THE RELATIONSHIP BETWEEN THE PUPIL CONTROL IDEOLOGY OF TEACHERS AND THE PRODUCTIVE WORK OF STUDENTS

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THE RESEARCH PROBLEM

Introduction

The classroom group is the basic unit of the formal high school organization. It is designed for learning. It is the means for advancing the principal function for which schools are presumed to exist. In fact, if it were not for the goal of learning, the classroom group would not exist at all.[1] The students in the classroom group are exposed to many stimuli. The most obvious of these is, of course, the teacher. The interaction between the teacher and the student is probably the most important segment in the teaching-learning process.

Cogan places a great deal of importance upon the responsibility of the teacher to bring about teacher-student interaction.[2] He sees in the interaction process a partial reflection of the ability of the teacher to motivate the students toward performing the classroom tasks designed to bring about learning. Cogan terms the classroom tasks done by students "productive work." A measure of the productive work of students is considered a measure of the teacher's ability to elicit productive responses from his students.

The Pupil Survey[3] has been developed to measure the productive work of students by having students report on the frequency with which they do typical tasks assigned by teachers and the frequency with which they do extra things in a given subject.

Pupil control is also an important part of classroom interaction. Successes and failures of teachers are frequently reported in terms of pupil control. Maintenance of order is seen as a duty of the teacher both as a condition for learning and as a symbol of competence.[4] This study has dealt with a part of the interaction between teacher and student, namely the pupil control ideology of the teacher and selected classroom behaviors on the part of the student.

Statement of the Problem

The goal of the public school classroom is to bring about pupil learning. The importance of the maintenance of order in the classroom in the attainment of this goal has been stressed by writers for many years.

The pupil control orientation of teachers has been operationalized by Willower, Eidell, and Hoy.[5] However, the effect of the pupil control orientation of teachers on their students has not been appraised.

The purpose of this study has been to investigate the relationship between the pupil control ideology of teachers and the productive work of their pupils. The primary question of this investigation was: Is there a relationship

between pupil control ideology of teachers and productive work of their pupils?

Significance of the Study

It has been written that for the purposes of instruction, what keeps the student working will also keep him learning.[6]

The significance of motivation for learning is usually assumed without question. On the one hand a teacher can keep students working through promises of reward. On the other hand the use of threat or punishment will also keep the student working. However, interest, curiosity, and self-selected goals and activities keep the student working without constant supervision from the teacher.[7]

Some writers have pointed out the probable effects of the pupil control orientation of teachers on students.[8] Appleberry and Hoy have stated that custodial pupil control orientation is likely to bring about student alienation rather than commitment to the organizational goals of the school.[9]

Since the primary objective of the school and its sub-unit, the classroom, is student learning, institutions of teacher training, administrators, and teachers should attempt to guide school personnel toward a pupil control attitude that would facilitate this end if the stated goal of the school is to be attained in the most effective manner.

The establishment of a relationship between the pupil control orientation of teachers and the teacher's ability to motivate students to perform work related to classroom experiences would be an important addition to learning theory. All teachers who graduate from teachers colleges and colleges of education are not successful teachers. The science of teaching is acquired through attending class and amassing a certain body of knowledge. The art of teaching is a separate part of teaching. The art of teaching is missing in some individuals who are holding positions of teacher in our schools. The pupil control orientation of the teacher could possibly give an indication as to one reason why a given teacher succeeds in motivating students while another does not.

The value of the study will lie in whether the outcomes indicate an existing relationship that will point to one type of pupil control ideology being superior to another in bringing about the self-motivating activities on the part of the learner.

Definition of Terms

Pupil Control Ideology: For the purposes of this research, pupil control ideology will refer to the orientation of the individual teacher toward the control of pupils.

The typology of "humanistic" and "custodial" personnel has been adapted from Gilbert and Levinson's study of the control ideology of staff members of mental hospitals in

relation to control of patients. They conceptualized a continuum of control ideology ranging from "custodialism" at one extreme to "humanism" at the other.[10] These ideological extremes are "ideal types" in the sense in which Max Weber used the term. In other words, they are pure types not necessarily found in such form in experience.[11]

Custodial Teacher: The custodial teacher is primarily concerned with the maintenance of order among the pupils. The pupil is thought of in terms of stereotypes based upon appearance, behavior, and parents' social status. Pupils are seen as being irresponsible and undisciplined. Punishment is viewed as a necessary form of control. Teachers who hold a custodial orientation prefer the school to be an autocratic organization maintaining a rigid teacher-pupil status hierarchy. Pupils are to accept communications and orders without question. These teachers do not try to understand the causes of the pupils' behavior. Misbehavior is viewed in moralistic terms or as a personal affront.[12]

Humanistic Teacher: The humanistic teacher views pupil behavior in psychological and sociological rather than moralistic terms. The student is seen as being able to control his behavior through self-discipline rather than strict teacher control. Humanistic orientation leads teachers to desire two-way communication between students and teachers. A democratic school organization with flexibility in rules and increased self-determination is seen as desirable. To engage in worthwhile activities is viewed as more important

to pupil learning than is the absorption of facts. The humanistic orientation leads the teacher to stress pupil individuality and the meeting of individual needs of pupils.[13]

Productive Work: The productive work of students is a measure of (1) the amount of required work performed by the pupils, and (2) the amount of self-initiated work performed by pupils. The "Pupil Survey" developed by Morris L. Cogan is used to measure the productive work of students.[14]

Required Work: Required work is described as the work that the teacher assigned as part of the classroom assignment. It includes reading assignments, book reports, homework, and assignments that are to be handed in for grading.

Self-Initiated Work: Self-initiated work is effort on the part of the student that is done on the student's own time and of his own volition. It is not assigned nor done as a part of the regularly assigned classroom work.

Limitations

The two variables under consideration in this study were pupil control ideology of teachers and the productive work of their pupils. Pupil control ideology of teachers was treated as the independent variable and the productive work of pupils as a dependent variable. The productive work of students may be affected by teachers other than the teacher under consideration. The students involved in this study were in grade 10, 11, or 12. Thus the population samples included some

students who were compelled by law to attend school as well as students beyond the age where the high dropout rate occurs. No attempt was made to control these or other environmental influences on the child that may affect his productive work. It was assumed that the items on the Pupil Survey were representative of the kinds of school tasks assigned in the schools involved in the research. It is also assumed that teacher orientations as indicated by the PCI Form will be reflected in the behavior of teachers with students.

This study was an exploratory study, Therefore, any application of the conclusions drawn from this study to another population should be interpreted with care.

Summary

The classroom group is designed for learning. The teacher-pupil interaction that occurs in the classroom is probably the most important segment in the teaching-learning process. Teacher classroom behavior may have a very definite effect on the performance of students in being motivated to do work for a given class. The purpose of this study was to investigate the relationship between the pupil control ideology of teachers and the productive work of pupils. The Pupil Control Ideology Form PCI was used to measure the Pupil Control Ideology of teachers. The Pupil Survey was used to measure the productive work of students. The research

involved teachers and students in grades 10, 11, and 12 in subject areas of math, English, science and social studies.

FOOTNOTES

[1]Jacob W. Getzels and Herbert A. Thelen, "The Classroom Group as a Unique Social System," NSSE Year Book, Part 2 (1960), p. 53.

[2]Morris L. Cogan, "The Relation of the Behavior of Teachers to the Productive Behavior of Their Pupils," unpublished Doctoral Dissertation, Harvard University (1954).

[3]Ibid.

[4]Jessee A. Bond, "Analysis of Observed Trails of Teachers Who Were Rated Superior in School Discipline," Journal of Educational Research, Vol. 45 (March, 1952), p. 235.

[5]Donald J. Willower, Terry L. Eidell, and Wayne K. Hoy, The Pennsylvania State University Research Monograph No. 24, "School and Pupil Control Ideology," (1967), The Pennsylvania State University, University Park, Pennsylvania, pp. 53-54.

[6]Pauline S. Sears and Erenst R. Hilgard, "The Teacher's Role in the Motivation of the Learner," The 63rd Yearbook of the National Society for the Study of Education, Part I, NSSE, Chicago: The University of Chicago Press (1964), p. 182.

[7]Ibid.

[8]Willower, Eidell, and Hoy, pp. 53-54.

[9]Wayne K. Hoy and James B. Appleberry, "'Openness' in the Organizational Climate of 'Humanistic' and 'Custodial' Elementary Schools," Research Bulletin: Council Schools at Work, New Jersey School Development Council, Vol. XIV, No. 1 (Fall, 1969), pp. 12-15.

[10]Doris C. Gilbert and Daniel J. Levinson, "'Custodialism' and 'Humanism' in Mental Hospital Structure and Staff Ideology," The Patient and the Mental Hospital, ed. Milton Greenblatt, et al. (Glencoe, Ill.: The Free Press, 1957).

[11]Willower, Eidell, and Hoy, p. 5.

[12]Ibid., pp. 53-54.

[13]Ibid.

[14]Cogan. Ibid.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

All working organizations, including the classroom group, have certain characteristics in common. All organizations, for example, have a goal they seek to attain. They have participants who are joined together for the purpose of achieving the goal, and the activities of the organization are based in some type of control or leadership.[1]

The goal of the classroom group is learning on the part of the students. Traditional and legal authority assign control of the classroom group to the teacher. The teacher is also assigned the duty of motivating the students toward the goal of learning.

This study is concerned with the question of how the control orientation of classroom teachers impinges on the behavior of pupils with regard to the kind and amount of work completed by students. Investigators of teacher-pupil relationships have used various measures working with selected observed teacher behavioral traits and consequent behavior on the part of students. While many personality factors influence pupil behavior, this study has relied on the measurement of the pupil control ideology of teachers as

a significant determinant of teacher behaviors which in turn may influence pupil behavior.

The concept of teacher behavior as a cue for motivation of the student will be presented in this chapter. The concept of pupil control ideology is traced. The chapter concludes with a rationale relating these two concepts followed by a statement of the main hypotheses guiding the study.

Teacher Behavior and Motivation

Teacher behavior has a strong effect upon motivation. The teacher's responsibility for maintenance of classroom control and discipline brings out the affective consequences of various control techniques. The teacher can be either a positive influence in developing positive attitudes towards the classroom and its primary goal of learning, or may have negative consequences toward learning.

To speak of motivation means referring to a student wanting to do something. When it is said that a student is motivated, it generally means that he is or probably will be active toward accomplishing some task. Some teachers rely upon rewarding and punishing techniques in controlling and motivating students. However, the general warmth of atmosphere in the classroom is perhaps more important in the classroom motivation of the student.[2] One widely held position with respect to motivation within modern scientific psychology holds that organisms will act in such a fashion as to maximize pleasure and to minimize pain. An elaboration

on this point of view is the concept of learned motivation.[3] The theorists who are associated with this position acknowledge that while physiological tensions such as hunger and thirst are at the base of behavior, such objects as money, good grades, and approval of significant others (including teachers), can become capable of eliciting action on the part of an individual simply because they have been associated with the primary biological tension reducing objects such as food and drink. It can be conceptualized; for example, a child, through constant pairing with its mother, learns to love her merely on the basis of this pairing and the reduction of certain biological needs. In other words, he "moves toward" the mother because she has acquired tension reducing properties.

Objects which take on tension reducing properties then become capable of bringing about action on the part of an individual due to their association with primary biological tension reducing agents that originally satisfied tensions such as hunger and thirst.

One of the alternatives to this position on behavior is the self-actualization view of motivation.[4] Maslow postulated five levels of needs, (1) physiological needs, (2) safety needs, (3) belongingness and love needs, (4) esteem needs, and (5) the need for self-actualization. These needs are organized into a "hierarchy of relative prepotency." That is, the most basic needs must be satisfied before higher needs have the power to motivate behavior. When a person is

dominated by psysiological needs, all of his capacities are placed in their service. A very hungry man wants food and until he has it, concern for others or the desire to learn is relatively unimportant. Physiological needs, when they are "satisfied," fade into the background as active organizers of behavior.

The emergence of safety needs as motivators of behavior rests on the prior satisfaction of physiological needs. A person who feels unsafe may reveal his safety strivings in a number of ways. He may be generally apprehensive and act as if something unexpected will happen, or he may rigidly overorganize everything to insure predictability.

The importance of love and affection in present day society hardly needs emphasis. Maslow has indicated that inadequate satisfaction of these needs is one of the most frequent causes of maladjustment.[5]

Esteem needs are classified in two sets (a) the desire for competence in dealing with the world, and (b) the desire for recognition, status, and importance in the eyes of others. Adequate self-esteem promotes a sense of personal worth, self-respect, and confidence. Lack of self-esteem induces a feeling of helplessness and inferiority that, in turn, can create an excessive need to compensate for these inadequacies.

The student who lacks adequate self-esteem can be identified by his defensiveness in respect to his performance. He is frightened by competition or by activities involving

challenge. He would rather not perform than risk revealing his inadequacies. Some students who feel little self-esteem and are unsure of others' evaluations of them prefer to do little school work in order to avoid exhibiting their inadequacies to others.

The highest level of needs is self-actualization needs. The self-actualizing person is not hampered by anxiety distractions, or fixations at lower levels of need, all of which suppress abilities.

Combs has suggested that the person (student) who feels adequate behaves in a manner that enables him to be successful.[6] Since he is open to experience and is not preoccupied with inner conflicts, he is less defensive, can be more objective, and can see issues more clearly. The individual is able to deal more accurately and realistically with his environment. Being relatively free from threat, a student with an adequate self-concept is able to grow and develop without excessive concern for conformity.

On the other hand, the student with an inadequate self-concept approaches life with caution. He carefully screens his experiences in order to avoid personal threat. He anticipates failure as he moves to explore uncertain ground. In studies of self-concept as a predictor of achievement, and thus an indicator of motivation, the following relationships have been found: (1) Self-concept of ability as a predictor of achievement.[7] (2) Self-concept as a greater motivational factor than IQ.[8] (3) Self-concept and realistic goal

setting.[9] (4) Self-concept as a predictor of grade-point and the perceived evaluations of others.[10] (5) Failure as a function of self.[11]

A possible explanation for the effects of self-concept on academic motivation would be that the insecure, afraid, uncomfortable person is unable to enter into any search of the unknown. He is more likely to spend a disproportionate amount of time and energy toward maintaining and defending what he is rather than being able to move toward self actualization. The uncertainty of trying and possibly failing, bringing further damage to self, is not worth the risk. In other words, the individual (student) cannot seek out and search for answers in a world that he does not recognize as familiar if he lacks the stability of a positive self concept.[12]

Current knowledge about motivation would indicate that anxiety has an effect on student performance and in most cases academic performance tends to deteriorate under stress. Blackham defines anxiety as "an unconscious fear of experiencing a traumatic or psychologically painful state."[13] He adds that the excessively anxious person cannot perform his accustomed tasks adequately. In school an excessively anxious child may be hyperactive or unable to concentrate. In general, he does not perform in ways consistent with his abilities. Others have supported the findings that more anxious individuals do not perform generally as well as do those who are less anxious.[14] However, these findings are

not totally supported. One researcher has concluded that mild anxiety, with a low degree of tension, causes no deterioration in learning. In fact, it may be a positive motivation influence.[15] Note that for anxiety to have a positive effect, it was classified as mild.

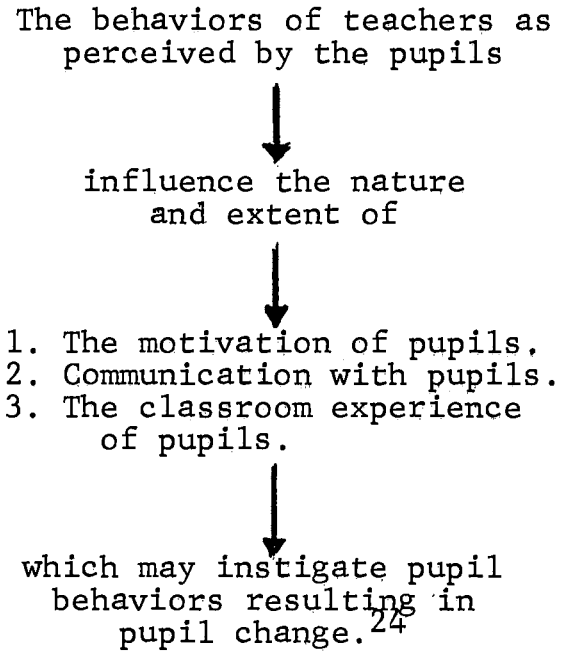
A possible explanation for the decreased learning efficiency as anxiety and stress increase is that the more anxious student may feel less free to respond to the teacher, to the learning material, and to the learning situation in general. In other words, apprehensiveness in any given situation affects behavior in that situation. A certain degree of anxiety may lure the student forward in a learning task. Too much anxiety drives him away.[16]

In general, studies relating teachers' classroom behaviors to student learning have focused on behaviors that were categorized as "pupil centered" on one hand and "teacher-centered" on the other. Although the terminology has differed, the intent of these studies has been to show that "teacher-centered" behaviors elicit pupil anxiety which in turn brings about a loss of efficiency in motivating the student toward involvement in learning tasks. Characteristically the "pupil-centered behaviors" show that student needs, wishes, and values are considered in choosing the direction and scope of the teaching-learning interaction in the classroom. "Teacher-centered behaviors" characteristically exclude the student from consideration in decision making in the determination of orientation and class goals.

The work of Lewin, Lippett, and White attempted to ascertain the effects of various forms of leadership on the individual and group behavior.[17] This study compared the effects of (1) authoritarian, (2) democratic, and (3) laissez-faire leadership. Anderson investigated the effects of teachers' "dominative" and "integrative" behavior on students' classroom behavior.[18] Flanders experimentally produced classroom climates characterized as "learner-centered" and "teacher-centered."[19] The results of these studies tend to support the preference for "pupil-centered" behaviors over "teacher-centered" behaviors when considering the total classroom experience. Individuals (students) working in the "pupil-centered" atmosphere showed a higher degree of self-direction,[20] cooperation,[21] and better emotional adjustment.[22]

Other investigations have focused on the influence of the teacher's method of handling misbehavior of one child upon the other children who saw the event but were not themselves the target. Here again the "pupil-centered" approach was more effective in maintaining control and motivating the students toward classroom tasks.[23]

The process by which the classroom behaviors of the teacher are linked to pupil behaviors may perhaps be schematized by the following:



The rationale underlying the inclusion of teacher behavior as a variable in pupil change is that the manner in which pupils perceive the teacher's behavior leads to certain predictable behavior on the part of pupils which in turn may lead to pupil change.[25]

Cogan categorized certain teacher behaviors as inclusive or preclusive.[26] Behavior tending to make the pupils central to the teacher's classroom decisions and to the teaching-learning experience is defined as inclusive behavior. When teachers behave in an inclusive manner the pupils feel that their goals, their abilities, and their needs are taken into important account. Other words used to describe the behavior of inclusive teachers are integrative, affiliative, and nurturant. The teacher behavior which characteristically tends to keep students on the periphery of the objectives of teaching and the social interactions of the classroom is termed as preclusive behavior. Preclusive behaviors tend to make

pupils feel their needs, goals, and abilities are frequently overriden by other considerations. The preclusive teacher exhibits behaviors that may be termed dominative, aggressive, and rejectant.[27]

Pupil Control

Those concerned with the educational program in the public schools recognize the necessity for adequate pupil control in order to accomplish the purposes for which schools are organized and operated. Sorenson has commented on this subject by saying:

> . . . Schools exist for the education of children and youth. Teachers are given the responsibility for directing the learning of pupils. Without order little teaching and learning is likely to occur.[28]

The teacher is quite often evaluated in terms of pupil control. Although there is a wide variation in opinion as to what constitutes adequate control or discipline in the classroom and how to attain it, this variation in opinion does not seem to affect the near uniformity of opinion that unless teacher and pupils work together in harmony toward desired ends, little of value can be accomplished by them.[29]

Saville disagrees with the opinion that harmony is necessary in order to accomplish goals saying that conflict can:

> . . . stimulate thinking, rid us of complacency, guide us in utilizing our creative powers, and bring about positive and effective decision-making procedures.[30]

However, there is the acknowledgment that to accomplish any positive end, conflict must be guided and controlled.

Without this control, conflict can become a detriment to organizational effectiveness.[31]

The pupil control role is thrust upon the teacher by the formal and informal organization. Colleagues, administrators, and pupils, while not overtly forcing the maintenance of order role upon the teacher, see it as the duty of the teacher to prevent disorder. The inability to maintain order is taken as a visible sign of incompetence.[32]

In a study of a junior high school in Pennsylvania, it was found that the institutional theme was unmistakenly that of pupil control.[33] Such a situation might arise from an institution's attempt to control the innate hostility Waller sees as inevitable due to the political structure of the school which places the teacher in a dominant role with the students occupying a subordinate position. He questions that this hostility can ever be removed.[34] This hostility could well be the origin for conflict situations arising from the confrontation of pupil and teacher. Teachers teach 25 to 30 hours per week, meeting up to 150 students per day. The opportunities for conflict are numerous and the necessity to reduce stress is considerable. In an effort to reduce stress and conflict, the teacher will seek to find a satisfactory method of pupil control. With the importance that administrators, teachers, and pupils place on the maintenance of order, it is not surprising that teachers tend to grow custodial with experience.[35] Appleberry and Hoy see a custodial atmosphere in schools as being dysfunctional in bringing

about a positive and strong commitment of students to the school.[36] In fact, they see custodialism as more likely to bring about alienation.

Rationale

Psychologists have postulated that organisms will act to maximize pleasure and to minimize pain. Dollard and Miller have demonstrated the tendency of a living organism to avoid an unpleasant or feared stimulus and to approach a liked stimulus.[37] Essentially this means that living organisms react to their environment. Any activity on the organism's part will be designed to contribute to the self-preservation of the organism. In other words, the organism tends to use the most expeditious means of avoiding discomfort or an anxiety producing stimulus. A classroom example might well be that a teacher who becomes a cue for strong anxiety will cause the pupil to do only the amount of work that will meet the requirements of the teacher. The pupils will tend to satisfy, as economically as possible, the minimun demands of certain teachers by doing only the required work. They will not, on the other hand, tend to perform very much self-initiated work or extra work, since the extra work would be a symbolic equivalent of remaining longer than necessary in proximity to an unpleasant situation.

Recalling the dysfunctional aspects of custodialism in schools, it is not unreasonable to think that a custodial atmosphere in schools would be looked upon by many pupils as

an unpleasant situation.[38] Conversely, the humanistic atmosphere would not be seen as an unpleasant stimulus to be avoided.

Research in this area has provided evidence which in general tends to confirm the hypothesis that the acceptant, affiliative, and integrative behaviors of teachers are positively related to pupil productivity.[39]

The humanistic teacher is pupil oriented, warm, and sensitive to the needs of his students. Two-way communication channels between teacher and pupil are open. Flexibility in status leads to a democratic classroom climate. In such a classroom the importance of the individual is stressed.[40]

The custodial teacher sees maintenance of order as a primary concern and is willing to use punishment if necessary to get and maintain order. Students are viewed as incapable of conducting their affairs and are seen as undisciplined youngsters in need of close and constant supervision.[41]

From Cogan's work it appears that "inclusive teacher behaviors" would likely be characteristic of the pupil oriented humanistic teachers. Conversely, "preclusive teacher behaviors" would be more closely associated with the maintenance of order role ascribed to by custodial teachers.

The current study has drawn from Cogan's approach to pupil-teacher interaction by utilizing the instrument developed to measure the productive work of students which is seen as being closely related to pupil change, or gain, and "intervenes just prior to change."[42]

Hypotheses

Based upon the rationale above, it appears that the humanistic pupil control ideology would facilitate motivation toward productive work and that the custodial pupil control ideology would stifle pupils' productive work. Therefore, the following hypotheses are generated:

H. 1. Pupils subject to the control of humanistic teachers will perform a greater amount of required work than will pupils subject to the control of custodial teachers.

H. 2. Pupils subject to the control of humanistic teachers will perform a greater amount of self-initiated work than will pupils subject to the control of custodial teachers.

Summary

Motivation on the part of an organism is viewed by some theorists as being a natural drive to reduce tension on the part of the organism. An alternative to this view is the self-actualization viewpoint toward motivation as expressed by Maslow. The public school assigns the duty of motivation of the student to the classroom teacher. The teacher is also assigned the responsibility of pupil control.

Studies relating as to how teacher classroom behavior impinges upon the behavior of their pupils "in general" have focused on behaviors that have been categorized as "pupil

centered" on the one hand and "teacher centered" on the other.

The rationale presented in Chapter II used the concept of pupil control ideology of teachers and its relationship to the productive work of students. Pupil control ideology is conceptualized on a continuum ranging from "custodialism" at one extreme to "humanism" at the other.

The rationale appears to support the hypothesis that the humanistic teacher would motivate students to produce a greater amount of productive work than would the custodial teacher.

FOOTNOTES

[1]Jacob W. Getzels and Herbert A. Thelen, "The Classroom Group as a Unique Social System," NSSE Year Book, Part 2 (1960), p. 53.

[2]Pauline S. Sears and Ernest R. Hilgard, "The Teacher's Role in the Motivation of the Learner," The 63rd Yearbook of the National Society for the Study of Education, Part I, NSSE, Chicago: The University of Chicago Press (1964), p. 182.

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[21]Anderson, Ibid.

[22]Flanders, Ibid.

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[26]Ibid., p. 329.

[27]Ibid.

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[31]Ibid.

[32]C. Wayne Gordon, The Social System of the High School, The Free Press, Glencoe, Illinois (1957), p. 42.

[33]Donald J. Willower, Terry L. Eidell, and Wayne K. Hoy, The Pennsylvania State University Research Monograph No. 24, "School and Pupil Control Ideology," (1967) The Pennsylvania State University, University Park, Pennsylvania, p. 3.

[34]Willard Waller, The Sociology of Teaching, New York: John Wiley and Sons (1932), p. 10.

[35]Richard A. Roberts, "The Relationship Between the Change in Pupil Control Ideology of Student Teachers Perception of the Cooperating Teacher's Pupil Control Ideology," (Unpublished Doctoral Dissertation, The Oklahoma State University, 1969).

[36]Wayne K. Hoy and James B. Appleberry, "'Openness' in the Organizational Climate of 'Humanistic' and 'Custodial' Elementary Schools," Research Bulletin: Council Schools at Work, New Jersey School Development Council, Vol. XIV, No. 1 (Fall, 1969), pp. 12-15.

[37]Miller and Dollard, Ibid.

[38]Willower, Eidell, and Hoy, Ibid., pp. 53-54.

[39]Morris L. Cogan, "The Behavior of Teachers and the Productive Behavior of Their Pupils: I. 'Perception' Analysis," Journal of Experimental Education, Vol. 27 (December, 1958), p. 103.

[40]Willower, Eidell, and Hoy, Ibid., p. 5.

[41]Ibid.

[42]Cogan, Harvard Educational Review, Ibid., p. 215.

CHAPTER III

METHOD AND PROCEDURE

Introduction

The research procedure is described in Chapter III. Specifically, the instrumentation, the sampling technique, and the data collection method will be discussed. The chapter concludes with a description of the statistical procedures used in the data analysis.

Instrumentation

The Pupil Control Ideology Form (PCI Form)

Gilbert and Levinson's work in patient control ideology held by mental hospital staff members paved the way for Willower, Eidell and Hoy to develop a similar operational measure for schools.[1] The Pupil Control Ideology Form is used to measure the pupil control ideology held by teachers.[2] The instrument has twenty items to which teachers respond by indicating their personal opinion to each item. Response categories are scored 5, 4, 3, 2, 1 for "strongly agree," "agree," "undecided," "disagree," and "strongly disagree," respectively with the order reversed for items five and

thirteen. The item scores are then summed to provide a single score. The lower the score the more humanistic the pupil control ideology of the respondent.

Reliability:[3] The authors of the PCI Form calculated a split-half reliability coefficient by correlating even-item subscores with odd-item subscores (N=170). The Pearson product-moment coefficient resulting from this calculation was .91; applying the Spearman-Brown formula, a corrected coefficient of .95 was obtained.

Additional samples were taken to check these calculations (N=55). The same techniques yielded a Pearson product-moment correlation of the half-test coefficient of .83. Applying the Spearman-Brown formula produced a corrected coefficient of .91.

Validity:[4] The authors established validity of the PCI Form by asking principals to read carefully descriptions of custodial and humanistic orientations and to identify a specified number of teachers whose ideology was most like each description. Approximately fifteen percent of the faculty was identified with each type. Mean scores for each group of teachers were compared using a t-test of the difference of the means. A one-tailed t-test produced a t value of 2.639, indicating a difference in the expected direction, significant at the .01 level.

A further check on the validity comparing the mean scores of personnel in two schools known by reputation to be humanistic were compared with scores of personnel at the

same grade level in other schools. While no statistical analysis was made in this case, the trend was in the expected direction. Results of cross-validation using a new sample of seven schools produced results in the expected direction and were significant at the .001 level.

Permission to use the PCI Form was obtained through correspondence with Dr. Wayne K. Hoy.

Pupil Change

Cogan, in his study of the behavior of teachers and the productive behavior of their pupils, used a measure of the frequency of required and self-initiated work performed by pupils in response to teacher stimuli.[5] Both kinds of work perceived and reported by the pupil are termed "productive." A measure of productive work is provided by the "Pupil Survey." The "Pupil Survey" was developed in an attempt to establish a relationship between teacher behaviors and the behaviors of his pupils. Cogan reasoned that a teacher who was seen as a cue for strong anxiety would motivate his pupils to a low performance of self-initiated work.

The reliance upon measures of students' productive work as a measure of pupil change rests upon two assumptions: (1) that such work is a necessary pre-condition for most school learning, and (2) that such work is proximate to pupil change. There is no assumption that the performance of any required or self-initiated activity constitutes an educative experience. Nor is there an assumption of equation between

activity and learning. Rather, the position taken was only that there must be performance, or work, or activity, before most school learning occurs.[6]

The Pupil Survey:[7] The Pupil Survey was developed by Morris L. Cogan. The full survey has three parts. Part I measures the required work done by students. Part I is a thirty item instrument with response categories of "almost never," "few times," "sometimes," "many times," and "almost always." The items are scored 1, 2, 3, 4, 5, respectively.

Part II measures the self-initiated work done by students. The twenty-five items are valued 0, 1, 2, 3, 4, 5, according to the categories "never," "almost never," "few times," "sometimes," "often," "very often." Items 23, 24, and 25 are answered yes or no. The yes-no items are valued 3 and 0 respectively. In both Part I and Part II the amount of student work varies directly with the number score.

During the development of the scale the author administered a pre-test instrument to 170 pupils. The pupils were asked to write a question mark after any item they did not clearly understand. Comments or suggestions concerning the items were encouraged. In summary, the evidence of the pre-test suggested that:

> The pupils comprehended the meaning and intent of the items and were able to respond to them in terms of the multiple-choice answers provided.[8]

Validity and Reliability:[9] The Pupil Survey Parts I and II were validated by having teachers respond to a questionnaire, giving their estimates of the required and self-

initiated work performed by each student. The teachers rated each pupil from 1 (practically no work) to 5 (practically all the required work or a very great amount of self-initiated work). This provided an estimate of productive work scores for correlation with the pupils' own estimates. The relationship between these ratings and the pupils' ratings of their own work was positive. The results also showed that the students' reports on productive work can be quite reliable. The reliability coefficients for classroom group assessments of required work (Part I) was .944, and for self-initiated work (Part II) was .894.[10] There is then reason for concluding that the scales furnish reliable measurements for pupil productive work.

Permission to use the Pupil Survey was obtained through correspondence with Dr. Morris L. Cogan.

Pilot Study

The researcher conducted a pilot study using the packets as sent to schools involved in the study. The pilot study involved 20 eighth grade students and a sample of teachers including five student teachers, two first year teachers, and two teachers with greater than five years experience. The purpose of the pilot study was to ascertain if the directions could be followed and if the students could respond to the Pupil Survey without confusion. The researcher personally interviewed each of the adults and found that no difficulty was encountered with the administering of the Pupil

Survey or with the PCI Form and Data Sheet. The students' responses were checked by their classroom teachers. The teachers supported the students' responses as being an accurate reflection of their actual performance. The researcher personally interviewed the students involved. The students reported that the Pupil Survey was easily understood and no problem was encountered in responding to the instrument. The data obtained in the pilot study was not subjected to statistical treatment.

Sample Selection

Since this research dealt with the relationship between teachers' pupil control ideology and the productive work of pupils, it appears that the main concern of the sampling is the random selection of the teachers involved in the study. However, teachers work in different kinds of communities and this may affect their pupil control ideology. Appleberry found a significant difference in the mean pupil control ideology scores of teachers in the different sized communities he studied.[11] Therefore, there is some substantiation for stratifying the sample according to the size of community.

Concerning stratification, Van Dalen states:

> Since a random sample may by chance have an undue proportion of one type of unit in it, an investigator may use stratified random sampling to get a more representative sample. When employing this technique, he divides his population into strata by some characteristic and from each of these smaller homogeneous groups draws at random a predetermined number of units.[12]

For the purpose of this research, the selection of the teacher sample from schools that have been stratified according to community population categories appears to be fruitful. The categories used were as follows: Rural (less than 5,000 population), town or small city (greater than 5,000 but less than 50,000), and urban (greater than 50,000 population).

Because of expense in time and money involved in trying to gather data from the entire population of the State of Oklahoma, a geographic limitation was imposed. A circle with a radius of 75 miles, using Stillwater, Oklahoma, as the center was drawn. Counties within or touched by this circle were used in determining which school would be used in the research. This area has in excess of 69 percent of the population of the state.[13] Schools within the area vary from some of the smallest to the largest in the state and the communities in the various categories exist in sufficient numbers to give an adequate sample.

All schools (meaning the individual high school building) located within the geographical area as listed in the Oklahoma Educational Directory of 1970-71 were used in selecting the sample. The communities wherein the schools are located were divided into three categories based on population. Forty-six schools were involved in the study. Fifteen districts are represented in the town and small city category. It was necessary to use sixteen schools in the rural category. In two schools a single teacher taught all

of the math and science courses. Another school was added with the teacher being chosen from the appropriate subject areas. Sixteen districts are represented in the rural category.

Teachers who teach in grades ten through twelve in the areas of math, social studies, science, and English were used in the sample. These grades were chosen because of the researcher's background and interest in secondary education. It was felt that since the majority of the high schools in the two larger community categories included only grades ten-twelve, to include grade nine in the research would entail a greater effort than would be warranted by expected results to be gained from its inclusion.

The course areas of mathematics, social studies, science, and English were chosen because of their textbook orientation and the likelihood of homework assignments in these areas and because all high schools in the state offer at least one subject in each area.

Randomization of the schools selected from each category was accomplished by using a table of random numbers.

Four teachers from each school were to be selected to respond to the PCI Form. The principals or superintendents were instructed to place the names of all teachers who taught in each selected subject area in a container and draw one name from the container. This process was duplicated in selecting the teacher from each of the four subject areas.

The selection procedure was followed in all schools except those having only one teacher in the subject area and one of the metropolitan systems. In the latter, each teacher was assigned a number. A table of random numbers selected the teachers for inclusion in the study.

In two of the smaller schools the case arose where one teacher taught both the math and science courses. In this situation the teacher was assigned to the area of the first class taught in the day. An additional school was selected and another teacher was chosen from the appropriate course areas. One hundred and eighty teachers made up the teacher sample for this study.

Upon selection of the schools to be included in the research, the researcher wrote to the superintendent or individual responsible for research in the school districts applicable to the study. This letter was the initial contact with the prospective participating school. The letter gave a very short description of the research and alerted the superintendent or research coordinator that telephone contact would be made by the researcher at a later date. Enclosed with the letter were the following: 1. A longer description of the research which gave the scope and direction of the research, the procedures for distribution and returning of the materials, the number of teachers and classrooms to be involved in the study, and an estimate of the time needed for each participating classroom. (See Appendix A for correspondence.) 2. A copy of the Pupil Survey. 3. A copy

of the PCI Form. 4. An information sheet to be sent to each participating teacher to gather demographic data. (See Appendix B for instrumentation.)

Several schools contacted the researcher upon receipt of the initial letter agreeing to participate in the study. The remaining schools were personally contacted by the researcher through telephone calls to further explain the research and to solicit participation in the study. All of the urban schools initially selected agreed to participate in the study. Three of the town and small city schools refused to participate as did three of the rural schools. The researcher made no attempt to persuade the schools to become involved in the study. The schools were dropped and additional selections were made. Two of the rural schools had one teacher teaching courses in two subject matter areas. Two teachers from an additional school were selected as replacements.

After receiving confirmation of participation by the selected schools, the researcher personally telephoned the designated building administrator to give explanation and to answer any questions the administrator might have on the data gathering procedure and the research in general. In the rural schools the superintendent was the person most often in charge of the data gathering. The building principal was in charge in the town or small city schools. In the urban schools an assistant principal most often worked with the researcher.

The researcher then made up packets for each teacher to be involved in the study. The packets contained: 1. A letter of appreciation to the teacher. 2. Directions for distribution and gathering of the data. 3. A copy of the PCI Form. 4. A copy of the Information Sheet to gather demographic data. 5. Forty copies of the Pupil Survey. 6. A ballpoint pen with instructions to keep the pen as an incentive to participate in the study. The packets were labeled according to subject matter. Four of the packets, one each from each subject matter area, were mailed to the building administrator with a letter of instruction on how to choose the teachers who were to participate and how to distribute and gather the data. The administrator was instructed to keep the packets for pick up by the researcher. The letter also encouraged the administrator to telephone the researcher collect if any questions arose from the students, teachers, or anyone connected with the research. The packets were mailed to the individual schools on November 3, 1971.

Data Collection

The data were gathered during the week of November 8-12, with minor exceptions. Two teachers were absent with extended illnesses. The building administrator was instructed to select another teacher and class. In another case the teacher had neglected to fill out the PCI Form and the Information Sheet. The researcher personally took another copy of each to the school and remained while the

forms were completed. The researcher visited each school to pick up the completed data packets. The data pickup was completed approximately five weeks from the mail out date.

Statistical Application

The PCI Forms were scored to select the teacher sample. The teachers who scored in the upper third were designated as the "custodial" teachers to be used in the research. Those teachers who scored in the lower third were identified as the "humanistic" teachers. Scores of the humanistic teachers ranged from 29-52 with a median of 44.68 (N=60). Scores of the custodial teachers ranged from 57-75 with a median of 63.33 (N=60).

The scores on the "required work" segment (Part I) of the Pupil Survey were averaged for each class. This score represented the class score on the required work segment. The class scores for the humanistic teacher sample were summed and the mean was calculated. This score represented the required work score for classes under the control of humanistic teachers. The same process was used to arrive at the score for the "self-initiated work" segment (Part II) of the Pupil Survey. The process was repeated to obtain the scores to be used for classes under the control of custodial teachers.

The scores used with humanistic teachers were: Required work 39.04 (N=60); self-initiated work 18.06 (N=60). The scores used with custodial teachers were: Required work 38.98 (N=60); self-initiated work 17.74 (N=60).

The appropriate means were then subjected to statistical analysis by the t-test. Popham describes the t-test as a statistical model designed to determine whether two groups as represented by their means are significantly different.[14] A t-test is usually employed in testing mean differences between only two groups.[15] Since the hypotheses in this research are concerned with the possible significant difference between student scores representing two groups of teachers, it appears that the t-test is appropriate for the purposes of this study. The t-tests were calculated by the writer.

Summary

The Pupil Control Ideology Form PCI as developed by Willower, Eidell, and Hoy was used to measure the pupil control ideology of teachers. The Pupil Survey as developed by Cogan was used to measure the productive work of students. The data were gathered from teachers and students in forty-six schools in Oklahoma. A stratified sample selection method was used in determining the schools to be used. The schools were stratified according to community population categories. The community categories were: Rural (less than 5,000 population), town or small city (greater than 5,000 but less than 50,000), and urban (greater than 50,000 population). The teachers in the study taught in grades 10, 11, and 12 in the areas of English, mathematics, social studies, and science.

FOOTNOTES

[1]Doris C. Gilbert and Daniel J. Levinson, "'Custodialism' and 'Humanism' in Mental Hospital Structure and Staff Ideology," The Patient and the Mental Hospital, ed. Milton Greenblatt, et al. (Glencoe, Ill.: The Free Press, 1957).

[2]Donald J. Willower, Terry L. Eidell, and Wayne K. Hoy, The Pennsylvania State University Research Monograph No. 24, "School and Pupil Control Ideology," (1967) The Pennsylvania State University, University Park, Pennsylvania, pp. 53-54.

[3]Ibid., p. 12.

[4]Ibid., pp. 13-14.

[5]Morris L. Cogan, "Theory and Design of a Study of Teacher-Pupil Interaction," Harvard Educational Review XXVI (Fall, 1956), p. 321.

[6]Ibid., p. 323.

[7]Morris L. Cogan, "The Relation of the Behavior of Teachers to the Productive Behavior of Their Pupils," (Unpublished Doctoral dissertation, Harvard University (1954).

[8]Ibid., pp. 56-57.

[9]Ibid., p. 66.

[10]Ibid., p. 92.

[11]James B. Appleberry, "The Relationship Between Organizational Climate and Pupil Control Ideology of Elementary Schools," (Unpublished Doctoral dissertation, Oklahoma State University, 1969), p. 51.

[12]D. B. Van Dalen, Understanding Educational Research, McGraw-Hill, New York (1966), p. 299.

[13]Census Data Oklahoma State University Computer Center, 1970.

[14]W. J. Popham, Educational Statistics, Use and Interpretation, New York: Harper and Row (1967), p. 140.

[15]Ibid., p. 164.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

One hundred and eighty teachers responded to the Pupil Control Ideology Form. These same teachers administered the Pupil Survey to a designated class. The designated class was defined as being the first class taught during the regular school day which involved students in grades 10, 11, or 12. The subject area of the designated class was to be English, mathematics, social studies, or science. All of the PCI Forms collected were usable. A total of 3,838 Pupil Surveys were collected. Four hundred and fifty-five Pupil Surveys were classed as not usable. The Pupil Surveys were rejected according to the following conditions:

1. If the responses on either of the major parts of the survey were substantially incomplete (three or more items unmarked).

2. If the pupil overlooked the category of responses called 'not given' in Part I of the survey which deals with homework assignments. These pupils answered as though the total scale ranged from 'Almost never' to 'Almost always'; rejection was automatic for any survey in which no response was entered under 'not given'.[1]

Adhering to commonly accepted statistical practice, the writer has assumed that differences were not statistically

significant unless they were at or above the .95 level of confidence. The format of this chapter will be to present an analysis of the data as they relate to each hypothesis examined.

Hypothesis One

H. 1. Pupils in classes of humanistic teachers will do a significantly greater amount of required work than will students in classes of custodial teachers.

The teachers scoring in the upper third and lower third of the range of PCI scores were used as the teacher sample for testing the main hypotheses. The calculated t value for the analysis was 0.03. With 120 degrees of freedom, a t value of 1.658 was needed for significance at the 0.05 level of confidence on a one-tailed test. Hypothesis One was therefore not supported. Data used in the analysis of the hypothesis are summarized in Table I.

TABLE I

A COMPARISON OF THE REQUIRED WORK DATA OF STUDENTS IN CLASSES OF HUMANISTIC TEACHERS AND CUSTODIAL TEACHERS

Group	Number	s	Mean Required Work Score	t
Humanistic	60	9.23	39.04	0.03
Custodial	60	9.69	38.98	

$p > .05$

Hypothesis Two

H. 2. Students in classes of humanistic teachers will do a significantly greater amount of self-initiated work than will students in classes of custodial teachers.

The calculated *t* value for the analysis was 0.27. With 120 degrees of freedom, a *t* value of 1.658 was needed for significance at the .05 level of confidence on a one-tailed test. The hypothesis was therefore not supported. Data used in the analysis of the hypothesis are summarized in Table II.

TABLE II

A COMPARISON OF THE SELF-INITIATED WORK DATA OF STUDENTS IN CLASSES OF HUMANISTIC TEACHERS AND CUSTODIAL TEACHERS

Group	Number	s	Mean Self-Initiated Score	*t*
Humanistic	60	6.13	18.06	0.27
Custodial	60	5.51	17.74	

$p > .05$

Related Questions

Cogan has speculated that factors in the training of teachers or in the personality of teachers in the different subject matter areas, specifically science, could maximize the influence of the teacher's behavior upon the pupil's work.[2]

The data were tested for significant differences in the self-initiated and required work scores in the separate subject matter categories. As the hypotheses concerning differences on PCI scores were not supported, it appears justifiable to use the data used for the analysis of the main hypotheses to analyze questions on subject area differences.

Question One

Q. 1. Is there a significant difference between student required work scores in the designated subject areas?

The data were analyzed using the completely randomized design analysis of variance.[3] The calculated F value for testing Question One was 10.73. With 3 and 176 degrees of freedom, the F value needed for significance at the .05 level is 2.60. Therefore the question is supported in the affirmative. Data pertinent to this analysis is presented in Table III.

Question Two

Q. 2. Is there a significant difference between student self-initiated work scores in the designated subject areas?

The calculated F value for testing Question Two was 9.78. With 3 and 176 degrees of freedom, the F value needed for significance at the .05 level is 2.60. Therefore, Question Two is supported in the affirmative. Data pertinent to this analysis is presented in Table IV.

TABLE III

SUMMARY DATA AND ANALYSIS OF VARIANCE DATA FOR THE EFFECT OF SUBJECT AREA ON THE REQUIRED WORK OF STUDENTS

	English	Mathematics	Social Studies	Science
Number	45	45	45	45
Mean	40.72	37.61	34.00	41.57
Variance	87.42	39.00	28.94	38.04
Standard Dev.	9.34	6.24	5.37	6.16

Source	df	SS	MS	F
Between Groups	3	1594.56	531.52	10.74*
Within Groups	176**	8703.68	49.45	
Total	179**	10298.24		

*$p < .001$

**All classes involved in the study were used in this analysis.

TABLE IV

SUMMARY DATA AND ANALYSIS OF VARIANCE DATA FOR THE EFFECT OF SUBJECT AREA ON THE SELF-INITIATED WORK OF STUDENTS

	English	Mathematics	Social Studies	Science
Number	45	45	45	45
Mean	20.84	15.13	16.68	18.83
Variance	38.93	17.45	26.38	29.44
Standard Dev.	6.23	4.17	5.13	5.42

Source	df	SS	MS	F
Between Groups	3	840.36	280.12	9.78*
Within Groups	176**	5039.51	28.63	
Total	179**	5879.87		

*$p < .001$

**All classes involved in the study were used in this analysis.

The data used in the analysis of questions one and two were further analyzed using Duncan's Multiple Range Test[4] for nearly equal n's. Data pertinent to this analysis are presented in Tables V and VI.

TABLE V

DUNCAN'S MULTIPLE RANGE TEST FOR COMPARISON OF DIFFERENCES BETWEEN STUDENT REQUIRED WORK SCORES IN DESIGNATED SUBJECT AREAS

	English	Mathematics	Social Studies	Science
Mean	40.72	37.61	34.00	41.57

Standard Error of Means	df
1.048	41

K = 2: 2.858 R_2 = 2.858 X 1.048 = 2.995
K = 3: 3.006 R_3 = 3.006 X 1.048 = 3.150
K = 4: 3.102 R_4 = 3.102 X 1.048 = 3.251

Science vs. Mathematics (R_4 = 3.251)
41.57 - 37.61 = 3.96*

English vs. Mathematics (R_3 = 3.150)
40.72 - 37.61 = 3.11*

Mathematics vs. Social Studies (R_2 = 2.995)
37.61 - 34.00 = 3.61*

Science vs. Social Studies (R_3 = 3.150)
41.57 - 34.00 = 7.57*

English vs. Social Studies (R_2 = 2.995)
40.72 - 34.00 = 6.72*

Science vs. English (R_2 = 2.995)
41.57 - 40.72 = 0.85

*$p < .05$

Therefore it is concluded that Science and Mathematics, Mathematics and social studies, science and social studies, and English and social studies differ significantly in terms of required work.

TABLE VI

DUNCAN'S MULTIPLE RANGE TEST FOR COMPARISON OF DIFFERENCES BETWEEN STUDENT SELF-INITIATED WORK SCORES IN DESIGNATED SUBJECT AREAS

	English	Mathematics	Social Studies	Science
Mean	20.84	15.13	16.68	18.83

Standard Error of Means	df
0.797	41

K = 2: 2.858 R_2 = 2.858 X 0.797 = 2.278
K = 3: 3.006 R_3 = 3.006 X 0.797 = 2.395
K = 4: 3.102 R_4 = 3.102 X 0.797 = 2.472

English vs. Social Studies (R_4 = 2.742)
20.84 - 16.68 = 4.16*

Science vs. Social Studies (R_3 = 2.395)
18.83 - 16.68 = 2.15

Social Studies vs. Mathematics (R_2 = 2.278)
16.68 - 15.13 = 1.55

English vs. Mathematics (R_3 = 2.395)
20.84 - 15.13 = 5.71*

Science vs. Mathematics (R_2 = 2.278)
18.83 - 15.13 = 3.70*

English vs. Science (R_2 = 2.278)
20.84 - 18.83 = 2.01

*$p < .05$

Therefore it is concluded that English and social studies, English and mathematics, and science and mathematics differ significantly in terms of self-initiated work scores.

Summary

Data were collected from one hundred and eighty teachers and 3,353 students.

The general direction of this research was to determine if there is a relationship between the pupil control ideology of teachers and the productive work of students. The hypotheses stating that there is an existing relationship were not supported. Further analysis of the data did produce differences in the amount of productive work between the various subject areas involved in the study.

FOOTNOTES

[1]Morris L. Cogan, "The Behavior of Teachers and the Productive Work of Their Pupils," Journal of Experimental Education, Vol. 27, December, 1958, p. 98.

[2]Morris L. Cogan, "The Relation of the Behavior of Teachers to the Productive Behavior of Their Pupils," unpublished Doctoral Dissertation, Harvard University (1954), p. 62.

[3]James L. Bruning and B. L. Kintz, Computational Handbook of Statistics, Glenview, Ill.: Scott, Foresman and Company, 1968. Part 2, pp. 22-25. See also A. L. Edwards, Experimental Designs in Psychological Research, Chapter 9, pp. 117-125, and Q. McNemar, Psychological Statistics, Third ed., Chapter 15, pp. 252-270.

[4]Ibid., pp. 115-117.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purposes of Chapter V are to provide a summary of the study, to review the conclusions resulting from the study, and to make recommendations for areas of further research.

Summary of the Study

This study was concerned with the relationship of the pupil control ideology of teachers and the subject matter area on the productive work of pupils. The teacher sample consisted of 180 teachers in selected public high schools. The school districts wherein the individual schools were located varied in size from six to 1,583 teachers.

The student sample consisted of 3,838 students who were in classes of the teachers who made up the teacher sample.

The instruments used in this study were the Pupil Control Ideology Form as developed by Willower, Eidell, and Hoy and the Pupil Survey, Parts I and II developed by Cogan.

Each teacher was administered the PCI Form to obtain a measure of the teacher's pupil control ideology. All of the

PCI Forms were usable. These same teachers administered the Pupil Survey to a designated class.

The methodology and design used a stratified random technique to select the schools to participate in the study. A letter of introduction describing the study was mailed to the superintendents of the schools which were selected to participate in the study. Several schools contacted the researcher upon receipt of the initial letter agreeing to participate in the study. The remaining schools were personally contacted by the researcher through telephone calls to explain the research and to solicit participation in the study.

After receiving confirmation of participation by the selected schools, the researcher telephoned the designated building administrator to give explanation and to answer any questions on the scope of the research and the data gathering procedure. Packets were then made up for each teacher and mailed to the schools for data. The researcher picked up the packets at the schools when the data were complete.

To test the major hypotheses, this investigation divided the teacher sample into two groups according to pupil control ideology scores. Teachers were classified as being humanistic if they scored in the lower third of the scores on the PCI Form. Teachers who scored in the upper third were classified as custodial.

The student responses to the Pupil Survey were matched with their respective teacher. Class mean scores on required work and self-initiated work were calculated for

the humanistic and the custodial teachers. These mean scores were compared using a t test.

The results of testing the hypotheses yielded the following:

1. The mean difference of the required work scores of students in classes of humanistic teachers and custodial teachers was not significant.
2. The mean difference of the self-initiated work scores of students in classes of humanistic teachers and custodial teachers was not significant.

The data were further analyzed to test for significant differences in required and self-initiated work scores in the separate subject matter areas. The data were analyzed using the completely randomized design analysis of variance.

The results of this analysis yielded the following:

1. The mean differences between the required work scores of students in the designated subject areas were significant beyond the .05 level of confidence.
2. The mean differences between self-initiated work scores of students in the designated subject areas were significant beyond the .05 level of confidence.

Duncan's Multiple Range Test was used to make comparisons between specific mean scores of productive work of students in the designated subject areas to determine where the significant differences lay.

There was significant difference in the required work scores for the following:

1. Science and mathematics.
2. Science and social studies.
3. Mathematics and social studies.
4. English and social studies.

There was not a significant difference in the required work scores for the following:

1. Science and English.
2. English and mathematics.

There was significant difference in the self-initiated work scores for the following:

1. English and social studies.
2. English and mathematics.
3. Science and mathematics.

There was not significant difference in the self-initiated work scores for the following:

1. Science and social studies.
2. Science and English.
3. Mathematics and social studies.

Conclusions from the Study

The results of this study would indicate that there is no significant relationship between the pupil control ideology of teachers and the productive work of pupils.

No attempt was made to statistically treat the relationship between grade level and productive work of students. A student in an Oklahoma high school would, in all likelihood, take four required courses in the ninth grade, three

in the tenth grade, American History and American Literature in the eleventh grade, leaving English Literature as the single required course in the twelfth grade. The remainder of the yearly class load is made up of elective courses.

Legal requirements compel students to attend school until age 18, or until completing four years of high school. Marriage and attendance in a business or trade school will also satisfy the requirements of compulsory attendance.

This research included courses that can be considered required as well as those that are electives. Some of the students included would be beyond that age for compulsory attendance while others would be attending school purely because of the legal requirements. This study made no attempt to differentiate between electives and required courses. Also, there is a possibility of differentiating between electives such as sociology and psychology which do not require skills in another subject area and the electives such as physics and chemistry which require a certain amount of competence in the higher mathematics. The position of the course in the academic hierarchy could possibly affect the productive work of students and the PCI of the teacher. In other words, there might be something said for the prestige associated with a course as a factor in the productive work in that course.

Recommendations

There are several questions which need to be investigated before retiring the question studied in this research.

A closer look at the PCI Form could well be in order if it is to be used in this type of research in the future. This research involved 180 teachers who responded to the instrument. The range of scores was 29-75. It was previously determined that the upper and lower thirds of the scores would be used to designate the humanistic and custodial teacher sample. Scores of the humanistic teachers ranged from 29-52 with a mean of 44.68 (N=60). Scores of custodial teachers ranged from 57-75 with a mean of 63.33 (N=60). Note that the remaining scores fell within a range of 52-57. There is therefore some question that the PCI Form allowed sufficient differentiation in identifying the humanistic or custodial teacher. Future studies should make an effort to overcome this weakness in this study.

Efforts behind the development of the Pupil Survey have brought about an interesting approach to the measurement of productive work of students. One question arising from this research is whether some of the items might be biased in favor of a particular subject area when the instrument is used as it was in this study to determine the self-initiated work. For example, is item number six, "I make extra visits to museums or exhibits," biased in favor of social studies? Item number thirteen, "I write extra poems, or stories" might be biased against mathematics.

An improvement on the measurement technique for productive work might well be to measure the actual frequency with which a student did required and self-initiated work over a period of time.

Is there a relationship between the self concept and the productive work of the pupil?

Does the grade level of the student affect his perceptions of teacher PCI?

How do various demographic variables such as sex of student, grade level, and the educational level of parents affect the productive work of students?

Do characteristics of the course, i.e., is it an elective or required course, affect the pupil control ideology of teachers and the productive work of students?

Would a replication of this study using the student's perceived teacher pupil control ideology reveal new knowledge about the relationship between pupil control ideology of teachers and productive work of students?

It is suggested that the merit of using a measure of the productive work of students as an indicator of the teacher's ability to motivate students is sound. Future studies might be concerned with using the instrument in comparing the productive work of students in different socioeconomic levels.

What characteristics of teachers seem to be related to high productive work of students, and to low productive

work? Or is productive work of students independent of teacher characteristics?

Is there a relationship between productive work of students and participation in extra-curricular activities?

Doubtless there are many other areas of value for educational research before the concepts of pupil control ideology and productive work of students are retired.

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APPENDIX A

CORRESPONDENCE

For some time educators have assumed that there is a relationship between teacher attitudes and student learning. A research project now under way through the College of Education at Oklahoma State University is designed to investigate this assumption.

Your school is one of 45 randomly selected for inclusion in the study. A description of the project is included with this letter, as well as copies of the instruments to be used. In a few days I will contact you by phone to see if you will allow your school to participate. At that time I will be happy to answer any questions you may have about the project.

Thank you for your consideration of this request.

Very truly yours,

Bill L. Salwaechter, Principal
Stillwater Junior High School
Stillwater, Oklahoma

Enc: 4

INFORMATION SHEET

Educational literature is marked by numerous references to the relationship existing between teacher attitudes and pupil behaviors. Research currently under way through the College of Education at Oklahoma State University is investigating the impact of certain teacher attitudes on the productive behaviors of pupils. The researcher, Bill Salwaechter, will be using the research as the basis for a doctoral dissertation. Specifically, the study will deal with the relationship between the pupil control ideology of teachers and the amount of required and self-initiated work done by their pupils.

Forty-five schools have been randomly selected to participate in the study. Teacher attitudes on pupil control will be secured by having four teachers from each school, one each in the areas of (1) English, (2) mathematics, (3) science, and (4) social studies, respond to the "Pupil Control Ideology Form PCI" and the data sheet. The productivity scores of students will be secured by having the first daily class, grades 10 through 12, of each teacher respond to the "Pupil Survey." This instrument is a check on the frequency with which students perform certain common required assignments and engage in various self-initiated activities in connection with the work in a specified classroom.

The data is to be collected during the week of November 8-12. The time involved for the total distribution, completion, and collection of materials for each class will be less than 30 minutes. No data is needed from school records. The only identification needed will be the subject matter area of the teacher involved and the name of the school. This information will be used for the purpose of checking on returns only. No individual or school will be named in any report of the research.

An abstract of the findings will be forwarded to the Superintendent and the Principal of each school involved in the study.

The distribution and collection procedure will involve:

(1) Random selection of teachers by the principal of the school involved. The names of all teachers in a given subject matter area are to be placed in a container and one name is to be drawn.

(2) Distribution of packets to individual teachers.

(3) Distribution of "Pupil Survey" to individual students.

(4) Collection of completed instruments.

(5) Sealing of materials in the envelope for returning to the researcher. All materials are to be returned.

(6) Researcher will pick up completed materials at individual schools.

Your participation and cooperation will be greatly appreciated as it is prerequisite to the success of this research. A copy of each instrument to be used in the study is enclosed.

Bill L. Salwaechter

APPENDIX B

INSTRUMENTS

FORM PCI

Information

On the following pages a number of statements about teaching are presented. Our purpose is to gather information regarding the actual attitudes of educators concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Your responses will remain confidential, and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

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

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	U	D	SD
2.	Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	U	D	SD
3.	Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	U	D	SD
4.	Beginning teachers are not likely to maintain strict enough control over their pupils.	SA	A	U	D	SD
5.	Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	U	D	SD
6.	The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7.	Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD
8.	It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	U	D	SD

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9.	Too much pupil time is spent on guidance and activities and too little on academic preparation.	SA	A	U	D	SD
10.	Being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11.	It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12.	Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13.	Pupils can be trusted to work together without supervision.	SA	A	U	D	SD
14.	If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	U	D	SD
15.	If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	SA	A	U	D	SD
16.	A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD
17.	It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18.	A pupil who destroys school material or property should be severely punished.	SA	A	U	D	SD
19.	Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20.	Pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD

PART TWO

Instructions for Marking Answers:

This part of the survey deals with **EXTRA** things you may do in this subject, **NOT COUNTING ASSIGNED HOMEWORK.**

1. In the list below, check only the things you do because you feel like doing them voluntarily, of your own free will. Show how often you do them.
2. If you never do the thing listed, just put a check under **NEVER**, and go on to the next line.

THINGS I DO IN THIS SUBJECT JUST BECAUSE I WANT TO	I DO THIS THING					
	Never	Almost never	Few times	Some-times	Often	Very Often
1. In this subject, I read for pleasure						
2. I volunteer to answer in class						
3. I collect things for this subject						
4. I do extra things for this teacher						
5. I talk to people about this subject						
6. I make extra visits to museums or exhibits						
7. I visit factories, banks, businesses						
8. I take notes on extra reading						
9. I prepare things to share with other pupils in class						
10. I do extra problems or examples						
11. I do extra drawings, cartoons						
12. I make extra graphs, charts						
13. I write extra poems, or stories						
14. I give extra reports						
15. I do extra experiments						
16. I listen to extra programs						
17. I go to extra lectures or talks						
18. I bring extra things to class						
19. I read extra magazines or newspapers						
20. I make extra models						
21. I do extra drill exercises						
22. I write questions to ask in class						
23. I joined a club connected with this subject	Yes.....	No				
24. I started a hobby in this subject	Yes.....	No				
25. I have decided to take more work in this subject in later grades	Yes.....	No.....				

PART ONE

Instructions for Marking Answers:

This part of the survey deals with HOMEWORK ASSIGNMENTS. Many different kinds of assignments are listed. Of course, not every teacher gives every different kind of homework.

1. If a certain kind of homework is NOT GIVEN by this teacher, put a check mark (X) in the column headed NOT GIVEN, and go on to the next question.
2. If a certain kind of homework IS GIVEN, put a check mark (X) in the space showing HOW OFTEN YOU REALLY DO IT WHEN IT IS GIVEN.
3. Answer every question. There will be only one check mark for every question — either a check under NOT GIVEN, or a check showing how often you do it **WHEN IT IS GIVEN FOR THIS SUBJECT.**

NOT GIVEN	KIND OF HOMEWORK GIVEN IN THIS SUBJECT	WHEN IT IS GIVEN, I DO IT				
		Almost never	Few times	Some-times	Many times	Almost always
	1. Do outside reading for this subject					
	2. Do experiments					
	3. Take trips					
	4. Make or study graphs					
	5. Give a report or a talk					
	6. Tell a story					
	7. Describe an experiment					
	8. Prepare a debate					
	9. Interview or question people					
	10. Take part in committee work					
	11. Take part in an assembly program					
	12. Listen to a program on the air					
	13. Write an essay or a story					
	14. Read and tell about a book					
	15. Do drill exercises					
	16. Correct errors on my papers					
	17. Make a notebook					
	18. Write an outline					
	19. Draw pictures, cartoons					
	20. Draw mathematical figures					
	21. Solve number problems					
	22. Prepare an exhibit or models					
	23. Bring in things for the bulletin board					
	24. Measure distances					
	25. Memorize rules					
	26. Visit a museum or exhibition					
	27. Look up definitions					
	28. Do everyday business problems					
	29. Keep a scrap book					
	30. Study the textbook(s) we use					

PUPIL SURVEY

1. Code number .....

2. Age on last birthday..... (years) 3. Boy..... Girl..... 4. Grade.....

5. Subject ..... 6. Subject teacher .....

7. School ..... 8. Class number .....

9. Do you work at a paid job at least 4 or 5 days each week after school? No.....Yes.....

A Message to You:

This is **not** a test. The purpose of this survey is to get some important information about students from the students themselves. To do this, we need your help. Above all, we need **honest, thoughtful** answers.

No one in this school will ever see these answers. Everything on this survey will be referred to by the Code numbers. No names will ever appear anywhere.

Directions:

1. Read every statement carefully and then check the answer **nearest to your opinion.**
2. In Part I and II, you answer by making a check mark in the proper space.
3. In Part III, you will write the **NUMBER** of your answer in the space to the right.
4. **THERE ARE NO RIGHT OR WRONG ANSWERS.** An answer is right if it is true for you.
5. Answer every item; do not omit any.

INFORMATION SHEET

Instructions: Please complete this form by checking the appropriate boxes and filling in blanks where indicated.

1. Sex ( ) Male ( ) Female

2. Marital status

( ) Single ( ) Married ( ) Widow(er)

3. Age ( ) 20-29 years ( ) 30-39 years ( ) 40-49 years

( ) 50-59 years ( ) 60-69 years

4. Present position (specify as indicated)

( ) Elementary teacher (please specify grade_____)

( ) Secondary teacher (subject(s)_____)

5. Experience as an educator (as of the end of this academic year)

_____years as a teacher

_____years, other (please specify position_____)

6. Amount of education

( ) Less than Bachelor's degree

( ) Bachelor's degree

( ) Bachelor's degree plus additional credits

( ) Master's degree

( ) Master's degree plus additional credits

( ) Doctor's degree

7. Undergraduate preparation

( ) Major within the field of education

( ) Major in area outside the field of education

8. Graduate preparation

( ) Major within the field of education

( ) Major in area outside the field of education

APPENDIX C

PCI SCORES WITH CLASS MEANS FOR 180 TEACHERS

PCI SCORES WITH CLASS MEAN PRODUCTIVE WORK SCORES FOR URBAN SCHOOLS

School	Subject	PCI	Required Work	Self-Initiated Work
1	E	54	29.20	17.17
1	S	47	46.43	17.06
1	SS	70	27.77	14.81
1	M	50	36.47	12.41
2	E	60	36.68	15.18
2	S	67	46.00	28.66
2	SS	49	23.40	14.92
2	M	45	55.34	17.73
3	E	56	34.41	14.86
3	S	65	47.71	18.35
3	SS	57	38.75	25.25
3	M	60	33.71	10.91
4	E	55	35.71	18.58
4	S	41	32.64	29.85
4	SS	56	27.67	9.87
4	M	61	39.25	18.56
5	E	53	45.08	18.54
5	S	62	40.64	15.12
5	SS	56	39.41	14.70
5	M	45	30.11	8.70
6	E	65	58.25	25.17
6	S	56	41.33	25.22
6	SS	56	32.18	11.41
6	M	61	32.43	11.00
7	E	59	42.05	23.80
7	S	60	42.00	20.53
7	SS	64	35.65	19.65
7	M	64	41.96	20.11
8	E	49	44.00	22.48
8	S	63	27.55	12.41
8	SS	68	31.43	18.73
8	M	64	33.22	13.25
9	E	49	44.94	21.52
9	S	54	39.15	18.30
9	SS	56	34.80	14.55
9	M	66	38.40	16.80

School	Subject	PCI	Required Work	Self-Initiated Work
10	E	48	27.60	10.00
10	S	67	37.43	6.87
10	SS	47	24.54	13.83
10	M	65	31.00	10.78
11	E	51	31.96	16.76
11	S	55	41.24	13.04
11	SS	44	34.31	13.27
11	M	54	32.96	12.22
12	E	67	41.81	19.85
12	S	44	34.78	20.52
12	SS	53	25.83	11.79
12	M	51	48.13	18.82
13	E	34	27.55	15.66
13	S	44	45.06	20.46
13	SS	63	31.35	17.47
13	M	42	30.00	14.24
14	E	57	42.76	27.00
14	S	48	51.50	22.94
14	SS	47	37.34	16.34
14	M	52	40.48	16.16
15	E	46	20.00	18.04
15	S	70	50.28	25.50
15	SS	52	24.03	12.61
15	M	52	38.69	13.54

PCI SCORES WITH CLASS MEAN PRODUCTIVE WORK SCORES FOR TOWN AND SMALL CITY SCHOOLS

School	Subject	PCI	Required Work	Self-Initiated Work
16	E	46	53.03	25.06
16	S	51	36.92	27.92
16	SS	45	33.15	19.50
16	M	41	29.29	8.82
17	E	43	47.92	22.88
17	S	74	44.57	20.61
17	SS	39	53.66	28.33
17	M	66	34.95	16.59
18	E	44	47.95	22.86
18	S	39	34.95	17.29
18	SS	33	41.57	23.31
18	M	48	45.52	15.34
19	E	53	37.60	20.07
19	S	60	34.33	14.94
19	SS	75	21.04	13.00
19	M	56	34.78	6.57
20	E	51	55.88	23.88
20	S	59	34.61	18.95
20	SS	55	37.33	14.83
20	M	66	48.85	16.64
21	E	55	31.70	24.65
21	S	40	30.16	10.80
21	SS	55	28.07	12.87
21	M	50	30.45	10.00
22	E	58	43.58	21.79
22	S	55	41.77	17.92
22	SS	49	19.07	8.86
22	M	60	37.33	14.83
23	E	48	47.37	25.50
23	S	72	58.95	18.00
23	SS	60	41.54	18.04
23	M	45	37.56	14.12
24	E	47	45.60	13.73
24	S	48	43.55	16.65
24	SS	57	26.43	11.30
24	M	31	27.00	14.80

School	Subject	PCI	Required Work	Self-Initiated Work
25	E	56	30.55	22.03
25	S	47	45.52	11.94
25	SS	58	42.92	14.88
25	M	57	35.80	17.85
26	E	54	51.00	24.15
26	S	59	42.50	12.45
26	SS	64	36.00	13.20
26	M	55	32.06	18.33
27	E	52	44.56	20.39
27	S	65	37.54	24.22
27	SS	48	39.29	15.55
27	M	30	48.40	11.50
28	E	35	40.96	29.44
28	S	49	50.66	18.33
28	SS	35	36.38	20.57
28	M	54	51.32	18.58
29	E	45	33.91	12.95
29	S	52	38.25	12.43
29	SS	53	29.12	11.35
29	M	57	41.66	13.70
30	E	46	40.48	13.37
30	S	51	38.32	12.00
30	SS	52	28.97	18.58
30	M	67	30.44	10.33

PCI SCORES WITH CLASS MEAN PRODUCTIVE WORK SCORES FOR RURAL SCHOOLS

School	Subject	PCI	Required Work	Self-Initiated Work
31	E	55	25.94	19.12
31	S	Not used see school number 40		
31	SS	61	40.48	16.16
31	M	61	41.66	13.70
32	E	50	44.76	35.84
32	S	42	45.00	17.66
32	SS	50	54.71	27.85
32	M	62	34.95	23.90
33	E	53	48.82	20.23
33	S	45	31.44	21.83
33	SS	59	35.80	17.85
33	M	57	39.17	21.78
34	E	52	33.22	20.22
34	S	62	52.81	22.25
34	SS	68	39.84	17.00
34	M	51	48.45	18.36
35	E	29	47.90	32.36
35	S	55	31.00	13.09
35	SS	63	38.75	20.25
35	M	56	40.10	10.10
36	E	56	44.81	27.19
36	S	53	51.00	32.22
36	SS	63	37.60	17.56
36	M	55	32.71	19.33
37	E	59	24.81	12.77
37	S	67	61.23	22.38
37	SS	43	21.15	11.73
37	M	54	36.03	11.17
38	E	41	40.20	17.93
38	S	54	53.16	18.67
38	SS	50	32.60	11.15
38	M	53	38.19	16.00
39	E	66	26.57	11.65
39	S	55	36.32	23.14
39	SS	41	47.27	32.86
39	M	52	38.62	27.37

School	Subject	PCI	Required Work	Self-Initiated Work
40	E	Not used see school number 31		
40	S	53	37.15	16.19
40	SS	Not used see school number 31		
40	M	55	27.97	16.71
41	E	59	48.28	20.71
41	S	41	34.80	20.19
41	SS	51	33.69	15.08
41	M	43	50.00	15.65
42	E	59	36.09	15.95
42	S	54	47.87	22.04
42	SS	64	20.50	9.66
42	M	56	34.39	12.50
43	E	60	46.15	22.26
43	S	52	41.71	22.50
43	SS	52	33.83	19.33
43	M	Not used see school number 40		
44	E	68	59.60	42.00
44	S	57	28.15	10.92
44	SS	56	33.94	16.55
44	M	59	37.50	20.75
45	E	50	53.28	20.94
45	S	56	45.64	20.68
45	SS	71	37.26	22.23
45	M	58	34.70	17.52
46	E	61	39.15	11.50
46	S	57	37.25	14.62
46	SS	54	39.62	22.10
46	M	62	30.83	13.00

VITA

Bill Lewis Salwaechter

Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIP BETWEEN THE PUPIL CONTROL IDEOLOGY OF TEACHERS AND THE PRODUCTIVE WORK OF STUDENTS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Enid, Oklahoma, September 25, 1930, the son of Mr. and Mrs. Lewis E. Salwaechter.

Education: Completed grades one through three in the public schools of DeNoya, Oklahoma; completed grades four through twelve in the public schools of Meeker, Oklahoma, graduating from Meeker High School in the spring of 1948. Attended Oklahoma State University, Stillwater, Oklahoma, 1948-49; Central State College, Edmond, Oklahoma, 1949-50; Oklahoma State University, 1950-53 and 1955-56. Received the Bachelor of Science degree with a major in Geology from Oklahoma State University, August, 1956. Attended Montana State College, Bozeman, Montana, during the summer of 1964, in a biological sciences curriculum study institute; attended Oklahoma State University, 1964-65, in a counseling and guidance institute; received the Master of Science in Education degree with a major in Student Personnel and Guidance in August, 1965; completed requirements for the Doctor of Education degree at Oklahoma State University with a major in Educational Administration, July, 1973.

Professional Experience: Teacher (physical science, biology, physics) Central High School, Oklahoma City, Oklahoma, 1961-63; counselor Central High School, 1963-64, and fall semester 1965; assistant principal, Starr-Spencer High School, spring semester 1966 through June, 1967; principal, Stillwater Junior High School, Stillwater, Oklahoma, 1967 to present.