the student teaching experience has upon the attitudes of the student teacher. A unification of present and future research with a theoretical framework should provide prospective teachers with a better understanding of the interactions which evolve in a classroom situation.

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Thesis: ATTITUDINAL CHANGES TOWARD PUPILS AND TEACHING, PUPIL CONTROL AND HUMAN NATURE BY STUDENT TEACHERS LOCATED IN TITLE I ELEMENTARY SCHOOLS

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