

A STUDY OF THE ATTITUDE CHANGES OF ELEMENTARY
STUDENT TEACHERS TOWARD PUPIL DISCIPLINE
AFTER INITIAL TEACHING EXPERIENCE

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The research reported in this study was conducted in the Education Division of Northwestern State College in Alva, Oklahoma, and in the public schools in northwest Oklahoma and southern Kansas. The purpose of the study was to determine attitudinal change of elementary education student teachers toward pupil discipline after the initial teaching experience.

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CHAPTER I

INTRODUCTION

The Nature and Statement of the Problem

The value of student teaching is an issue that has been widely discussed among educators. As evidenced through the literature, there seems to be strong support for a program that places a student teacher in direct contact with pupils before he assumes the role of a certified classroom teacher. Milner (47) expresses the opinion that the period of student teaching is the capstone of teacher education. It is a time wherein the prospective teacher appraises the dimensions of the profession while acquiring the competencies for that profession. Lipscomb (41) concurs regarding the importance of this period of professional education and suggests that it is necessary to realize that the student teacher does not end this period as a fully polished teacher, but that the knowledge, the skills, and the attitudes toward children which are gained during this time are of vital importance. Ishler (29) reports that the student teaching experience is perhaps the most important single experience in teacher education. Mayor and Caswell (46) suggest that it is during the actual teaching period that the student teachers' attitudes are being re-evaluated and reinforced. Therefore, an emphasis should be made toward providing the best possible classroom atmosphere for the individual student teacher. Cox (10) suggests the cruciality of attitudes of student teachers, noting that change can and does occur.

While the value of the student teaching experience for professional competence is seldom questioned, there are some variables which professional educators view as concerns for an effective program. Johnston (32) says that student teacher education, like most other phases of education, is undergoing considerable change. Some variables which may affect the results of the student teaching experience are:

(1) concern for the structure of the program, (2) concern about the supervision of the program, and (3) concern about the possible attitude change of the student teacher. This study considered the attitudinal change of the student teacher toward pupil discipline. The focus was on the following question: Will the student teacher's attitude toward discipline change during the initial teaching experience?

Hypothesis

The following null hypothesis was tested: There will be no significant change at the .05 level of confidence of the attitudes of the student teachers toward pupil discipline after the initial teaching experience, regardless of the expressed attitudes of the cooperating teachers.

Purpose of the Study

This study proposed:

1. To determine if the expressed attitudes of the student teachers who differed from the expressed attitudes of their cooperating teachers toward pupil discipline would change as a result of the observation and participation in the classroom during the initial teaching experience.

2. To determine if the expressed attitudes of the student teachers who held the same attitudes as those expressed by their cooperating teachers would change as a result of the observation and participation in the classroom during the initial teaching experience.

The instrument used in the study to determine attitudes, is accepted by many authorities. Discussion of this instrument will be found in the Review of the Literature.

Importance of the Study

Many educators have expressed the opinion that more commonality of purpose should be established between the public schools and the college education centers. Andrews (3) makes the point that some student teachers have skillfully guided growth experience which provides the basis for a professionally effective performance in directed learning, but that other student teachers have a continuously frustrating experience which lacks a learning environment for effective teaching. Chaltis (7) agrees that too many student teachers are placed in situations with little or no thought for the student teachers' growth in professional education. Results of this study show that student teachers tend to form attitudes similar to those of their cooperating teachers. The immediate study could provide direction for the selection of cooperating teachers. For example, if it is assumed that certain humanistic attitudes toward discipline are desirable in student teachers, they should be placed with cooperating teachers of such attitudes.

Definition of Terms

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

Attitude: A mental or neutral state of readiness, organized through experience, exerting a directive and a dynamic influence upon the individual's response to all objects with which it is related. (70)

Authoritarian Atmosphere: An atmosphere in which group members are subordinate to the needs and the roles of the individual teacher and/or to the institution. Synonymous with closed climate or nomothetic dimension of a social structure.

Cooperating Teacher: The public school teacher who assumes the responsibility for the student teacher's initial teaching experiences.

Discipline: The interaction between the pupil and the teacher within the total learning environment.

The Minnesota Teacher Attitude Inventory. An instrument consisting of one hundred fifty items designed to predict teacher-pupil relationship on a continuum from authoritarian to democratic.

Permissive Atmosphere: An atmosphere of cooperative endeavor with freedom to think and to respond, with mutual respect for each other, characterized by a willingness to accept change. Synonymous with open climate or the idiographic dimension of a social structure.

Supervising Teacher: The college teacher who is the liaison between the student teacher, the public school, and the college.

Basic Assumptions

The basic assumptions of this study are the following:

1. Attitudes are important determinants of success.

2. Attitudes of student teachers can be changed.
3. Attitudes are measurable through the use of the Minnesota Teacher Attitude Inventory.
4. The population in this study will respond in a truthful manner.
5. The selection of teachers was appropriate for the study.

Scope of the Investigation

This study was limited to the elementary education student teachers of Northwestern State College, Alva, Oklahoma, during the spring semester, 1971. The cooperating teachers were those designated by the public schools in cooperation with the Education Center of the College to supervise the student teachers. The teachers were faculty members of the several schools located within a hundred mile radius of the College, in northwest Oklahoma and southern Kansas. The only variable tested was the influence of the cooperating teacher upon the attitudes of the student teachers toward pupil discipline.

The student teachers involved in this study were divided into two groups. One group was placed with cooperating teachers having the same expressed attitudes toward pupil discipline; the other group was placed with cooperating teachers whose expressed attitudes appeared to be opposite to those attitudes expressed by the student teachers.

In summary, the student teaching experience is recognized as one of the most important factors in teacher education. Educators are concerned about the kinds of attitudes student teachers form while they are engaged in their initial classroom teaching. There is concensus of opinion, based on evidence through research, (19) (61) (44), that cooperating teachers influence the attitudes of student teachers under

their supervision. The following chapters will focus on the literature pertaining to attitudes and the specific problem dealing with attitudinal changes toward pupil discipline by the student teachers.

CHAPTER II

REVIEW OF THE LITERATURE

Within the past few years much educational research has been centered upon teacher education. Of specific importance to this paper has been that literature pertaining to the student teaching phase of teacher education. A preview of the literature has been done by the investigator, however, only that literature which is deemed pertinent to support this paper will be included in this chapter.

This chapter includes literature which has reference to four related areas of teacher education: (1) literature focusing upon attitudes, (2) literature focusing upon possible influence by the cooperating teacher, (3) literature focusing upon classroom climate, a corollary of pupil discipline, and (4) literature focusing upon the Minnesota Teacher Attitude Inventory, the instrument used in this study.

Literature Focusing Upon Attitudes

The cruciality of attitudes has been mentioned in the introductory chapter. Resources will be cited pertaining to the definition of attitudes, the importance of attitudes, the measurement of attitudes, and to the changing of attitudes.

Thorndike (70) and Allport (2) point out that attitudes are a part of intellectual functioning which evolves from social and emotional experiences. Noil (50) refers to attitudes as one phase of personality

which may be thought of as a response pattern of a tendency to think or to act in a particular way under a given set of circumstances.

Russell (59) describes attitudes as having qualities of intensity, duration, direction, and extensity. Intensity is the extent to which an attitude motivates behavior; direction may be defined by the observation of situations which repel, attract, or motivate; extension is the scope of application of the attitude; and duration is the time element involved in the attitude. Neumann (49) describes attitudes as the one factor which distinguishes one educational configuration from another. He says that whatever we grasp or grasp for, work or work with, is a function of our attitudes. Gills (17) reiterates that attitudes reflect perceptions maintained by individuals, they structure behavior, and represent key criterion for change.

A primary objective of teacher education, which may be either stated or implied, is the development of progressive educational attitudes. Neumann (49) reiterates that if a teachers' attitude is progressive, that teachers' methods and materials and objectives will manifest the effect. Conversely, if the teacher is essentialist in spirit, no matter how progressive his tools are, he can handle them progressively only in a mechanistic manner. Wright (75) suggests that most professional people believe that education is the vehicle for change and that the schools have the available influence to produce that change. Soderbergh (65) stresses the importance of attitudes in his study concerning dogmatism and the public school teacher. He insists that teacher effectiveness is adversely related to dogmatism which he has defined as a resistance to change. He feels that something may be done for the prospective teacher if educators are aware of the variables

which lead to creeping dogmatism. One variable is inherent in the nature of the public school system, however, the building of progressive educational attitudes may be an important undertaking. Johnson (32) conducted a research study, based in part on the premise of Soderbergh. He wanted to determine if the change in student teacher dogmatism during the student teaching experience was a function of the degree of dogmatism of the cooperating teacher. The subjects were eighty student teachers at the George Peabody College for Teachers and their respective cooperating teachers. The Rokeach Dogmatism Scale was administered to the two groups. As hypothesized, the attitudes of the student teachers did change, and most of the change was in the direction of the attitudes held by the cooperating teacher.

Barr and Emlaw (4) further suggest that a resistance to change is related to teacher attitudes and classroom climate. Corrigan (13) proposes a plan for action. In his study conducted at Purdue University, a specific task was to acquaint the student teacher with some children with learning disabilities. His population consisted of the student teachers, the college staff of the education center, counselors, psychologists, psychological service personnel, and a public school in the area. He found that teachers were more effective when they have been taught a definite orientation to the task. He assumes that attitudes are learned, therefore, a method of predetermining the climate may in effect become a change agent.

Gnagey (19) in a replication of some earlier studies found evidence that students shift in their attitudes in the direction of their instructors. His study was conducted with four educational psychology classes of one hundred thirty-nine students at a large midwestern university and

with two educational psychology classes from a small liberal arts college on the eastern seacoast. As a pretest all the students took the Ausubel Parent Attitude Rating Scale, the AT scale of the Minnesota Multiphasic Personality Inventory, the Student Educational Attitude Scale, and the California F Scale. Scores were obtained from the ACT, SCAT, and GPA. At the end of the semester a second test, the Minnesota Teacher Attitude Inventory was administered. Results showed that a shift in attitude did occur, in favor of the attitude of the instructors. Gnagey (18) postulates that attitudes can be measured and that the measuring of attitudes and the attitude itself is of vital importance for the educator.

Gula (23) reports a study on the possibility of measuring attitudes. From a list of teacher education institutions, he chose a sample which he deemed to be representative of the group of colleges and then chose a population of students which he also deemed to be representative of all the students. He administered a semantic differential test which consisted of one hundred sixty-six items. According to the scores of the students, Gula concluded that attitudes are multi-dimensional and that attitudes are measurable.

Scarr (61) in a study of how to reduce authoritarianism among teachers found that the students did change attitudes. This change of attitude came about during the time of the actual teaching experience. She also concluded that the direction of change was in the direction of the attitudes held by the cooperating teacher.

Robbins and Hughes (56) propose that attitudes are expressed toward some abstract or concrete object, and therefore, the first step in writing an attitude scale would be to define the object. They used a

modification of the W technique to construct a scale which was then later validated in another study. The authors state these studies support their contention that attitudes are measurable.

Feathers (14) used the semantic differential to rate attitudes toward American intervention in South Vietnam. The rating was done on three seven-step evaluative scales which provided a measure of attitudes. One hundred seventy-five educational psychology students responded to the attitude scales, then each student wrote four sets of arguments. These arguments were: (1) arguments favoring intervention with which they agreed, (2) arguments favoring intervention with which they disagreed, (3) arguments not favoring intervention with which they agreed, and (4) arguments not favoring intervention with which they disagreed. Next the students responded to the Rokeach Dogmatism Scale and Budner's test of intolerance and ambiguity. Feather reports that the more extreme the attitude the greater the tendency to write arguments consistent with attitude in comparison to arguments inconsistent with attitude. He concludes that this investigation provides firm evidence that material consistent with attitude will be remembered and reinforced.

In a classic study done by Wickman (71) in 1928, teachers and mental hygienists were asked to rate the seriousness of thirty types of problem behaviors of children. Unfortunately the teachers were asked to give immediate ratings while the hygienists were asked to consider long term seriousness of the behavior. The discrepancy in the length of term for the rating of the latter possibly could have influenced the findings. The teachers rated as most serious the transgressions against authority, immorality, and dishonesty. A replication done by

Stouffer (66) found still further disagreement between the two groups, and a noticeable change in what teachers considered as problem behavior. This 1948 study rated withdrawal, unhappiness, or fearfulness as the most serious problem according to the teachers. In a 1970 study concerning the perception of student teachers toward behavioral problems, Dobson, Hawkins, and Bowman (13) found that student teachers change their perception as to the level-of-seriousness. In their conclusions, one proposal is significant for this study, that attitudes of students may be influenced.

A well conceived educational program effected a change in attitudes of medical school instructors, reports Rosinki (58). A ten day summer institute was held in a medical school in New York, during which time the one hundred five experienced instructors were given intensive training. The Medical School Instructors Attitude Inventory was given in a pretest and a post test situation. The MSIAI is divided into six categories, they are: democratic-autocratic attitude toward teaching, critical-complimentary attitude toward medical school, liberal-traditional attitude toward medical education, appreciative-depreciative attitudes toward medical students, favorable-unfavorable attitudes toward full-time teaching, and favorable-unfavorable attitudes toward part-time teaching. Due to the findings of this study, Rosinki asserts that attitudes can be measured and that attitudes can be changed.

In an attempt to determine the extent and the direction of change in the educational attitudes of prospective teachers, Kerlinger (36) administered the Kerlinger-Kaya Education Scale IV at three different times to one hundred seventy-seven cooperating teachers. The findings add weight to the hypothesis that attitudes can be changed. Kerlinger

also concludes that attitudes are measurable on a continuum, that the cooperating teacher does influence the attitude of the student teacher assigned to her.

McArthur, Keisler, and Cook (45) support the importance of the study of attitudes and the study of attitudinal change. They indicate that the demand placed upon the discipline of psychology to contribute to the solution of social problems makes research in this area of vital importance. They reiterate the imperative need in our nation to understand the genesis of attitudes so as to be able to effect desirable change. In their review of pertinent literature, they focused their efforts on studies dealing with attitudinal measures of prejudice and behavior. Sixty students at Yale in the psychology classes were divided into three groups. One group was told that they were "doers" and would be paid for task performance, another group was simply told they would be paid for task performance, a third group was not paid for task performance, but told they were "doers." All groups were given two tasks and the Edwards Personal Preference Scale. The results support the hypothesis that attitudes can be measured and that attitudes can be changed.

In summary, there is much research to support the contention of Thorndike (70), that (1) attitudes can be measured, (2) attitudes are measurable on a continuum, and (3) attitudes can be changed.

Literature Focusing Upon The Influence of the Cooperating Teacher

During the past few years, claims have been made that the cooperating teacher determines the success or the failure of the student teacher. This study has already cited the importance of the cooperating teacher in the teacher education program. In this section, a review of some of the studies that support the contention that the role of the cooperating teacher is significant will be reported.

McAuley (44) made a study of a small group of teachers because he assumed that with a smaller grouping he could make use of a better range of time. He chose six student teachers for his experimental group and their three cooperating teachers for his control group. The cooperating teachers had five or more years of teaching experience. Too, all had been rated by their respective principals as very successful teachers with an excellent understanding of child growth and development. The student teachers were observed by a college supervisor for one and one-half hours in the morning and one and one-half hours in the afternoon from September to December. Three specific areas were under close scrutiny. They were: (1) reading, (2) room orderliness, and (3) child psychology. After the student teachers completed their assignments and were employed as teachers, they were once again observed in their own classrooms for one and one-half days per week from September to April. The observations were again made in the three specified areas. McAulay's conclusions were that generally student teachers are greatly influenced by their cooperating teachers. He implies that his support for this premise was evidenced in two ways. One, that the student teachers who had a satisfactory experience

demonstrated a security in their methodology. The other student teachers who had an unsatisfactory student teaching experience exhibited frustrations in their methods. As a further bit of evidence, all of the student teachers, regardless of the adequacy of experience, used the methods and the materials which were practiced by their respective cooperating teachers. They were more influenced by their cooperating teachers than they were by the philosophy of the methods and materials used in their college education classes.

Jacobs (30) conducted a study with less time involvement but using a larger population. His study was an inquiry into the role of attitudes in changing teacher behavior. Essentially the questions of concern were: (1) Do attitudes of student teachers change, if so, during which phase of their education? (2) Is there a relationship between the attitude change of the student teacher and their perception of their respective cooperating teachers? The Valenti-Nelson Survey of Teaching Practices was administered to five hundred fifty students in professional education courses and to four hundred-fifty-seven student teachers. These students represented five teacher education institutions. The Survey was given twice, as a pre-test and as a post-test. The Survey was an instrument designed to evaluate attitudes toward problem areas and reflect four points of view along an impersonal continuum, ranging from authoritarian to liberal. Conclusions were that attitudes do change and that the students in the professional courses changed toward a more liberal, democratic attitude while the student teachers reversed the direction of attitude change. A significant relationship was discovered between the student teachers attitude change and their perception of their cooperating

teachers. Jacobs asserts that this finding has much implication for teacher education.

Price (53) initiated a similar study. Like Jacobs, he wished to determine if the cooperating teacher did exert an influence upon the student teacher. The population for his study was comprised of forty-five student teachers and their cooperating teachers. Two instruments were employed, the Minnesota Teacher Attitude Inventory and the Sanders Observation Scale. The SOS consists of five dimensions of assess teaching performance. They are (1) provisions for individual differences, (2) curriculum organization and teaching techniques, (3) social organization and classroom psychological climate, (4) efficiency and orderliness, and (5) teacher control techniques. Both groups were rated on the SOS and both groups responded to the MTAI. In analyzing the data, an analysis of variance was used to determine the influence of the cooperating teacher. The student teachers showed an attitude change in the direction of the attitude of their cooperating teacher as measured on the MTAI. Also at the end of the student teaching experience the performance of the student teacher closely approximated that of the cooperating teacher as rated on the SOS. However, the investigation concedes that a discrepancy in attitudinal change may be found if the data are treated on an individual basis. This study again confirms that selection of the best possible cooperating teacher is of utmost importance.

Another study which is closely allied to the study by Jacobs has been done concerning the possible relationship that might develop between the manner in which a teacher perceives behavioral style and teacher morale. The study was done by Blumberg and Weber (5) and was

built upon research which had already been done in education and in industry. The researchers caution their readers to be aware that many variables exist in interpersonal relationships. By reviewing several studies, they found certain patterns of behavior which seemed to produce consistent differences in the perception of interpersonal relationships. The population for their study consisted of two hundred ten in-service teachers and their supervisors. To measure the perceptions of supervisory behavioral style, a nine item scale was constructed by the authors and validated by several educators. This scale was built on the Flanders Observation Schedule model and sought to assess four supervisory styles. They were (1) high direct-high indirect which emphasized telling, suggesting, criticizing, questioning, and reflecting, (2) low direct-high indirect which emphasized little telling and criticizing but much questioning and reflecting, (3) high direct-low indirect which emphasized much telling and criticizing and little questioning and reflecting, and (4) low direct-low indirect which was indicated by passivity. Next the group responded to the Suehr Incomplete Sentence Morale Test. This instrument consists of forty stems to be completed by the participants. These stems imply a completion which may be assessed for interpersonal relationships. An analysis of variance was applied to the data, and the results show that differences in perceived supervisor behavioral styles are significantly related to differential morale scores.

Another study which dealt with the perceptions of student teachers toward their cooperating teachers was conducted by Lowther (43). He questioned whether the perceptions of the student teacher and the cooperating teacher were in agreement. He chose to study the most and

the least helpful activities of the cooperating teachers in establishing a learning environment for the student teacher. Two hundred fifty secondary student teachers with a range of twenty-five subject matter majors responded to a questionnaire which was directed at assessing the most helpful activity by the cooperating teacher and the least helpful activity by the cooperating teacher. In analyzing his findings, he reiterates the importance of using cooperating teachers who exhibit trust, understanding, and consideration. The teachers who exhibited these traits were the ones who were perceived as the most helpful by the student teachers. Lowther feels that this is an indication of agreement in perception and of importance in teacher education.

Day (12) questioned the role of the "good" attitude toward teaching. His research was done in a two-step study. The instrument used was the Minnesota Teacher Attitude Inventory. His first group consisted of one hundred ninety-six student teachers who had just completed their internship. A year later a follow up was conducted with this group, however, as only one hundred thirty-five were employed as full-time teachers it was necessary to omit some of the original group. The MTAI was mailed to them with the instructions and a request for a response. A mean loss was reported for the teachers. He concluded that a wholesome attitude toward teaching was apparently lost when the intern was actually on her own. His second group consisted of one hundred fifty-four student teachers. They were given the MTAI before and after the eight week student teacher training period. For this group a mean loss of a "good" attitude was reported. Day concluded that it seems reasonable to state that a definite change in attitude occurred.

Campbell (6) attempted to ascertain the effectiveness of the student teaching experience to produce changes in attitude and to note the direction of that change. Nine physical education majors were the subjects for his study. Two Minnesota Teacher Attitude Inventories were given, one as a pre-test and one as a post-test. The investigator felt that the coach and/or the physical educator occupies a strategic position because of his role in dealing with the general public as well as in the role of an educator. For this reason he made specific use of the five categories of the MTAI. These categories are: (1) moral status of children, (2) discipline, (3) principles of child growth and development, (4) principles of education, and (5) personal reactions of the teacher. The student teachers' responses to the MTAI were scored according to the categories. Campbell and a colleague made the decision for categorizing each question. The results of the scores of the student teachers were treated to the critical ratio "t" and no significant difference was found to exist in comparing the pre-student teaching scores with the post-student teaching scores. However, when the five dimensions of attitudes were treated by an analysis of variance, a significant difference was found in attitudinal change. As a further step, Campbell employed the Sign Test, a non-parametric technique. In the dimension labeled as child growth and development, there was a definite change in attitude. This study points out that many variables should be considered when studying attitudes.

A study by Lipscomb (41) has relevance for this paper. Lipscomb questioned the possibility of attitude change by student teachers during the student teaching experience. For his population he used forty student teachers and their cooperating teachers. The student

teachers were assigned to schools in three adjacent cities. A situational type attitude scale was developed by Lipscomb and his teaching associates, which was named the Lipscomb Scale of Teacher Attitudes. This LSTA was developed around common elementary school problems in the areas of curriculum, role of the teacher, and understanding of children. The sources for the problem areas were gleaned from educational literature, twenty years of teaching experience by Lipscomb, and discussions with colleagues. A total of twenty-four problem situations were compiled with a total of one hundred twenty-three attitudinal response statements, built on the Likert method. The scales were submitted to twelve qualified persons for validation and a reliability coefficient of .80 was established. The student teachers responded to the Scale, completed their student teaching assignments, and then responded to the Scale again. The data were analyzed using the Chi-Square method and the McNemar test, both are non-parametric techniques. Significant changes occurred in the expressed attitudes of the student teachers.

A study by Kimbrough (37) was confined to schools in three cities with twenty student teachers using the Minnesota Teacher Attitude Inventory. Kimbrough found that no significant difference occurred in student teacher attitude.

In summary, the studies cited in this section reflect contradictory findings, some studies report significant attitude change by the student teacher, other studies report no significant change by the student teacher. More important, though, is the support which all of the studies lend to the hypothesis that a cooperating teacher does exert an influence upon the student teacher.

Literature Focusing Upon Classroom Climate

A preview of the literature dealing with the topic of pupil discipline reveals a broad spectrum of terminology. The studies which were reviewed suggest that the interaction of the pupil within his environment must be considered from the standpoint that many factors affect and influence the child's behavior. Some of the studies which were reviewed presented such terms as "open to closed climate," "classroom management or classroom organization," "authoritarian to democratic teachers," "behavior to misbehavior," "learning environment or social learning" as interwoven factors relating to pupil discipline. The researcher was cognizant that there were variations in definition within the range of studies, but that similarities could be found in context.

Classroom climate and pupil discipline are inseparable. Withall (74) says that, operationally, climate may be defined as influencing the sense of common purpose of a group of individuals and the meaningfulness of the group or of the individual problem. Climate affects the degree of freedom, of spontaneity, and the range of roles available to each individual within the limits set by the group. Pupil discipline has previously been defined as the interaction between the pupil-and-teacher and the pupil-and-pupil within the total learning environment. This paper accepts the continuum of the positions as defined by the Minnesota Teacher Attitude Inventory, as indicative of the range of climate wherein children behave. The MTAI designates two extreme positions: The democratic climate is one which is characterized by cooperative endeavor with freedom to think and to respond, with mutual

respect for each individual and a willingness to change. An authoritarian climate is one in which the group members are subordinate to the needs and to the roles of the individual teacher and/or to the institution.

Lipton and Kounin (42) have outlined models for the study of pupil discipline. Two components have relevance for this study. They are (1) teacher-pupil relationships, and (2) the school as an organization. This section of the paper will focus upon these two aspects for study.

Much has been written about teacher-pupil relationships. Lipton (42) asserts that in a classroom children behave in as many ways as there are children. A child's behavior is the way he expresses himself in response to all of the aspects of the environment that press upon him. A child's behavior then would include learning, doing, and communicating. Jersild (31) reports that the child perceives, interprets, accepts, and or rejects what he meets at school in the light of his self concept.

Moustakas (48) insists that warmth and acceptance in the classroom are essential to the growth of self. If the child feels that he is respected he need not be defensive, but if he feels threatened he is less open to spontaneous expression. A classroom climate that is high in challenge and low in threat provides for self-discovery and appreciation through success experiences.

Davidson and Lang (11) investigated the relationship between children's perception of their teacher's attitude toward them in comparison to their own self perception. They devised two checklists to make their assessment. One checklist was entitled, "My Teacher

Thinks I am," and the other checklist was entitled, "I Think I Am." The children responded to both checklists and a correlation score of .82 was found for the pairings. Davidson and Lang interpreted this finding as a positive correlation which was a good indicator that what the child felt was his teachers' opinion of him was also what the child felt about himself. Therefore this finding reinforces the idea that a teacher's attitude is most important for a good self-concept for each child.

Purkey, Graves and Zellner (54) conducted research designed to explore the impact of an innovative non-graded school upon the self esteem of elementary school pupils. The experimental school was committed to a humanistic approach to education. Therefore these features distinguished the school: (1) a physical plant designed for team teaching and an ungraded curriculum, (2) provisions for continuous regrouping based upon individual differences, (3) a teacher-pupil team approach to learning, (4) extension of the program to include many varied areas of interest, and (5) volunteer services rendered by patrons of the school. The comparison school was traditional in approach in the school plant, the curriculum, the teaching methods and materials, and the graded, self-contained classrooms. The researchers judged that the school was better-than-average in its plant, in teaching resources and in the quality of the administrative and teaching staff. The school communities were judged as similar in all respects, except for the two approaches which are mentioned. The Coopersmith Self Esteem Inventory was administered to the nine hundred thirty-nine pupils in the two schools. The CSEI consists of twenty-five statements about oneself and is designed to measure self-esteem. The pupils

enrolled in the innovative school had a greater self-esteem than did those in the traditional school. As the grade level increased, so did the self-esteem. Both findings were significant at the .01 level of confidence. The researchers propose that the climate in a less humanistic oriented school might be detrimental to the professed self-esteem of the elementary school child.

The hypothesis that teacher expectations affect pupils' achievement was the basis for a study by Rosenthal and Jackson (57). They did a study in which they told eighteen elementary school teachers that certain of their pupils would make drastic improvement in intellectual growth, because of their high test scores and that others would not progress adequately because of low scores. Those with supposedly high scores did make significantly greater gains in intelligent quotient scores, while the others did not. In reality the potentials were the same for both groups, but because the teachers expected greater growth from certain pupils, those expectations were realized. This study was the basis for the book, Pygmalion in the Classroom, by the two researchers. The importance of the attitude of the teacher, then, is basic. W. I. Thomas is often credited with having proposed the "self-fulfilling prophecy." The two basic assumptions of this theory are (1) to define a situation is to make a prophecy, and (2) to make a prophecy is to create the conditions for its realization.

Another study using this same hypothesis was done by Good (20) who conducted his research in four first grade classrooms in two city schools which were predominantly white, working class districts. The teachers had three or more years teaching experience in the first grade and were white females. The researchers told the teachers that they

were hoping to identify behavioral characteristics associated with distinct levels of achievement and asked the teachers to rank their pupils in order of achievement and to provide a seating chart. The teacher rankings were done in April and May to provide stability to the teacher ratings. Good visited the classrooms and made observations on the Good Opportunity Observation Device. For each child a GOOD was used, with his name listed on the top. Scoring was done by tally marks, each time a child had an opportunity to respond he was given a tally, each time the child received feedback, either positive or negative, he was given another tally. The GOOD responses were divided into two categories, academic and reading. For better reliability, a second researcher observed the classrooms and compiled a GOOD for each child. The Pearson product-moment coefficient of correlation was applied to the two observations in the two categories. Correlations were .93 for the academic and .94 for the reading. The Kruskal-Wallis one way analysis of variance was then used to determine the difference between the two categories. The findings were that pupils achieved when the teachers had expectations for that achievement, in other words the teachers gave opportunity for achievement. Good and Brophy (21) then used this study to outline desirable teacher attitudes which are linked with effective teaching. These attitudes are (1) genuine and serious expectations that all pupils will meet the minimal program objectives, plus the willingness to aid the pupil in succeeding, (2) an understanding that skill acquisition is the major goal of teaching, (3) realization that the crucial aspects of the teaching role are instruction, diagnosis, and remediation, (4) teacher understanding that

they should expect to talk to, talk with, rather than talk at children, and (5) teacher realization that his behavior is a key factor in skill acquisition by the pupil which is enjoyable and rewarding.

Palardy (51) also made use of the "self-fulfilling prophecy." His purpose was to determine whether teacher beliefs in first grade reading and reading achievement of first grade boys had a significant effect on measured reading achievement of first grade boys. Sixty-three first grade teachers in a large city were sent questionnaires which were designed to elicit from the teachers a report of their beliefs regarding the probable success of first grade boys in learning to read. Forty-two questionnaires were returned and were matched in groups of two. All of the teachers responding were white females, held a bachelor's degree, had at least three years teaching experience, were in middle class schools, had three reading groups, used the same basal readers, and had heterogeneous, graded classrooms. Reading achievement scores were obtained from the Stanford Achievement Test Battery. The findings were stated in the terms of the prophecy; if defining the situation, the situation becomes real. For those first grade boys who had teachers who believed they would read, the boys did read. Those teachers who believed that the boys' achievement would be as high as the girls' achievement had classes which substantiated this belief.

Leton (40) conducted a study to determine whether the attitude of the teacher had any influence upon the social and emotional development of children. His study population consisted of one hundred forty-five students in child growth and development classes. These students were undergraduates, graduates, experienced teachers, and parents. Three

methods of teaching were used: lecture, case-centered, and group. The students responded to the Minnesota Teacher Attitude Inventory and the Shobin's Parent Attitude Survey. The findings were consistent, that the attitudes of teachers had a significant effect upon the pupils.

The studies reviewed: Leton (40), Good (20), Rosenthal and Jackson (57), and Palardy (51) have as their focus the self-concept of the elementary school child and the climate necessary for the development of a good self-concept. The following studies will focus more upon teacher perception.

The importance of studying interpersonal relationships was the impetus for a study by Ryans (60). This study was directed toward the determination of teacher behavior in the classroom and also toward the development of an inventory to analyze teaching behavior. Ryans defined classroom climate as the generalized attitude toward the teacher and the class that pupils share in common despite individual differences. The development of these attitudes is an outgrowth of classroom social interaction and thus refers to those qualities that consistently predominate in most teacher-pupil contacts. The study consisted of over one hundred separate research reports, with many observers, many teachers, and many classrooms participating over an eight year period. Of particular interest to this paper is the directing of attention to the importance of the behavior styles of teachers and the need for studying teacher-pupil relationships. Ryans concluded that effective teachers are fair, understanding, democratic, steady, responsible, responsive, kindly, stimulating, alert, attractive, poised and confident. Ineffective teachers were described as partial, autocratic, stereotyped, aloof, harsh, erratic, dull, excitable, restricted and uncertain.

In another study, Flanders (16) attempted to develop a scale for the analysis of teacher behavior. Thirty-two teachers were observed for the development of the scale. The teachers were observed for two distinct teaching styles: a discussion-lecture teaching style and a skill development teaching style. The system measures a primary component of teacher influence: verbal directness or indirectness. The amount of intellectual freedom the teacher grants to students can be estimated by determining the proportion of directness and indirectness in the teaching. Direct verbal behavior such as lecturing, giving directions, recitation of facts, and criticizing, tend to minimize the variety of student responses. Indirect behavior such as eliciting statements, accepting student feelings, praising and encouraging, increase the variety of student responses. The study involved one hundred forty-seven teachers, representing all grade levels in six different school districts and two counties. He found that two-thirds of the time in a class was spent in talking and two-thirds of this time was teacher verbalism. The observers found that in the higher achieving classes, the verbal behavior consumed less time and that the students in the classes where the teacher practiced indirect behavior were also the highest achievers.

Lantz (38) conducted a study at the University of Minnesota on the relationship between self-concept and teacher behavior among elementary education student teachers. Thirty-six elementary education student teachers participated in the study. They responded to the Minnesota Teacher Attitude Inventory, and then responded to a checklist which was directed toward estimating the student teachers' perception of the attitude of their cooperating teacher. Lantz and his co-workers used

a checklist for six five-minute periods during a ten week observation period. According to the analysis of the data, the self-concepts of the student teachers were lowered, also the student teacher perception of their cooperating teachers also showed a loss.

The importance of the last three studies is perhaps best summed by Fred Katz' (34) cogent remarks. In interviews with student teachers, he reports, that they went through trauma, humiliation, and disenchantment during their student teaching experience because their perception of the profession did not parallel the actuality. Flanders (15) pointed out that teaching behavior exists in a context of social interaction, that the acts of teaching lead to reciprocal contacts between the teacher and the pupil and the interchange is called teaching.

To study the interaction of a group, one may assess the organizational structure. Administrative theorists as Halpin, Thelen, Getzels, Hemphill, and Withall have proposed that the organizational climate of the school may be studied from the standpoint that the school is a social system, a microcosm of a larger society. Thelen and Getzels (68) further point to the uniqueness of the school as a social system. Specifically, (1) the classroom group is unique in that it is a planned learning situation, (2) that the participants are mandatory, and (3) that the control and leadership are vested in the teacher.

Perhaps one of the better known models for the analysis of a structure is the Getzel-Guba model. A brief outline of the model will be presented to initiate thought of the possibility that the interaction between the cooperating teacher and the student teacher is a function of role diversity. The theorists conceive a social system as involving two

major classes of phenomena which may be viewed as conceptually independent and phenomenally interactive. First, the nomothetic dimension considers the institution with certain roles and expectations that will fulfill the goals of the system. Secondly there are the individuals with certain personalities and need-disposition whose interactions are termed social behavior. This dimension is called the ideographic dimension. The authors point out that one may be considered "sociological" and the other dimension as "psychological." To understand the nature of observed behavior, to be able to predict and control it, an understanding of the relationship is necessary. A given act is conceived as deriving from both the nomothetic and the ideographic dimensions. Social behavior results as the individual attempts to cope with his environment composed of patterns of expectations for his behavior in ways consistent with his own independent pattern of needs.

Abbott (1) presents theory of the perceptual process of cognitive orientation to roles. The individual must have an understanding of: (a) his own role, (b) the roles of others with whom he must interact, (c) the interrelationship of these roles, and (d) the relation of the role to the institutional goals. Perception is influenced by attitudes, attitudes of the teacher, of the pupil, and of the student teacher. To use the Getzel-Guba model in terms of classroom groups and in the changing of behavior in the teaching-learning situation, we find three teaching styles: nomothetic, ideographic, and transactional. In the nomothetic style the institutional goals are maximized, education is then defined as the handing down of what is known to those who do not yet know. In the idiographic style the personality is maximized and

education is defined as helping the person know what he wants to know. In the traditional style, neither dimension is maximized and an interweaving of the two is accomplished. Education, then, is defined as:

(a) each individual identifies with the goals of the system so that these goals become a part of his own needs, (b) each individual believes these expectations are the way to achieve their own goals, and (c) each individual feels that he belongs to a group with similar emotional identifications and goal beliefs.

Kenney and Rentz (35) replicated the research of Halpin and Croft. Halpin and Croft had constructed a test instrument, the Organizational Climate Description Questionnaire which is useful in assessing the organizational climate of the elementary school. The OCDQ and the continuum of the MTAI may be closely allied in the rating of teaching styles and behavior. In the Kenney and Rentz study, the four geographic areas of the continental United States was used. Three hundred seventy-eight schools and six thousand, seven hundred fifty-five teachers participated in the study. The teachers responded to the OCDQ, the survey results show that in the urban areas tested, the teachers as a group, perceive a negative image of their schools. Approximately seventy-three percent of the schools in the study were characterized by a closed climate. The researchers felt that their study reinforced the need for a new kind of evaluation and for new kinds of teaching strategies.

Horowitz (25) proposed to study the relationship between the cooperating teacher and the student teacher. He cites the work done by Gage, Lippitt, and Jensen as fore-runners in using the Getzel-Guba model to study student teaching programs. Horowitz proposes that the

determination of differences in role expectations and role perceptions must require these measures: (1) student teaching expectations before student teaching, (2) student teachers' expectations, (3) student teachers' expectations after student teaching, (4) student teachers' perception after student teaching, of cooperating teachers' expectations, and (5) expectations and perceptions of the cooperating teachers. Horowitz assumes that through the study of classroom climate, one may assess the influence of the cooperating teacher on the student teachers' attitudes toward pupil discipline. To make the assessment for his study, Horowitz constructed a Teacher Role Description. Using this technique, he categorized the MTAI for use with the Getzel-Guba model. The method for the categorizing and the validation procedures are too extensive for reporting here. The population for the study were the elementary education student teachers from four teacher education institutions, McGill University, Ste. Anne de Bellevue, State University College, and Farmington State Teachers College. The student teachers and their cooperating teachers responded to the TRD and the MTAI. The findings were that the cooperating teacher does not significantly influence the student teachers' expectations or perceptions, instead there is a difference between what the student teacher expected of elementary school teachers and what he perceives the cooperating teacher to expect.

The effectiveness of instruction in the teacher education program is conditioned by the attitudes of other persons with whom the student teacher interacts. Joyce (33) sees this as an important factor in teacher education, an extending of the proposal by Horowitz. Twenty graduating seniors were asked to identify their close associates and

then to respond to two inventories as they felt their friends would respond. One inventory was the Scale for Determining Teacher Beliefs and the other was the Educational Viewpoints Inventory. Scores for associates perception were obtained for thirty persons, also fifty-seven college instructors and forty-eight cooperating teachers participated. The associates viewed the college instructors expectations to be in line with the idiographic dimension but the cooperating teachers were viewed as more nomothetic.

Gregerson and Travers (22) explored the perceptions that elementary school children had of their classrooms and of their teachers. Their study was built on other research which was reported extensively. The two researchers found that primary school males have a negativistic attitude toward school and toward their teachers. One thousand, five hundred ninety-two children in grades one through four from five metropolitan schools with a wide range of socio-economic circumstances were asked to draw their conclusions about their classrooms and about their teachers. The drawings were then classified by a graduate student who had collected the data and by a practicing child psychologist. The classifications were positive interaction, negative interaction, or non-classified. The criteria established were the distances between the student and the teacher, the sizes of the students and of the teachers, facial expressions, pleasing features of the figures, or no discernible characteristics. The study suggests the possibility of using like research to identify patterns of behavior which could be used to train teachers.

The studies by Abbott (1), Kenney and Rentz (35), Horowitz ((25), Joyce (33), and Gregerson and Travers (22), have implied that one way

to study pupil discipline and the student teachers' perception of pupil behavior is through a structured approach, such as a Getzel-Guba model.

As has already been pointed out, there are many interpretations of the meaning of pupil discipline, ranging from punitive to self-discipline. This paper views pupil discipline as the total teaching-learning environment with the interaction of the pupils and the teacher as an important facet for the behavior within that environment.

Shumsky and Murray (64) propose that student teachers are confused about the nature of pupil discipline. For their study, they chose twenty female college students who had experienced a "rude awakening" while student teaching in the lower class communities. To begin, the student teachers were shown a cartoon depicting a teacher and three children. One child was painted green, and another child was explaining that she had used green to paint her classmate because the purple was all used up. The student teachers then were asked to respond to three questions relating to the cartoon. (1) What will be the parents' reaction to the "green" pupil? (2) How do you think the people involved in the situation feel, think or say? (3) If you were the teacher, what would be your reaction? The authors pointed out that as the student teachers discussed the various roles, they shifted their perceptions of their own experiences to the classroom. It was further pointed out that the most effective teachers are those who use a wide range of patterns of leadership.

Irish (28) analyzed children's comments about student teachers and discovered that children see a diversity in what the student teachers' expected and in what they accepted. One hundred forty-nine children in sixth grade classrooms were asked to evaluate what they

liked about their student teachers, how the student teachers had helped them, and how the student teacher could improve. The children revealed they felt that the student teachers lacked self-control and lacked an understanding of the role in the classroom. Irish points out that since the teacher creates the emotional tone in the classroom a student teacher needs to understand that problem behavior is the result of severe and persistent frustration of needs.

Finally, there needs to be recognized that what is misbehavior to one teacher is certainly not to all teachers. Hymes (27) has reiterated that at every age some behavior which looks like misbehavior is a sound and healthy part of childhood. The child behaves in consonance with the way he perceives himself, others, and the world around him.

The studies cited in this section have been grouped under specific headings, to support certain concepts. A categorization such as this is not meant to imply that a division is necessary, but that the interweaving of many factors is the basis for studying pupil discipline.

Literature Focusing Upon the Minnesota Teacher Attitude Inventory

The Minnesota Teacher Attitude Inventory is one instrument which was designed to test the interpersonal relationships in a classroom. There are other such instruments and also a number of investigations which imply the validity of attitude inventories. A description of the MTAI is presented in Chapter III. Some studies will be reported which

respond to two criticisms of the instrument. These two criticisms are that the validity of the instrument is low and that the instrument is subject to fakeability.

Investigations carried on by the authors of the MTAI for more than ten years indicate that attitudes of teachers toward children can be measured with high reliability and that they are significantly correlated with teacher-pupil relationships found in the teachers' classroom.

A study of the predictive validity of the MTAI was done by Leeds (39). He used a longitudinal approach which spanned a fifteen year period. One hundred teachers, from student teaching through one year teaching experience, were the subjects. At the end of each period in the teaching life, that is student teaching, graduation, first year teaching, the teachers responded to the MTAI. The teachers were then rated by their pupils, by their respective principals, and by Leeds. A correlation score between the ratings and the MTAI scores was .59. Later Leeds used a study group of one thousand two hundred Furman University graduates with the purpose of preparing a modification of a scoring key which was found to be significantly effective in predictive validity.

Hoyt and Leeds (26) did a study to test the predictive validity of the MTAI. A group of college juniors took the MTAI, then after these students had graduated and were in their own teaching assignments, were contacted by Hoyt and Leeds to see if they would participate in a validity study. Of the one hundred two teachers, sixty-seven agreed to participate. Their pupils were given a How I Like School Inventory, a fifty question response sheet. The pupils recorded their sex and grade level but not their names. These inventory scores were correlated

with the scores made by their teachers on the MTAI. A .38 correlation of scores was found. The reliability test used was the Spearman Brown and the reliability coefficients were .92 for males and .95 for the females.

Scott and Brinkley (63) investigated the validity of the MTAI for student teachers, testing for both predictive and concurrent validity. Eighty-two student teachers in seven teacher education institutions in Georgia agreed to participate. Data was also obtained from eighty-two cooperating teachers and from one thousand nine hundred seventy-three school children. The investigators constructed a Classroom Personal Relations Booklet to be used for the pupil responses and as a criterion model. For the predictive validity, student teacher scores on the MTAI before internship, the CPR criterion of the pupils, and the cooperating teachers MTAI scores were used. For the concurrent validity test, the student teaching scores after their internship, the CPR, and the cooperating teacher MTAI scores were used. In an item analysis, no significant validity was found. The authors state that their findings were in conflict with other research reports.

Teigland (67) investigated the use of the MTAI as a step toward determining personal characteristics which might be variables in attitudinal changes. One hundred thirty-four students in an educational psychology class were given the MTAI. For his groups, the one-third who made a great positive change on the second response to the MTAI, and the one-third who made the least positive change on the second MTAI, were chosen. The group then responded to the Taylor Manifest Anxiety Scale, the Edwards Personal Preference Schedule, and the Bill's Index of Adjustment and Values. Teigland's findings concurred with other

general findings, that the MTAI might not be valid as a measure of attitude change resulting from academic training. This criticism seems unwarranted, since this is not one of the stated purposes of the MTAI.

Wilk and Edson (72) conducted a long range study concerning known information about the student from the time the student applies for admission to the teacher education program through student teaching. Thirty-six female student teachers were observed in the classrooms on the Observational Schedule and Record and on the Flanders Interaction Analysis. Previously these teachers had responded to the MMPI, MTAI, MAT, and had a similar GPA. Of particular interest were the several categories in which the MTAI had been a useful predictor of performance. The authors credit the MTAI with a valid assessment of attitudinal scores.

Rabinowitz and Rosenbaum (55) were concerned with what happens to a teachers' attitude after a few years teaching experience. Three hundred forty-three teachers were selected to take part in the study. All of these teachers had responded to the MTAI while they were student teachers and again responded after three years teaching experience. The researchers found there was a decline in attitude scores after the three years in the classroom. Since the subjects were graduates of four different colleges, an item analysis was used. Those teachers in the city of New York had a greater decline of positive scores, these teachers were then grouped as to the level of difficulty of the school. The findings were not significant, therefore the overall group was used again. With the entire group as their focus, the researchers concluded that the MTAI does not fully predict long range attitudes, that other factors due

to time, to situations, and to a realistic classroom with its varied demands must be considered.

Horn and Morrison (24) attempted to determine if a unifactor attitude was present in the MTAI. Three hundred six students at the University of Denver and eighty students at West Texas University completed the MTAI. After an analytic study, the authors concluded that the MTAI measures a single trait, but that it is necessary to recognize that several responses are represented by a unified score.

Formal instruments for the measurement of attitudes fall into two categories: opinion polling and attitude scales. Attitude scales are the most useful for research and are generally of the Thurstone or the Likert method. On the Thurstone Scale, an attitude may be measured on a continuum ranging from unfavorable to favorable. On the Likert method the attitudes are along a five point scale indicating agreement to uncertainty, to disagreement with specific statements. Both scales have approximately an 0.80 coefficient of correlation on the split halves method of determining reliability. The MTAI is based on the Likert method.

The literature reviewed in this section seems to refute the charges of lack of validation and the possibility of fakeability, since the studies did not have validity. However, it must be assumed that any attempt to make a paper-and-pencil assessment of attitudes might have valid criticism. The MTAI appears to be valid for the purpose for which it was intended.

In summarizing, as Wright (75) suggests, all people are receptive to stimuli in their environment and individual responses to new situations are complex, variable, and patterned by the environment.

Individuals learn those responses and those attitudes which are relevant to their own goals and purposes as well as those of the power structure and the motivations existent in the learning and behavioral environment.

CHAPTER III

METHODOLOGY OF THE STUDY

The purpose of this study was to determine if there was a change in the attitude of a student teacher toward pupil discipline due to the influence of the cooperating teacher during the initial teaching experience. This investigation tested the following null hypothesis:

There is no significant change in the student teacher's attitude toward pupil discipline after the initial teaching experience regardless of the expressed attitude of the cooperating teacher toward pupil discipline.

Included in this study were public school classroom teachers in Alfalfa, Garfield, Grant, Harper, Kay, Major, Noble, Woods, and Woodward counties in Oklahoma, also Barber, Harper, and Pratt counties in Kansas. The student teachers were those enrolled in elementary education during the spring semester, 1971, at Northwestern State College in Alva, Oklahoma.

The Minnesota Teacher Attitude Inventory was administered once to the public school classroom teachers and administered twice to the elementary education student teachers. The student teachers took the test before the initial teaching experience and this test is referred to as the pre-test in this study. The test was given to the student

teachers at the end of the initial teaching experience and this test is referred to as the post-test in this study.

Population

The elementary classroom teachers were selected from the public schools in northwest Oklahoma and southern Kansas because this is the area of option of the student teachers for their classroom teaching experience. The grade levels ranged from kindergarten through the eighth grade and were also chosen by each individual student teacher. The public school teachers were invited by the investigator to participate in the study and permission was granted by the administrative personnel. Forty-one classroom teachers from the public schools were chosen as the cooperating teachers for the forty-one elementary education student teachers chosen for this study. This particular group of teachers represented a wide distribution geographically.

Selection of the Instrument

In order to develop some measure of attitudes, the Minnesota Teacher Attitude Inventory was used. This instrument was developed by W. H. Cook, C. H. Leeds, and R. R. Callis (8). The authors of this instrument report they were involved in investigations and experimentations for approximately ten years in the designing of the instrument. As a result of this critical period, the authors concluded that the attitudes of teachers toward classroom climate could be measured on a directional scale; upon this basis, they constructed the instrument known as the Minnesota Teacher Attitude Inventory.

This instrument was designed to measure those attitudes of a teacher which will predict how well the teacher will get along in interpersonal relationships and indirectly how well satisfied she will be with teaching as a profession (8).

In building an attitude scale which, when applied to a teacher, will predict the type of teacher-pupil relations he will maintain in the classroom, it is first necessary to define the extremes of the scale (8).

It is assumed that a teacher ranking at the high end of the scale should be able to maintain a state of harmonious relations with his pupils characterized by mutual affection and sympathetic understanding. The pupils should like the teacher and enjoy school work. The teacher should like the children and enjoy teaching. There should be an atmosphere of cooperative endeavor, of intense interest in the work of the day, and a feeling of security growing from a permissive atmosphere of freedom to think and to act with mutual respect (8).

At the other extreme of the scale is the teacher who attempts to dominate the classroom. He may be successful and rule with an iron hand, creating an atmosphere of fear, tension, and submission; or he may be unsuccessful and become distraught in a classroom characterized by restlessness, inattention, and lack of respect. The teacher tends to think in terms of his status and in terms of the subject matter to be covered (8).

The authors point out that the difference between the ends of the scale cannot be completely explained in terms of attitudes toward children, but that a variety of factors must be acknowledged, factors such as ability, intelligence, personality traits, values, and social

skills. However, it can be assumed that teacher attitudes are a result of the multiplicity of these factors and that attitudes then afford a key to predicting the type of atmosphere the teacher will maintain in his own classroom (8).

The Minnesota Teacher Attitude Inventory is practically self-administering. The subject reads the directions on the title sheet and then proceeds to answer each of the one hundred fifty items. There is no time limit, and the subject is encouraged to work rapidly and to indicate his first impression rather than to deliberate. Some of the items may cause the subject to question the examiner as to the interpretation. It is hoped that the subject will apply his own interpretation.

The answer sheets are the IBM type with five possible answer categories for each item. The answer sheet is marked SA for "strongly agree," A for "agree," U for "undecided," D for "disagree," and SD for "strongly disagree."

Scoring of the MTAI may be done either by hand or by machine. There are no right or no wrong answers, rather there is agreement or disagreement with specific attitude statements. The terms "right" and "wrong" are used, however to indicate directions. To score, the "rights" are scored according to the answer key, then the "wrongs" are scored according to that answer key. Next the score of the "wrongs" is subtracted from the number of the "rights" for each teacher. The possible score range is from plus one hundred fifty to minus one hundred fifty. Each right response is scored a plus one and each wrong response is scored a minus one. The investigator of this study used this method of scoring.

The validity of the Minnesota Teacher Attitude Inventory is based upon three assumptions:

1. It is assumed that the attitudes of pupils toward their teachers and to school work are a reflection of their teacher's attitudes toward them and toward teaching procedures. Hence, if the attitudes of teachers and of pupils are reliably measured there should be a high relationship between them.

2. It is assumed that a principal who has worked with a group of teachers for some time can sense the emotional relationship between the teachers and pupils and can discriminate reliably between teachers with good rapport or poor rapport with their pupils.

3. It is assumed that an expert in the field of teacher-pupil relations can visit classrooms and, using methods as nearly objective as possible, judge reliably the social climate which prevails (8).

In the construction of the Inventory, five areas of socio-educational literature about children were canvassed and seven hundred fifty-six items were written for two Tryout Forms, A and B. These areas were:

1. Adult opinion of moral status of children
2. Discipline
3. Principles of child growth and behavior
4. Principles of education
5. Personal reactions of the teacher

After preparation of the forms, seventy schools in Pennsylvania and Ohio were visited and invited to cooperate. The principals of the various schools designated one or two teachers who according to their judgment had excellent working relations with pupils, and one or two

teachers who were not successful according to the criteria of the principals. The teachers completed Form A, some time later these same teachers responded to Form B. This process was continued until one hundred superior teachers and one hundred inferior teachers had completed Form A and Form B. A Chi-square was then computed to determine the extent to which each item discriminated between the two groups. It was found that one hundred fifteen of the seven hundred fifty-six items discriminated at the .05 level of confidence and that one hundred eighty-eight discriminated at the .10 level. From these the one hundred fifty items were chosen for the Minnesota Teacher Attitude Inventory.

Validity was also determined by administration of the Inventory by a random sample of one hundred teachers correlating their scores with these three outside criteria.

The first criterion of teacher-pupil rapport involved the rating of the teachers by their pupils. The reliability of the rating scale used was .93.

The second criterion of teacher-pupil rapport involved the rating of the teachers by their respective principals. The reliability of the rating was .82.

The third criterion of teacher-pupil rapport involved the rating of the teachers by the specialist in the area of teacher effectiveness. The reliability of this rating was .92 (8).

Since the validity of the Inventory was established with experienced teachers, the authors made additional testing using inexperienced teachers. One such test was designed to test whether professional education courses had any influence on change in

teacher-pupil attitudes. The second testing situation concerned the susceptibility of "faking" the Inventory. On these two testings, no significant changes were noted in these specific areas. However, as a result, some educators have questioned the use of the MTAI as a true measure for the expressing of attitudes. Other educators do proclaim its worth and have made use of the Inventory in the United States, in England, and in Canada (8). A sampling of the literature pertaining to testing reveals that more than fifty psychologists have used the Inventory as the instrument for measuring attitudes in their studies. The investigator of this study has included in Chapter II some of the resources which aided in the selection of the Minnesota Teacher Attitude Inventory as the instrument for this particular study.

Administration of the Inventory

In an attempt to arrive at some quantitative analysis of the expressed attitudes toward pupil discipline, the Minnesota Teacher Attitude Inventory was administered to public school elementary classroom teachers in several schools in northwest Oklahoma and southern Kansas. The answer sheets were scored by the use of the prepared scoring keys. A +1 was given for each answer correct on the "rights" answer key, and a -1 was given to each correct answer on the "wrongs" scoring key. The final scores were tabulated. (Appendix A.)

The Minnesota Teacher Attitude Inventory was administered to the forty-one student teachers in elementary education enrolled at Northwestern State College. Scoring was done by the method described above, scores were then tabulated. (Appendix A.)

Twenty-two student teachers were placed with cooperating teachers who had expressed similar attitudes to those of the student teachers.

Nineteen student teachers were placed with cooperating teachers whose expressed attitudes were in opposition to those attitudes expressed by the student teachers.

At the end of the eight week period of student teaching, all forty-one students again responded to the Minnesota Teacher Attitude Inventory. These scores are referred to as the post-test.

(Appendix A.)

According to the Minnesota Teacher Attitude Inventory, enough insight is gained during the first administration of the Inventory to enable the subjects to increase their average scores 4.2 points in four weeks time, therefore the post-test scores could reflect this influence. It is just as possible, however, that an increase would not be found. No significance was placed upon this possibility.

At the end of the nine week period the difference between the scores on the pre-test and the scores on the post-test were tabulated and a t-test was computed to determine if there were a significant change in attitude of the student teacher toward pupil discipline at the .05 level of confidence.

The scores were nominal interval scales and each response was treated independently. The parametric t-test was used because it gives the most powerful results for these data, according to Popham (52). A t-test was used to determine significance for this study.

Summary

The purpose of this study was to determine change in student teacher attitudes toward pupil discipline while under the supervision of the public school cooperating teacher.

Forty-one student teachers were placed with forty-one cooperating teachers. All were given the Minnesota Teacher Attitude Inventory. Twenty-two student teachers were placed with cooperating teachers who had expressed similar attitudes toward pupil discipline. Nineteen student teachers were placed with cooperating teachers who had expressed attitudes unlike those expressed by the student teachers in the area of pupil discipline. After the eight weeks of the initial teaching experience, the student teachers again responded to the Minnesota Teacher Attitude Inventory.

A t-test was used to determine the significance of the difference between the means of the pre-test and of the post-test of the student teaching group to determine if the .05 level of confidence was attained.

CHAPTER IV

ANALYSIS OF DATA

The population for this study was the forty-one elementary education student teachers and their cooperating teachers. In the analysis of the data, the student teachers will be referred to as students and the cooperating teachers will be referred to as teachers.

The test instrument used was the Minnesota Teacher Attitude Inventory. The students responded to the test before the initial teaching experience and again after the initial teaching experience. The teachers responded to the test at the beginning of their supervision of the student teacher. The raw data for these tests are found in Appendices A, B, C, D, and E.

The results for the t-test for the differences in the means are found in Table I.

TABLE I
STUDENT TEACHER SCORES ON THE
PRE-TEST AND THE POST-TEST

	mean	s.	
Pre-test	36.7	20.7	
Post-test	52.7	23.5	t = 4.72

The t test was used to analyze the data. To be significant at the .05 level with 40 degrees of freedom, a 1.68 t value was necessary, the computed t value was therefore significant. The statistical analysis formulas were taken from Popham.

The minimum t value required for statistical significance is 1.69, the computed t value for the groups was 4.72. The calculated t was significant at the .05 level of confidence.

The results for the t test for the mean differences of the two groups of students may be found in Table II.

TABLE II
THE MEAN DIFFERENCES IN STUDENT TEACHER'S PRE-TEST
AND POST-TEST SCORES FOR THE ATTITUDE GROUPINGS

	mean	s	
Similar attitude	25.5	34.7	
Unlike	12.1	24.6	$t = 1.07$

The mean of the difference between the pre-post scores of similar attitudes was 25.5 while the mean of the differences in the pre-post scores of unlike attitudes was 12.1. The mean of the student teachers placed with cooperating teachers with similar attitudes was greater than the mean of the student teachers placed with cooperating teachers with unlike attitudes.

The minimum t value for statistical significance is 2.19, the computed t value for the groups was 1.07, the calculated t was not significant at the .01 level of confidence.

In summary, for this study the findings do not support the null hypothesis. The findings indicate that the student teacher does change his attitude toward pupil discipline during the initial teaching experience. The change which occurred was in the direction of a positive attitude. The student teachers' demonstrated a more positive attitude toward pupil discipline from the time of the pre-test to the post-test.

CHAPTER V

SUMMARY

The purpose of this paper was to investigate student teacher attitudinal changes toward pupil discipline.

The study was initiated in the education department of Northwestern State College in Alva, Oklahoma, with the student teachers in elementary education who were enrolled in their professional semester during the spring semester of 1971. Forty-one elementary education student teachers were placed with forty-one cooperating teachers in an area from Laverne, Oklahoma, to Ponca City, Oklahoma, from Enid, Oklahoma, to Pratt, Kansas. Twenty-two student teachers and their cooperating teachers expressed similar attitudes, nineteen student teachers and their cooperating teachers expressed differences of attitude.

The instrument used to assess the attitude scores was the Minnesota Teacher Attitude Inventory. This instrument was responded to once by the cooperating teachers and twice by the student teachers. The MTAI was administered before the initial teaching experience and again after the student teaching experience.

The data were analyzed by the t-test to determine the significance of the change in the expressed attitudes of the student teachers.

When the scores of the two groups of student teachers, that is the pre-test and post-test scores, were compared it was found that a

significant difference in attitude at the .05 level had occurred during the initial teaching experience. In addition to the pre-post test analysis, a test was done on the mean difference between the similar and the unlike attitude groups. A t test was computed on the data. The results show that the mean of the group placed with cooperating teachers who expressed similar attitudes was greater than the mean of the group placed with cooperating teachers who expressed unlike attitudes. However, the difference between the means was not statistically significant at the .05 level.

Further Considerations and Recommendations

In this study there was evidence that student teachers became more democratic as a result of their student teaching experiences. Evidence from the immediate study supports earlier studies (40) (41) (44) which indicate the influence of the cooperating teacher upon the student teachers' attitudes. It is possible, however, that other factors have a bearing on attitudinal changes.

The purpose of this study was to investigate the attitudinal changes of student teachers toward pupil discipline. The investigator was also looking for possible influence by the cooperating teacher upon the student teachers' attitude toward pupil discipline. Other variables that should be considered are (1) the effect of the student teacher's attitude upon the cooperating teacher. In other words, did the cooperating teacher's attitudes change as a result of the student teacher's influence? (2) the effect classroom size has on the attitudes of the teachers. Does the fact that the teacher has fifteen pupils

instead of thirty pupils have an effect on the attitude expressed by the teachers? (as was the case in this study)

The investigator suggests that further studies be conducted to discover other factors which influence the attitudes of student teachers. It appears there is a need for further investigation pertaining to the preparation of student teachers in developing positive attitudes about pupil discipline before the classroom experience. For example, studies conducted with the use of video tapes, micro-teaching, and simulations should be valuable in assessing competencies in this area.

Studies should also be conducted to determine the importance of the self-concept of the student teacher during the internship.

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APPENDIX A

RAW SCORES MADE BY THE COOPERATING TEACHERS AND
THE RAW SCORES OF THE PRE-TESTS FOR
THE 41 STUDENT TEACHERS

Teacher	Score	Student	Pre-test
VM	24	LA	39
MN	7	LA	52
KM	17	PA	27
HH	37	JB	42
MJ	77	DB	36
LH	48	BB	29
BD	27	SB	34
VW	59	VC	39
MD	12	AC	67
MP	50	SD	42
ER	36	SD	40
JL	53	CD	49
TE	78	AE	47
ZS	96	LF	38
AS	-57	LF	-43
MM	36	SG	49
GH	67	EH	49
DC	47	JH	29
TT	44	JH	38
NW	47	MH	34
CH	-53	MH	38
SW	34	SH	58
HM	12	JK	12
WE	43	BK	30
SC	29	ML	14
DS	58	GL	23
JP	70	SM	42
EF	49	BM	39
GH	6	JP	50
PW	39	KP	49
MI	50	NR	43
GL	47	RR	35
PM	-43	DS	-29
MG	54	BS	40
MF	43	CS	49
LM	13	BW	62
IP	37	EW	19
CK	56	CW	50
BO	36	RW	61
WR	56	JY	55
VD	61	DZ	29

APPENDIX B

RAW SCORES OF THE COOPERATING TEACHERS AND THE
RAW SCORES OF THE POST-TEST FOR THE
STUDENT TEACHERS

Teacher	Score	Student	Post-test
VM	24	LA	2
MN	7	LA	55
KM	17	PA	96
HH	37	JB	52
MJ	77	DB	42
LH	48	BB	62
BD	27	SB	40
VW	59	VC	62
MD	12	AC	67
MP	36	CD	50
ER	50	SD	59
JL	53	SD	63
TE	78	AE	37
ZS	96	LF	86
AS	57	LF	71
MM	36	SG	80
GH	67	EH	41
DC	47	JH	50
TT	44	JH	60
NW	47	MH	80
CH	-53	MH	71
SW	34	SH	68
HM	12	JK	15
WE	43	BK	55
SC	29	ML	44
DS	58	GL	19
JP	70	SM	72
PW	39	KP	2
MI	50	NR	58
GL	47	RR	48
PM	-43	DS	69
EF	49	BM	54
GH	6	JP	28
MG	54	BS	48
MF	43	CS	86
LM	13	BW	21
IP	37	EW	66
CK	56	CW	45
BO	36	RW	54
WR	56	JY	43
VD	61	DZ	75

APPENDIX C

RAW SCORES ON THE PRE-TEST AND POST-TEST
FOR THE STUDENT TEACHERS

Subject	Pre-test	Post-test	Subject	Pre-test	Post-test
LA	39	2	SH	58	68
LA	52	55	JK	12	15
PA	27	96	BK	30	55
JB	42	52	ML	14	44
DB	36	42	GL	23	19
BB	29	62	SM	42	72
SB	34	40	BM	39	54
VC	39	62	JP	50	28
AC	67	67	KP	49	2
CD	49	50	NR	43	58
SD	42	59	RR	35	48
SD	40	63	DS	29	69
AE	47	37	BS	40	48
LF	38	86	CS	49	86
LF	-43	71	BW	62	21
SG	49	80	EW	19	66
EH	49	41	CW	50	45
JH	29	50	RW	61	54
JH	38	60	JY	55	43
MH	34	80	DZ	29	75
MH	38	71			

APPENDIX D

RAW SCORES OF THE PRE-TEST AND POST-TEST AND THE
DIFFERENCES FOR THE STUDENT TEACHERS PLACED
WITH TEACHERS WITH SIMILAR ATTITUDES

Student	Pre-test	Post-test	Difference in Pre-Post
LA	39	- 2	41
PA	27	96	69
JB	42	52	10
SB	34	40	6
CD	49	50	1
SD	42	59	17
SD	40	63	23
LF	-43	71	114
SG	49	80	31
MH	34	80	46
JK	12	-15	27
BK	30	55	25
ML	14	44	30
BM	39	54	15
KP	49	2	-47
NR	43	58	15
RR	35	48	13
DS	-29	69	98
BS	40	48	8
CS	49	86	37
CW	50	45	-5
JY	55	43	-12

APPENDIX E

RAW SCORES OF THE PRE-TEST AND POST-TEST AND
THE DIFFERENCES FOR THE STUDENT TEACHERS
PLACED WITH UNLIKE ATTITUDES

Student	Pre-test	Post-test	Difference in Pre-Post
LA	52	55	3
DB	36	42	6
BB	29	62	33
VC	39	62	23
AC	67	67	0
AE	47	37	-10
LF	38	86	48
EH	49	41	- 8
JH	29	50	21
MH	38	71	33
SH	58	68	10
GL	23	19	- 4
SM	42	72	30
JP	50	28	-22
BW	62	21	-41
EW	19	66	47
RW	61	54	- 7
DZ	29	75	46
JH	38	60	22

VITA

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Doctor of Education

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