A STUDY OF THE RELATIONSHIP OF THE TEACHER'S PHILOSOPHY OF HUMAN NATURE AND THE STUDENT'S PERCEPTION OF HIS POWER IN THE CLASSROOM

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CHAPTER I

INTRODUCTION

While educators have been diligently searching for curriculum and teaching devices that would facilitate learning, little attention has been given more natural energies that support learning. In the past, attention has focused on increasing knowledge of the teacher about the subject he is teaching and on improving the method by which the knowledge is transmitted. Attention to the problem areas of teaching, such as teaching the deprived child, the poor child, the handicapped child has been based chiefly on the same ideas.

The need for increased attention to the problems of the personal characteristics of teachers and students should be dealt with. In reviewing the findings of the Coleman study, Equality of Educational Opportunity (1966), Caldwell (1970) points out:

> For children of all races, there was little relationship between differences in achievement and differences in the things about schools that educators usually consider important...The relatively small amount of variation in achievement that schools characteristically (as opposed to the student's own background) account for depends much more on the people at the school - other students and teachers - than on the facilities and curriculum.

Such findings tend to give credence to the importance of interpersonal relations within the social framework of the school, but not much insight into the nature of the relationship between teacher and student that best facilitates achievement.

The student enters into a relationship with his own unique background as does the teacher. However, Coleman et al., were able to delineate one factor in the student's background that appears to significantly facilitate achievement:

> A pupil factor which appears to have stronger relationship to achievement than do all the 'school' factors together is the extent to which an individual feels that he has some control over his destiny. (Coleman, 1966)

While this sense of personal autonomy is an important factor in school achievement, the interpersonal relations within the classroom do contribute to the overall success of the pupils. What is not clear from the Coleman study or any of the subsequent analyses is a question of the relationship between these findings. This study will focus on the relationship between the student's sense of autonomy and the teachers' philosophy of human nature.

Significance of the Study

Increasingly, in books on educational theory and practice, the need for attention to the problem of teacher-student relationships is being voiced. Carl Rogers states:

> ...the initiation of learning rests not upon the teaching skills of the leader, not upon his scholarly knowledge of the field, not upon his curriculum planning, not upon his use of audio-visual aids, not upon the program learning he utilizes, not upon his lectures and presentations, not upon an abundance of books, though each of these at one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner. (Rogers, 1962)

In his introduction to Psychology in the Classroom, Druiker sets forth the problem of discipline and motivation that faces the classroom teacher today:

> Neither parents nor teachers can any longer 'make' a child behave or conform; pressure from outside has lost effectiveness and must be replaced with stimulation from within. The normative quality of interpersonal self is capable of providing the pressure for compliance that a teacher will find necessary for the conduct of his class. (Druiker, 1957)

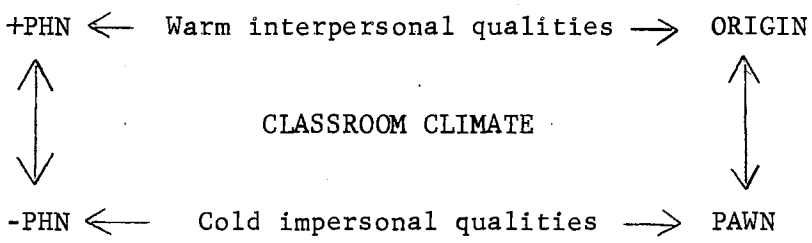
Statement of the Problem

The purpose of this study is to explore the relationship between teacher personality variables and pupil perceptions of the classroom.

More specifically, the study involves an examination of the relationship between teacher's philosophy of human nature to the student's perception of hiw power in the classroom. It is derived from a suggestion of Blau (1967) that the pattern of association between two individuals is strongly influenced by the social context in which it occurs.

It is felt that a study of this nature will provide insights into the larger probel of teacher's personality and its impact on student learning. In addition, such a study will have certain implications for teacher training programs.

Rationale



The model presented is an attempt to outline a general chain of influence. It describes the major variables which are assumed to influence teacher behavior. Teacher behavior, in turn, through teacher-pupil instruction, is assumed to have an influence effect on pupil perception of origin and pawn. This study will address itself to the relationship of the teacher's PHN and the student's perception of his power in the classroom. This leads to the statement of the major hypothesis: There is a significant relationship between teacher's philosophy of human nature and the student's perception of his power in the classroom.

Justification for the Study

> Whatever we do in teaching depends upon what we think people are like. The goals we seek, the things we do, the judgments we make, even the experiments we are willing to try, are determined by our beliefs about the nature of man and his capacities. It has always been so. Teachers who believe children are unable, give up trying or spend their days on a treadmill, hopelessly making motions they never expect will matter. The beliefs we hold about people can, serve as prison walls limiting us at every trun. They can also set us free from our shackles to confront great new possibilities never dreamed of before. No beliefs will be more important to education than those we hold about the nature of man and the limits of his potentials. (Emmerling, 1961)

Research studies in the past indicate that one variable most closely related to children's learning is the teacher. Emmerling asked teachers to identify the problems they regarded as most urgent. The problems could be divided into two groups. Those who regarded their most serious problem; for example, as "Helping students think for themselves and be independent," "Getting students to participate," "Learning new ways of helping students develop their maximum potential,"

fell into what he called the "Open" or "positively oriented" group. A second category of teachers was those who tended to see their most urgent problems in negative terms, such as deficiencies and inabilities; for example, "Trying to teach children who don't even have the ability to follow directions," "Students who are not able to do the work required for their grade," "Teaching children who lack the desire to learn." Barrett-Learnard's Relationship Inventory of 1962 measuring five interpersonal variables - the level of regard, the unconditionality of regard, empathetic understanding, congruence and willingness to be known - was administered to the students of the teachers. The first group of teachers was perceived as more real, more acceptant, more empathetic than the other group of teachers. The second group of teachers was perceived as exhibiting little genuineness, acceptance, or trust, or empathetic understanding. The teacher whose orientation is toward releasing student's potential exhibits a high degree of the attitudinal qualities listed above which facilitate learning. The teacher whose orientation is toward the shortcomings of his students shows less of these qualities.

As teachers and students function in the classroom group they have a collection of attitudes toward each other. The attitudes teachers have toward human nature will come to bear on the student, and in turn the perception of the student's ability to control his environment will have much to do with his classroom motivation.

Pauline Sears (1963) and her associates made a comprehensive study of the role teacher's behavior has in envoking responses from children. Dividing teacher behavior into (a) rewarding and supporting,

(b) punishing and controlling, and (c) teacher, these investigators showed that -

> Children who rate high in creativity have teachers who take a personal interest in them, listen to them, and avoid evaluating their ideas and products.
>
> Children who are "task-oriented" (who concentrate on their work) have teachers who evaluate their work and reward them for good work. They do not consistently show interest in individuals. They teach by statement; some even stay out of communication.
>
> Children who are friendly and who show general liking for other children have teachers who are friendly and show appreciation of children. They teach by giving possibilities, expanding ideas, and not so much by giving facts.
>
> Satisfaction with the self is related positively to liking for all children and a favorable attitude toward school. Whether the person has a positive or negative attitude toward himself, it is a generalized attitude; that is, it is reflected in all areas of his behavior and in all subject fields.

A study by deCharms and Bridgeman (1961) gives evidence of the feelings of the student toward a teacher (or a follower toward a leader) when the student feels that he can have some control in determining the course of events in the classroom situation. The major hypothesis of the study was that when a student attempts to alter the course of events by a direct influence attempt upon the teacher, compliance by the teacher signifies to the student that he can originate behavior to change the situation - have some control of his fate - rather than merely react to the teacher's demands like a Pawn. Compliance on the part of the teacher was hypothesized to lead to changes in the student's perception of the teacher, changes in the student's feelings of reciprocity vis a vis the teacher, and changes in the student's motivation to work for the teacher.

It can be said with some degree of certainty that a study of the way teachers view man and the student's perception of his power in the classroom could lead to further knowledge of learning theory.

Definition of Concepts

Philosophy of Human Nature Scale - The scale was developed by Lawrence S. Wrightsman in 1964 at the George Peabody College for Teachers. It is designed to measure a person's beliefs about human nature, and, specifically, his beliefs about the interpersonal aspects of human nature. The scale is comprised of six dimensions of human nature; these subscales are defined:

(a) Trustworthiness vs. Untrustworthiness. This subscale measures the extent to which one views people as trustworthy, moral, ethical.

(b) Strength of Will and Rationality vs. Lack of Will and Irrationality. This subscale measures the extent to which one sees people as being able to understand themselves and able to change their outcome by their own will power.

(c) Altruism vs. Selfishness. This subscale measures the extent to which one views people as being altruistic, unselfish, and sincerely interested in helping other people.

(d) Independence vs. Conformity. This subscale measures the extent to which one views people as being able to stand on their own feet uninfluenced by others.

(e) Simplicity and Understandable vs. Complex and Non-understandable. This subscale measures the extent to which one views people as being complex and difficult to understand

as opposed to people being simple and easy to understand.

(f) Similarity (between people) vs. Variability (between people). This subscale measures the extent to which one sees people as being basically alike one another as opposed to people being different and unalike.

Origin and Pawn Questionnaire - This theory developed out of the work of Heider in 1958 who proposed that under "some circumstances" man is perceived as a locus of causality. From this notion of personal causation, deCharms (1968) postulates that the locus of causality of an individual's behavior is that individual, and that being the origin of his behavior, the individual "...is constantly struggling against being confined and constrained by external forces...against being moved about like a pawn into situations not of his own choosing." Thus deCharms makes use of the ORIGIN AND PAWN concept to distinguish between free and forced behavior which are defined as follows:

> An ORIGIN has a strong feeling of personal causation, a feeling that the locus for causation of effects in his environment lies within himself. The feedback that reinforces this feeling comes from changes in his environment that are attributed to personal behavior. This is the crux of the concept of personal causation and is a powerful motivational force directing future behavior.
>
> a PAWN has a feeling that causal forces beyond his control, or personal forces residing in others, or in the physical environment determine his behavior. This constitutes a strong feeling of powerlessness or ineffectiveness.

The questionnaire is comprised of six dimensions:

(a) Internal control: The intention, will, or decision to behave is located within the individual.

(b) Goal setting: The decision to behave or act to attain a goal is internally controlled.

(c) Instrumental activity: An internally controlled activity which is instrumental to attainment of a goal.

(d) Reality perception: An individual's ability to perceive his position in his environment, to perceive "cause and effect" relationships, and to perceive his own strengths and weaknesses.

(e) Personal responsibility: An individual's willingness to assume responsibility for his actions and their consequences.

(f) Self-confidence: An individual's confidence in his ability to succeed and to effect changes in his environment.

Operationalizing the Concepts

The Philosophy of Human Nature scale was used to determine the teacher's basic beliefs concerning the nature of man. The instruments contain eighty-four statements. Responses are made to each statement on a six point scale of -3, -2, -1, +1, +2, +3. These scores indicate strongly disagree (-3) to strongly agree (+3).

The PHN Scale is designed to measure a person's beliefs about human nature and is operationalized along six subscales with fourteen items on each subscale.

Scores were obtained for each subscale with a possible range from a -42 to a +42 with a score between -14 and +14 indicating a neutral view of the dimension. Scores falling between -14 and -42 indicate a negative view on that particular dimension while scores falling between +14 and +42 indicate a positive view of that particular dimension. Scores may be summed on the first four dimensions to give a general

favorable view of Human Nature (range +168 to -168). This score indicates a positive or negative view of man.

It was Plimpton's (1970) work, The Effects of Motivation Training on the Origin Syndrome, that leads to the operationalizing of the origin and pawn concepts along the six dimensions previously stated in the section of Definition of Concepts.

Origin and Pawn Questionnaire - The Pupil Perceptions of Origin Influence developed in conjunction with a research study conducted by deCharms (deCharms, 1972; Koenigs and Hess, 1970) will be employed as a measure of pupil perceptions of the teacher. The questionnaire is composed of 28 Likert-type items and requires that the subjects respond, on a 5 point scale, to a variety of statements about the teacher. The measure was designed to reflect the six categories of the "Origin-Pawn" Variable (de Charms, 1972). Each category is represented by two positively and two negatively stated questions. The questionnaire is scores objectively and yields a total score falling within a possible range of 28 to 140 points. A mean classroom score is then assigned on the basis of individual totals.

Assumptions

1. The beliefs expressed in the Philosophy of Human Nature concerning the way teachers view man and their actual behavior are very similar.

2. The beliefs expressed on the Origin and Pawn Questionnaire concerning the way a student perceives his power in the classroom and the actual situation are very similar.

3. A student's perception of his power is measurable by the Origin and Pawn Questionnaire Scale.

4. A teacher's philosophy of human nature is measurable by the Philosophy of Human Nature Scale.

Limitations

1. The generalization gained from the results of this study will be limited to the population studied.

2. The sample was taken in a relatively small geographical area of Northeastern Oklahoma.

3. The classification of teacher's philosophies of human nature is limited to their PHN scale scores.

4. The analysis of pupil's perception of his power in the classroom is limited to their score on the Origin and Pawn Questionnaire.

Major Hypothesis

1. There will be a positive relationship between the Teacher's Philosophy of Human Nature scores and the student's perception of his power on the Origin and Pawn influence dimension.

Sub-Hypothesis

1. There will be a positive relationship between the Teacher's Philosophy of Human Nature subscale Trustworthiness scores and the students' scores on the Origin and Pawn influence dimension.

2. There will be a positive relationship between the Teacher's Philosophy of Human Nature subscale Strength of Will and Rationality

scores and the students' scores on the Origin and Pawn influence dimension.

3. There will be a positive relationship between the teacher's Philosophy of Human Nature subscale Altruism scores and the students' scores on the Origin and Pawn influence dimension.

4. There will be a positive relationship between the teacher's Philosophy of Human Nature subscale Independence scores and the students' scores on the Origin and Pawn influence dimension.

5. There will be a positive relationship between the Teacher's Philosophy of Human Nature subscale Simplicity scores and the students' scores on the Origin and Pawn influence dimension.

6. There will be a positive relationship between the Teacher's Philosophy of Human Nature subscale Similarity scores and the student's scores on the Origin and Pawn influence dimension.

Methodology and Data Analysis

The following procedures were used for collection and analysis of the data:

1. The sample consisted of forty-six elementary teachers and 1,253 pupils in the fifth and sixth grades in schools in the Northeastern Oklahoma counties of Tulsa, Rogers and Wagoner.

2. Permission was received from the Association of School Superintendents within each county to do the study.

3. Building principals, teachers, and pupils of selected schools were notified of specific dates and times when instruments were to be administered.

4. The investigator personally administered the instrument to teachers and students.

5. The Philosophy of Human Nature Scale (Wrightsman, 1964) was employed to determine teacher beliefs about the nature of man.

6. The Origin and Pawn Questionnaire was administered to assess the student's perception of his power in the classroom.

7. The statistical technique used in determining the significance of relationship was the phi correlation coefficient.

Format for Succeeding Chapters

The organizational format for this study is as follows:

Chapter I deals with the theoretical foundations underlying and leading to the statement of the problem and hypothesis to be tested in the study.

Chapter II is a review of selected literature and research. In Chapter III the methodology procedure and instruments used in the study are presented. Statistical treatment and analysis of the data are in Chapter IV. The Summary, Findings and Conclusions are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

The literature review will be divided into three sections. Presentation of Student-Teacher Relationships will be followed by the Philosophy of Human Nature, and then follows a discussion of deCharm's Origin and Pawn Theory.

The Student-Teacher Relationship

Macrorie (1969) and Friedenberg (1959) have suggested that the school robs the student of his selfhood and dignity through the demeaning relationship of the student with his teacher. The difficulty for educational researchers is one of defining such concepts as selfhood and dignity with adequate operational procedures. Historically, these variables have been measured by indicators of dimensions of these concepts with instruments that purport to measure self-esteem, self-concept, etc. Little attention, however, has been given to the more nebulous variable of the student-teacher relationship.

The term "relationship" may be defined as a pattern of association. It is assumed that the behaviors exhibited by one person toward the other are indicators of their pattern of association. The value of these behavioral exchanges depends upon the interpretation of both the one who gives and the one who receives (Homans, 1961). Thus, for one person the other's smile might be perceived as approval, while for a

second person it is perceived as derision.

When considering the student-teacher relationship, the perspective of perception is from the student. (If one were to consider the teacher-student relationship, the perspective would be reversed.) Therefore, it is assumed that it is the student's perception of the behavior exchange between his teacher and himself, rather than the "real" behaviors, that constitutes the student-teacher relationship.

Studies Related to the Concept of Philosophy of Human Nature

"One's philosophy of human nature can be considered an attitude." (Wrightsman, 1961). It is an attitude which is constantly being referred to by the man on the street (Why, it's just human nature to..."). Frued (1960) once wrote in a letter that he believed that "with few exceptions, human nature is basically worthless." One of the basic foundations of Fromm's writing is that man has an essential, inborn nature and that society is created by man in order to fulfill this essential nature. In philosophy, religion, and literature we are surfeited with the debatable concepts whether man is, by nature basically good or bad or capable of becoming either.

Although people continually refer to the manner in which others act and react in terms of their assumptions about human nature, social scientists only recently have become interested enough to empirically begin studying this pervasive but useful concept. The initiative and the bulk of research to date has been the contribution of Wrightsman, a professor of education at the George Peabody College for Teachers.

The instrument which Wrightsman developed in 1964 is called the

PHN or Philosophy of Human Nature Scale. Investigators have used the PHN since 1964 primarily to obtain normative data to determine if the instrument can differentiate between various groups of people based upon philosophical orientations. The purpose of this section is to draw together some of the more significant aspects of this research.

In one of the earliest studies, Ligon (1963) sought to discover relationships which might exist between a person's religious background and his philosophy of human nature. The PHN was used in conjunction with a religious orientation scale to compare 106 college students. Findings indicated, although not strongly, that those who held humanitarian religious attitudes had a more favorable view of man's human nature than did those from a fundamentalistic religious background. Results lead the author to conclude that..."apparently religious education techniques are not proving effective in helping people integrate religious percepts into a functional philosophy of human nature."

Ashcraft (1963) hypothesized that a person's philosophy of human nature could be used to predict how he would make judgments regarding the variability and complexity of other persons. One hundred freshman girls from the George Peabody College for Teachers were used to test the hypothesis. Findings were not conclusive but indicated that the manner in which one views the variability and complexity of human nature..."may be part of a total concept of cognitive complexity which can be related to findings of studies in other areas of perception and discrimination."

Other studies of religiosity have lent some support to Ligon's findings. Mason (1964) reported that counselor trainees perceived man as significantly more altruistic on the PHN than did seminary students.

In an attempt to determine if one changes his philosophy of human nature due to a traumatic experience, Wrightsman and Noble (1965) re-tested students on the PHN soon after the assassination of President John F. Kennedy. Students who felt a "great personal loss" with the President's death showed greater negative views toward human nature than did students less emotionally affected. By retesting the same students three months later, it was determined that the negative views were apparently temporary as students returned to their pre-assassination positions.

Wrightsman (1966) administered the PHN to fifty-one males and forty females who were enrolled in the University of the Phillipines. Along with the PHN, the TFI (Traditional Family Ideology) and Cross-culture scales were also used. The author found that the students viewed human nature as somewhat untrustworthy and selfish. No significant relationships could be found between the PHN, the TFI, and the Cross-culture scales.

Several studies have been conducted to determine beliefs of human nature held by students in various specialized training programs.

Twenty-five guidance counselors who were involved in a seven-week NDEA training institute were administered the PHN as well as the Dogmatism Scale, the Tennessee Self-concept Scale, and the Shallow Affect Scale. Results of these instruments were used to make form predictor variables which were then correlated with sociometric ratings by peers in the institute. (Wrightsman, 1965)

The results of this study strongly indicated that "counselors who believe that man is capable of self-understanding and self-improvement are seen by their peers as more effective in interpersonal relationships

including counseling." (Wrightsman, 1965).

Two separate attempts were undertaken to determine the effectiveness of different types of counseling practicums. In both studies the authors were unable to show any great change in the subjects' human nature orientation. It can generally be concluded from these studies that counselor trainees initially possess favorable perceptions of human nature which are not necessarily altered by the type of training received. (Mason, 1964)

Miller (1968) compared the attitudes of graduate social work students, professional social workers, and undergraduate students toward human nature. His findings indicated that students who enter the social work field are most positive in their views of human nature than are undergraduate students, but not as positive in their views as are professional social workers.

The investigator concluded that "perhaps persons who enter social work education already possess basic values compatible with those expounded by the social work profession" (and) "that professional social work education" (does) "influence value orientation." (Miller, 1968)

In a study comparing 176 graduate students in counseling psychology, clinical psychology, and vocational rehabilitation counseling, Dole, Nottingham, and Wrightsman (1969) found the following to be evident. On the Philosophy of Human Nature Scale, the students tended to have a neutral, although slightly favorable, attitude toward people. They also agree that human nature is basically complex and variable. The authors' results could not differentiate by vocational subspeciality of the students. However, in another study this differentiation was found for it was shown that students in experimental psychology tend to

have unfavorable views of man on the PHN. (1969)

Normative data is reported by Wrightsman (1967) for results of administration of the PHN at twenty colleges and universities. The schools were predominatly southern; however, samples were also taken from Central Michigan College, the State University College of Fredonia, New York, the U. S. Air Force and Military Academies, and the University of Hawaii.

Students in these studies generally score in the neutral range on substantive subscales. They see human nature as neither trustworthy nor untrustworthy, as neither possessing will power nor not possessing will power, as neither altruistic nor unselfish, and as neither independent nor conforming. Students from colleges with primarily religious orientations tend to view human nature negatively as do students from Negro colleges.

Some differences can be shown on the PHN between male and female college students. Females consistently have more favorable views about the trustworthiness, strength of will, altruism, and independence present in human nature. Females also believe that human nature is more complex than do males. (Wrightsman and Satterfield, 1967).

In order to determine changes over a long period of time, Baxter (1968) retested college freshmen and sophomores after one and two years respectively using the PHN. Students became more positive in their views toward man's complexity, trustworthiness, and altruism. Changes tended to be as great after one year as after two years.

Wrightsman (1966), in a study pertaining to factor analysis and attitude changes, found as a result of participating in a part-time work experience with a Negro, 11 white females became more favorable in their

attitudes toward Negroes, but 14 others did not. (Each subject worked with a Negro in a three-person group for a month.) In an attempt to determine what factors were related to favorable change, a batter of 73 measures was factor analyzed. Of the 11 factors, three distinguished between changers and non-changers The most striking was a factor entitled "positive attitudes toward people," and includes anomie measures, Christie's Machiavellianism scale, Rosenberg's Faith in People scale, and Wrightsman's Behavior Insight test, which is an open-ended measure of Philosophies of Human Nature. On a summated factor score for this factor, all of the non-changers were below the mean while only one of the changers was. Thus it was concluded by the others that subjects entering a contact experience with cynical distrusting attitudes toward human nature have a poor prognosis for benefit from it.

Wrightsman (1965), in a study of philosophies of human nature and values, using a random sample of 75 cadets in each of the four classes, administered the PHN and Terwilliger's Goals for Life scale. Return was excellent, over 90%. A well-meaning but uninformed helper of the authors separated the subjects' grade classifications from their answers, so it was not possible to test the hypothesis about differences between classes. PHN scores were within the neutral range; i.e., cadets show attitudes which are no different from what is typical for other collegiate groups of males.

In another study by Wrightsman (1965) on personality and attitudinal correlates of trusting and trustworthy behaviors in a two-person game he found scores on the PHN scale were related to trusting behavior; persons who believe human nature to be altruistic, trustworthy, and

independent behaved in a game situation in more trusting ways than did subjects with unfavorable attitudes about human nature. No attitude or personality variable was found to be related to trustworthy behavior in the frame. In each experiment, playing for real vs. imaginary payoffs had little influence on the subjects' game behavior.

Carlson's (1966) study on concepts of man and attitudes on social issues showed a relationship (which was hypothesized) between conceptions of man and social attitudes. A 50-item scale constructed by Carlson and Hanson on "concepts of Man" was factor analyzed. Five factors emerged - four of them conceived people as basically honest, as altruistic, as industrious, and as largely responsible in making decisions. A fifth scale had to do with the extent to which people were seen as having control over their lives. Through using different items, this analysis produced factors very similar to the theoretical dimensions built into the PHN. Later research incorporated items from the PHN scale. It was found that people with high faith in human nature generally had liberal social attitudes, but belief in high Control (people's success is determined by their own efforts) was related to conservative attitudes.

Ashcraft's (1965) study on some factors related to self-disclosure in college students showed students who see others as trustworthy and independent were found to reveal themselves significantly more than those with a more negative view of others. Later-born students disclose significantly more to peers than do first-born, who do not readily confide in either parents or friends. Parents who are positively regarded on a number of traits are more likely to receive confidences than those seen negatively. Implications for counseling and for the study of

parent-child relationship are drawn.

Boyle (1967) investigated the differences in philosophy of human nature and aspects of self-concept and adjustment among three samples of teenagers, and reported the observed changes on these variables in response to a brief counseling experience. The PHN scale was used to measure expression of philosophy of human nature and the Tennessee Self-Concept Scale (TSCS) was used to measure aspects of self-concept and adjustment. Study of the expressions of philosophy of human nature on the PHN (Trustworthiness, Strength of Will and Rationality, Altruism, Variability and Complexity of Human Nature) revealed that Group II had an overall more positive perception of human nature than Groups I and III. Groups I and III were more similar and negative than Group II in their PHN profile, although Group I was generally more positive toward human nature.

Groups I and II were more similar and positive in their self-concept and adjustment profiles than Group III. The analysis revealed that Groups I and II were significantly more positive than Group III in their self-perceptions on three of eight dimensions (Identity, Behavior, Moral-Ethical Self); Group II was significantly more positive than Groups I and III on the dimension of self-perception (Personal Self). Groups I and II were generally less deviant on the six empirical scales of psychological or psychiatric diagnostic groups (Psychotic, Neurotic, Personality Disorder, Defensive Positive, General Maladjustment, Personality Integration), and significantly less deviant on three of these scales (General Maladjustment, Psychotic, and Personality Disorder).

The counseling situation was described as being an intensive, short term, co-counselor, educational-vocational guidance and counseling

experience. The counselors were involved in an NDEA summer counseling institute. In response to this counseling experience Groups I and II became more positive on most aspects of the PHN scale and the TSCS, while Group III generally tended toward more positive perceptions of human nature, but became generally less positive in aspects of self-concept and adjustment. If the results are taken at face value one might contend that the counseling experience proved to be detrimental for Group III. On the other hand, Group III's negative movement on aspects of self-concept and adjustment could have been indicative of increasing openness to feelings and attitudes toward self, a necessary step before positive movement could occur. If such was the case, a more extended counseling experience should have been provided for these individuals to facilitate positive movement.

Berens (1966) study on philosophies of human nature, source credibility, order, and attitudes show that a significant order effect occurs in opinion change. The general conclusion can be drawn that to maximize opinion change following an influence attempt every effort must be made to have the subjects express an opinion before having a chance to disparage the communicator. However, from the significant effect of credibility in disparagement it can be expected that the higher the credibility of the communicator the less disparagement will be expressed. These results are in general agreement with previous research except that it had been expected that the effect of credibility would also be significant in opinion change. It was speculated that the credibility manipulations were not entirely successful and that this masked the expected results.

McNamara's (1967) study of philosophical identities in a counseling

practicum was an intensive, descriptive study of a practicum group of ten members. "Philosophical identify" was used in the study to designate a pattern of interrelationships between data from the Myers-Briggs type Indicator, Wrightman's Philosophies of Human Nature scale, a Basic Assumptions Inventory, an index of psychological and counseling theory choice and emphasis, and biographical data. These interrelationships were checked and supplemented by individual and group interview data. "Philosophical identity," thus delineated, formed the independent variable against such was matched a four-fold criterion measure of counseling performance ratings by self, peers and supervisors, as dependent variables.

Results of the study showed that those most concerned with the philsoophical assumptions of counseling and who feel a need for philosophical adequacy of some kind in their work with counselors received higher rankings on the performance criterion dimensions.

Duke (1968), in a study on the relation of repression-sensitization to philosophies of human nature, involved a group of 150 males and 45 females. Administered were the Philosophies of Human Nature (PNH) scale and the Repression-Sensitization (R-S) scale. Sex differences were found on the PHN subscales, and the two sexes were treated separately. Both male and female sensitizers believed human nature to be more negative than did repressers, but female sensitizers presented a more selective negative view on the subscales associated with the positive vs. negative view of human nature. No relationship was found in either sex between the R-S dimensions and the beliefs about the extent of complexity or variability present in human nature.

An attempt was made by Miller (1968) to determine if values held

by social work graduate students differed from those of professional social workers and from those of undergraduate college students. The Philosophies of Human Nature scale (Wrightsman, 1964) was used in measuring the following eight varibles: Trustworthiness, Strength of Will and Rationality. Altruism, Independence, Complexity, Variability, Positive-Negative, and Multiplexity. The sample consisted of 90 entering graduate students at the University of Tennessee School of Social Work from the Knoxville and Nashville chapters. Norms previously established on the PHN variables for undergraduate students were utilized.

Statistically significant differences were found between the social work student group and the professional social worker group on four variables (Trustworthiness, Altruism, Independence, and Positive-Negative) Within the social work student sample, intragroup comparisons reflected much homogeneity of values as measured by the PHN scale.

Findings indicated that professional social workers viewed human nature as being more positive than did social work students; this strongly suggested that professional social work education influenced value orientation. Entering social work students were more positive in their views of human nature than were undergraduate college students, indicating that perhaps persons who enter social work education already possess basic values compatible with those expounded by the social work profession.

In a study by Nottingham (1969) on the relationship between family background and philosophies of human nature, influence of several dimensions of family background (as assessed by the College Student Questionnaires) on development of philosophies of human nature (as

assessed by the Philosophies of Human Nature scale) was investigated using 184 female college freshmen as subjects. There was a suggestion of a difference between means on the dimension of Multiplexity with ordinal position. Mean Multiplexity scores for individuals reporting themselves as an only or in-between child, were higher than those listing themselves as oldest or youngest child. There was a significant difference between mean Multiplexity scores when analyzed for the family dimension of total income. Individuals reporting low or high family incomes had the lowest Multiplexity scores. The remaining 18 analyses between family factors and PHN scores showed no significance or trends.

A study by Young (1969) on the C-PHN was administered to over 3700 students in grades 4 through 12 and to 630 college freshmen. Three distinctly different junior high schools were chosen for a validation study. Consistent sex and school differences were found. Females scored higher than males, higher socio-economic children scored higher than those from lower socio-economic classes; no consistent grade differences were found. Studies at four grade schools corresponded to those at the junior high schools. Neither social desirability nor ability level correlated significantly with the C-PHN scales.

Correlations between the C-PHN and PHN of college freshmen were only moderate. A comparison of factor analyses of the two tests help account for this. Three interpretable factors emerge from the C-PHN; two are almost entirely composed of Trustworthiness items, the third represents Complexity. An attempt to revise the C-PHN to obtain the two primary factors relevant to Trustworthiness (Pessimism and Altruism) is now in progress.

Nottingham (1969) did a study on the relationship between philosophies of human nature and liberalism-conservatism and found there were no significant differences between means on the subscales of the PHN between the groups. However, variances in the liberal sample were signifkcantly greater than those among the conservative sample, suggesting that one political group may be more tolerant of deviancy within the overall framework than the other. Generally, the liberal and conservative subjects appeared to have substantially more negative beliefs about human nature than the general college student population at Vanderbilt. It was interesting to note that while all subjects were paid for their participation in the study, among the liberals the entire amount was given to their organization treasury, whereas the conservatives elected to split the money among their personal pockets and that of the organization.

Dretz's (1969) study on attitudes and attitude changes among social work student participants in the Manpower for Social Services Head Start showed that statistically significant differences were found between the program participant group and the student social worker comparison group on two variables (Independence and Multiplexity) and between the program participant group and the professional social worker group on three variables (Altruism, Positive-Negative, and Multiplexity) indicating that the program participants had a much less favorable view of human nature than did the other two groups. Statistically significant differences were found between the program participant group and the guidance counselor group on five variables (Trustworthiness, Altruism, Independence, Complexity, and Positive-Negative) indicating that the counselors viewed human nature as being

more positive than did the program participants.

A study by Nottingham (1969) on the effect of extremity of attitude on information seeking behavior showed that on the basis of an analysis of variance of information seeking scores obtained by the low, moderate, and high Trustworthiness groups, the study's first hypothesis, stating that when asked to judge the trustworthiness of another person, subjects with extreme philosophies of human nature seek less information than subjects with moderate philosophies of human nature, was rejected. The second hypothesis of study, stating that highly dogmatic subjects seek less information when asked to judge the trustworthiness of another person than do less dogmatic subjects, was also rejected on the basis of an analysis of variance of information seeking scores. An additional finding was that there was a significant main effect for mean information seeking scores when the consonant positive, consonant negative, and conflicting experimental conditions were compared. These results, especially when contrasted with the insignificant main effect for differences between groups, suggested that the nature of the task was a more critical variable in affecting performance than composition of the experimental groups. Thus, it was concluded that in both the case of PHN and of Dogmatism, subjects (1) tended to seek less information before making negative evaluations of others than they did before making positive judgments, and (2) sought less information when provided with conflicting information. Another interesting finding was that, compared with moderate or highly trusting subjects, significantly fewer of the subjects with negative Trustworthiness socres took part in either the initial study when recruited by telephone, or in an auxiliary study when asked to return a questionnaire.

Several general problems encountered in the study as related to future research in interpersonal perception and impression formation were discussed. Foremost among these were the difficulty in determining "neutrality" of attitude, the complexity of the process of impression formation, and multidimensionality of the concept of attitude. The task developed for the study appears to possess potential validity for future information seeking studies relating attitudes to judgments of other persons.

In a study by Wolf (1971) on the relationships among faculty morale, philosophies of human nature of high school principals, and teachers' perceived participation in education decision making revealed (1) There is a positive relationship between teacher's perceived participation in educational decision-making and teacher morale. (2) There is a positive relationship between teacher's perceived participation in curriculum decision and teacher morale. (3) There is a positive relationship between teachers' perceived participation in business management decision and teacher morale. (4) There is a positive relationship between teachers' perceived participation in staff personnel decision and teacher morale. (5) There is a positive relationship between teachers' perceived participation in school-community relations decision and teacher morale. (6) There is no relationship between teachers' perceived participation in pupil personnel decisions and teacher morale. (7) There is no relationship between teaching staffs' perceived participation in educational dicision-making and principals' beliefs about human nature. (8) There is no significant relationship between the principals' beliefs about human nature and the teaching staff's morale but the relationship is rather pronounced. of the 11

principals with high PHN scores, 8 had teachers with above-average morale. The phi coefficient for this relationship was .455 but the X^2 (corrected for Yates correction) was 2.9 (nonsignificant). (9) There is a positive relationship between teachers' agreement with their perceived and desired decision-making roles and teacher morale. (10) Older teachers do not perceive more participation in decision making than do younger teachers. (11) Teachers with more formal educational preparation do not perceive more participation in educational decision making than do teachers with less preparation. (12) Teachers within smaller faculties do not perceive more participation in educational decision-making than do teachers within large faculties.

A study by Claxton (1971) on the PHN and attitude change in disadvantaged trainees revealed that significant correlations were found between measures of Trust and trainee rating of the training staff after six months; Altruism and tardiness and absenteeism during training; Variability and instructor ratings of trainees on Complexity and Variability and amount of earnings after three months of employment. There was no correlation between Strength of Will and a measure of Personal Control of Events. This supported a recent suggestion that blacks or disadvantaged groups possess a multi-dimensional view of control. While seeing others as possessing control of events, they themselves may feel a lack of control. Apparently there is a "control discripancy," the study of which may offer insights into the motivational characteristics of the disadvantaged. The reduction in the high mean Strength of Will PHN level in this study was viewed as a reduction of the "control discrepancy" and a positive influence on motivation. Implications for counseling the disadvantaged are reviewed.

In summary, the years since Wrightsman first developed the Philosophy of Human Nature Scale have seen increasing research attempts made to define more clearly the manner in which people view the interpersonal aspects of man's nature. So far this research has not produced much substantive data and has only served to contribute normative data to an otherwise understandardized instrument.

The "Origin-Pawn" Variable

deCharms (1968) has developed the concept of "personal causation." the deCharms conception "...has its roots in Heider's (1944; 1958) theory of the locus of causality for behavior, and is closely allied to Rotter's (1954; 1966) conception of the locus of control of reinforcements and White's (1959) notion of effectance" (deCharms, 1968). In addition, there are certain relationships to McClelland's (1953) notion of achievement motivation, however, personal causation is seen as a broader concept (deCharms, 1968).

deCharms states that

> Man's primary motivational propensity is to be effective in producing changes in his environment. Man strives to be a causal agent, to be the primary locus of causation for, or the origin of, his behavior; he strives for personal causation. (deCharms, 1968)

Personal causation is seen as an "overarching" principle which serves to guide specific motive development. As man strives to effect changes in his environment, he is continually resisting the constraints of external forces. deCharms hypothesizes that

> ...when a man perceives his behavior as stemming from his own choice he will cherish that behavior and its results; when he perceives his behavior as stemming from the dictates of external forces, that behavior and its results, although identical in other respects to behavior of his own choosing, will be devalued. (deCharms, 1968)

In this context, deCharms conducted a four-year longitudinal experiment designed to increase Origin feelings and behaviors in both students and teachers in a large urban school district. The teachers participated in one-week residential motivation development training sessions and then returned to their classrooms to serve as trainers for their students (Shea and Jackson, 1970; deCharms, 1972).

In conjunction with the four-year study, a measure of the "Origin-Pawn" concept was developed (deCharms, 1972; Plimpton, 1970). The measure requires the subjects to write six imaginative stories based upon written cues. The short stories are then content analyzed by trained scorers with the aid of a Coder's Manual (Plimpton, 1970). Subjects are assigned scores on the basis of responses relevant to six operational categories: Internal Control; Internal Goal Setting; Instrumental Activity; Reality Perception; Personal Responsibility; and, Self Confidence.

Throughout the four-year study, systematic measurements were taken on the children. At the end of each project year, the children were given measures of academic achievement as well as the "Origin-Pawn" measure. In addition, tardies, absences, and grades were recorded.

During the fourth year of the project, a measure of pupil perceptions of the teacher was developed (Koenigs and Hess, 1970). Up to this point, the teachers had not been measured. It was felt that this would be in violation of the basic premise of the Origin-Pawn concept. That is, to place the teachers in the position of being evaluated would certainly be treating them as Pawns. It was extremely important that the teachers feel like "origins" in their attempts to develop motivation in their pupils. The pupil perception measure, Pupil Perceptions

or Origin Influence (P.P.O.I.), was designed for, and administered to, the project classrooms in an attempt to discern differences in student perception of their teachers as a result of the training. Some of the more general findings of the total project were:

(1) Students in classrooms of experimental teachers (teachers who received motivation training) made significantly higher scores on the "Owigin-Pawn" Measure, indicating stronger feelings of "personal causation" (deCharms, 1972; Plimpton, 1970).

(2) Students in classrooms of experimental teachers made significantly greater gains in academic achievement as measured by scores on the Iowa Test of Basic Skills (deCharms, 1972; Plimpton, 1970).

(3) Classes of experimental teachers produced significantly higher scores on the P.P.O.I. than did those of untrained teachers. Thus, classrooms of Origin trained teachers were perceived by the students as encouraging more Origin-type behavior (deCharms, 1972).

(4) Based upon a correlational analysis of mean classroom scores on the P.P.O.I. and average learning rate per classroom, significantly positive relationships were found for both experimental and control groups. This indicates that classrooms perceived by the pupils as encouraging Origin behavior also produced increased learning (deCharms, 1972).

The results of the four-year study seem to indicate the usefulness of the "Origin-Pawn" concept in conceptualizing what goes on in the classroom. While experimental teachers in the project were perceived as influencing more Origin types of behavior, the question of the teacher's personal qualities along the "Origin-Pawn" dimension can only be inferred. This study will deal with the question, that is: "Is an

Origin teacher, a teacher who is perceived by the pupils as influencing and encouraging more Origin types of behavior, actually more of an Origin than a Pawn?"

Belief Systems

Harvey (1969) has done extensive research into the manner in which individuals relate to their environment. More specifically, he postulates a series of "belief systems."

> A belief system represents a set or predispositions to perceive, feel toward and respond to ego-involving stimuli and events in a consistent way. As such, it operates as a kind of psychological filter which renders the individual selective in his discriminations, in what he attends to, in what he admist into and keeps out of his system, in what generates positive and negative affects within him and in the ways he responds toward certain bands or family of stimuli. Especially relevant for education, the person's belief systems additionally influence the kinds of cues or guideposts on which one relies and utilizes in making his decisions. (Harvey, 1969).

Belief systems, as Harvey has come to use the term "...differ in both content and structure, each representing a particular intersect between or pattern of content and structural dimension of concreteness-abstractness" (Harvey, 1969).

Harvey's concept of "belief systems" is similar to, and grew out of earlier work dealing with conceptual complexity (Harvey, Hunt, and Schroder, 1961). Complexity was viewed as a structural property of cognition. Analysis of structural properties has been the concern of Kelly (1955) in his study of "personal constructs;" Abelson and Rosenburg (1960) have dealt with structural balance using a model similar to those of Heider (1958); and Scott (1963) suggests a geometrical model of cognition. In addition to the structural aspect of

belief systems, Harvey suggests that each belief system is characterized by a unique set of content referents.

Getzels and Thelen (1960), in research dealing with the classroom as a social system, have conceptualized the system in terms of nomothetic and ideographic dimensions. Role is central to their theoretical conception. According to Charters (1963), "Role theorists in education are inclined to view that perceived expectations constitute the behaviorally influential environment for the person..."

According to deCharms (1968), the process whereby we get to know persons "...is not person perception conceived narrowly in terms of perceptual processes, but the attribution process that occurs whenever one person confronts another." deCharms regards the perceptual processes as only "preliminary" to attribution and inference which are deemed to be the major processes involved in person perception (deCharms, 1968).

According to Tagiuri and Petrullo (1958), there are three major sources of variance in person perception: (1) situation; (2) person; and (3) perceiver. Hastorf et al., (1970) support the notion of the complexity of the interaction of situation, person, and perceiver in person perception. They state that

> ...a person's behavior will vary as a function of the situation, which includes the nature of the other participants. This fact is an example of the complexity of both social interaction and person perception. How you categorize and perceive me will influence how you behave toward me, and your behavior, in turn, will influence how I behave. (Hastorf et al., 1970).

In the content of interaction and perception, Jones and Thibaut (1958) have devised a two dimensional scheme for describing the perceptual implications of social interaction. They state that

> Interpersonal perception can most fruitfully be treated as both instrumental to social interaction and conditioned by it. Thus the strategic focus in social perception will vary as a function of the type of social interaction it supports. (Jones and Thibaut, 1958).

The first classificatory division concerns the nature of the contingencies of behavior. Under this general heading, they describe three types of interaction and their respective perceptual implications.

(1) Noncontingent Interaction - This type of interaction could be characterized by a ceremony involving ritual, in which no behavioral contingencies are implied, for example, a wedding ceremony. Each participant has a particular role that is predetermined. The requirements for social perception in a functional sense are practically nonexistent (Jones and Thibaut, 1958).

(2) Asymmetrically Contingent Interactions - This type of interaction is characterized by a standard and a variable responder. An example of such an interaction would be that taking place between an interviewer and a respondent. The perceptual implications for the standard responder are minimal as there is little need for inference building. The variable responder as well is not required to make major inferences about the standard responder. The need for perceptual information is minimal (Jones and Thibaut, 1958).

(3) Reciprocally Contingent Interactions - In reciprocally contingent interactions, which characterize many of our social interactions, the behavior of participant A is contingent on the behavior of participant B and vice versa. The perceptual implications for this type of interaction are much more demanding and requirements for continuous monitoring on the parts of both participants are at a maximum (Jones and Thibaut, 1958).

The second classification concerns interaction in terms of Mediated purpose. They describe three general purposes or perceptual goals as well as the inference-set associated with each.

(1) Facilitation of Personal Goal Attainment - This type of interaction goal will tend to arouse a value-maintenance inferential set (Jones and Thibaut, 1958).

(2) Deterministic Analysis of Personality - This type of interaction goal will tend to arouse a causal-genetic set (Jones and Thibaut, 1958).

(3) Application of Social Sanctions - Interaction goals of this type will tend to arouse a situation-matching set (Jones and Thibaut, 1958).

While there are no "pure" sets, Jones and Thibaut (1958) argue that there is generally a relatively dominant inferential set aroused in social interaction.

> ...given an observer in a value-maintenance set, we can make better predictions of the perceiver's inferences by studying the stimulus person than by studying the perceiver. That is, we can assume that perceivers in general will respond to affronts, flattery, or enuendo with similar kinds of reactions. Given a causal-genetic observer, however, the inferences process can be more fully predicted from a knowledge of the perceiver and his mode of approaching the explanation problem... In order to make predictive statements about the inference process of a perceiver in the role of a dispenser of sanctions, it is obviously necessary to know something about he perceives the norms. (Jones and Thibaut, 1958).

Concreteness-abstractness, as Harvey uses the construct, refers to "...a superordinate conceptual dimension which encompasses a number of more molecular organization attributes, such as degrees of differentation, extent of integration and centrality of the conceptual elements" (Harvey, 1959).

Belief systems have been measured primarily with a semi-projective sentence completion instrument called the "This I Believe" Test (Harvey, 1964; 1965; 1966). The test consists of ten referents and subjects are required to respond to each in the form of an opinion. The protocols are then rated by trained scorers who assign system values to the responses. The measure may also be scored for related dimensions such as: creativity, evaluativeness, simplicity, complexity, and differentiation. There is a tremendous amount of validity information on this measure (Harvey, 1966).

Harvey suggests that

> Effective coping with the new and the unexpected precludes fixity and demands, among other skills, the ability to withstand uncertainty and stress, to behave flexibly, to be committed with openness, to avoid over-generalization and to base decisions on empirically derived information instead of certitude based on opinionation. (Harvey, 1969).
>
> ...Thus education, as one of its major goals, should push toward the discovery and establishment of conditions that foster the development of the student into an abstractly instead of concretely functioning individual. (Harvey, Hunt, and Schroder, 1961).

In this contest, Harvey has conducted a number of studies with teachers and students primarily to explore the relationship between teachers' "belief systems" and classroom variables.

Pupil Perceptions of the Teacher

Cogan (1958) states that

> The behaviors of teachers as perceived by the pupil influences the nature and extent of (1) the motication of pupils, (2) communication with pupils, and (3) the 'tone' of the classroom experiences, which may instigate certain pupil work resulting in pupil change.

This study will attempt to measure pupil perceptions of the teacher on an Origin influence dimension. That is, do the pupils perceive the teacher as influencing Origin types of behavior in the classroom?

deCharms, Carpenter, and Kuperman (1965) have demonstrated that individuals do form perceptions in terms of the "Origin-Pawn" dimension. A study by deCharms and Bridgeman (1961) demonstrated that when group members feel that they can have some control in determining the course of events in a situation, they will have more positive feelings toward the leader and will be more willing to work for him than if they feel that they are treated as Pawns.

The measure to be used in this study, Pupil Perceptions of Origin Influence (P.P.O.I.) was developed in conjunction with the four-year longitudinal study conducted by deCharms that was discussed earlier (deCharms, 1972; Koenigs and Hess, 1970). The measure was constructed to determine pupil perceptions of the teacher on an Origin influence dimension. An attempt was made to discriminate between teachers who had received motivation development training and control teachers; and to determine the relationship between Origin influence and learning.

The instrument was designed to reflect the six categories of the Origin-Pawn variable; Internal Control, Internal Goal Setting, Instrumental Activity, Reality Perception, Personal Responsibility, and Self-Confidence. In addition, a Warmth category was added.

The instrument was pretested in a sixth grade classroom of an integrated suburban school (N=24). An item by item analysis, including point biserial r's and phi coefficients, as well as an odd-even split-half reliability coefficient was computed. On the basis of pretest information, the measure was revised yielding a 28 item scale, 14

positively stated items and 14 negatively stated items.

The revised questionnaire was administered to both experimental and control classrooms and yielded the following results:

(1) Classes of experimental or trained teachers' produced significantly higher scores than did those of control or untrained teachers. Thus classrooms of Origin trained teachers were perceived by the students as encouraging more Origin-type behavior (deCharms, 1972).

(2) Based upon a correlational analysis of mean classroom scores on the P.P.O.I. and average learning rate per classroom, significantly positive relationships were found for both experimental and control groups. This indicates that classrooms perceived by the pupils as encouraging Origin behavior also produced increased learning (deCharms, 1972).

Working in collaboration with Plimpton and deCharms, Hess and Koenigs (1970) developed a questionnaire procedure to assess teacher behaviors which encourage students or allow them to engage in conduct which might influence their perception of themselves as Origins. This procedure has been operationalized along the six dimensions listed.

Since teachers are often wary of measures applied directly to themselves for assessment purposes, Hess and Koenigs decided to obtain an indirect measure of teacher behavior. The questionnaire procedure was designed, therefore, to be given to students. Using a Likert Scale, this instrument yields a measure of the relative frequency of the occurrence of teacher behaviors relevant to the Origin-Pawn dimensions. Since it is assumed that the teacher bears major responsibility for the climate within a classroom, the preliminary tests of this procedure

indicates that it should provide a reliable causal indicator of classroom climate along the Origin-Pawn dimensions.

Summary

In summary, from the review of the literature it becomes obvious that there is a dimension that affects the classroom climate. This dimension is power. In their day-to-day experiences in the classroom, the student and teacher learn to accept as appropriate and legitimate this power distribution.

From the studies of Wrightsman and others the role the teacher will accept will depend on his basic beliefs about human nature. It is these beliefs that will establish guidelines for his interactions with students.

The review of the literature on the Origin and Pawn Variable points to the fact that it is the student's perception of the teacher that will in turn affect the student's role in the power dimension.

It is at this point that this study begins to discover the empirical relationship between the teacher's basic beliefs about man and the student's perception of his power in the classroom.

CHAPTER III

METHODOLOGY AND PROCEDURE

The population was originally to be the fifth and sixth grade students of Tulsa County, but when one of the larger school systems declined to participate, the researcher was forced to go outside of the county. The population finally consisted of forty-six teachers and 1,253 fifth and sixth grade students from related elementary schools within the Northeastern Oklahoma counties of Tulsa, Rogers and Wagoner.

The final sample contained elementary schools with many characteristics. The range consisted of schools with less than two hundred students to schools with over six hundred students. The communities varied from small rural settings to large suburban schools located close to large urban areas. The socioeconomic level varies widely.

The self-contained classroom organization was chosen for the sample. It was the opinion of the researcher that this type of organization was necessary to test the variables under consideration.

Data Collection

Upon selection of the schools to be included in the sample, permission was gained from the superintendent of each school district. If requested, copies of the instruments were sent to the school for examination and approval.

After permission was secured from the school administration, each principal was contacted and a date and time was set for administering the questionnaire. The researcher administered the instrument to each teacher and classroom in the sample. The time period of data collection in the fourteen participating schools was between March 16 and April 7, 1972.

In the process of administering the instruments, each teacher and student group was first of all assured of the anonymity of their responses. It was expressed very strongly that no individual teacher, pupil or school district would be identified in the final report of the study. The instructions to students included the following:

(1) This instrument is not a test, it is a questionnaire or opinionnaire.

(2) There are no right or wrong answers.

(3) We are interested in your ideas about the type of school this is.

(4) You have spent a lot of time in your school. You have played on its playgrounds and studied in its classrooms and you know a lot about your school.

(5) We are asking you to be a reporter and tell your thoughts about your school.

(6) You have four choices for each question so please mark the answer sheet clearly.

(7) When you have completed your answer sheet, please place it upside down in front of you and sit quietly until everyone finishes and we take them up.

Responses were obtained from all teachers and with only few exceptions all children within each classroom group. There was one occasion where two children were called from the group to take part in special classes.

Analysis of Data

Responses on the answer sheets to the questionnaire were punched on IBM cards and were scores by computer using the scoring programs obtained from the scoring instructions that were provided by the author of the instruments used. A Phi Coefficient for measuring correlation between two dichomoties was the statistical technique employed to test the hypothesis. The following formula for computation of the Phi was employed. (Buildord, 1965):

$$\varphi = \frac{\mathcal{C}8 - By}{\sqrt{PqP'q'}}$$

Instrumentation

Philosophy of Human Nature Scale - The PHN Scale attempts to measure a person's beliefs about the interpersonal aspects of human nature. Conceptualization of the six dimensions of human nature followed a survey of writings in philosophy, religion, and the social sciences. The dimensions are:

(a) Trustworthiness vs. Untrustworthiness. This subscale measures the extent to which people are seen as trustworthy, moral, and ethical.

(b) Strength of Will and Rationality vs. Lack of Will and Irrationality. This subscale measures the extent to

which people are viewed as being able to understand themselves and able to change their outcomes by their own will power.

(c) Altruism vs. Selfishness. This subscale measures the extent to which people are seen as being unselfish and sincerely interested in helping other people.

(d) Simplicity and Understandable vs. Complexity and Non-understandable. This subscale cuts across the first four dimensions and measures the extent to which people are seen as complex and hard to understand or simple and easy to understand.

(e) Simplicity and Understandable vs. Complexity and Non-understandable. This subscale cuts across the first four dimensions and measures the extent to which people are seen as complex and hard to understand or simple and easy to understand.

(f) Similarity (between people) vs. Variability (between people). This subscale also cuts across the first four dimensions and measures the extent to which people are seen as being basically alike as opposed to people being different and unalike.

The scale consists of eighty-four items with fourteen related to each dimension or subscale. Responses to each statement are made on a five-point Likert-type scale.

Reliability

Split-half reliability was determined by testing groups of one hundred graduate and one hundred undergraduate students.

Reliability was calculated for each subscale by dividing the scale into halves, determining the subjects' scores for each half and correlating the half-scores applying the Spearman-Brown Prophecy Formula.

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

Test-retest reliability of the subscales were determined by two testings, with a three-month time interval, of a group of thirty freshman girls. The test-retest reliability coefficients for each of the six dimensions were: Trustworthiness, .70; Altruism, .83; Independence, .75; Strength of Will and Rationality, .75; Complexity, .52; and Variability, .84. A general favorability toward human nature was determined by summation of the scores on the first four subscales and yielded a reliability of .90. (Wrightsman, 1964).

Validity

Correlation with other attitude scales in the same conceptual areas was the procedure used for validating the PHN scale. Wrightsman found negative correlations ranging from .39 to .75 between the PHN and "Faith-in-People" Scale, which measures a positive view of human nature.

In other studies designed to test the validity and reliability of the instrument, Wrightsman found that:

> The relationship among the first four subscales indicate that there is something common to the first four dimensions, as each of these six correlations is positive, above .30 and significantly different from zero. The highest correlations

are among Trustworthiness, Altruism and Independencd; these tange from .6 1/2 to .69, close in degree to the reliability coefficients for these subscales. Correlations between these variables and Strength of Will are appreciably lower, in the 30's. This seems to indicate that there is a common thread running through these four dimensions, a general belief that man is good or evil, which reflects itself in some degree in performance in each subscale. It is possible that a particular item on one of these subscales might show equally high correlation with another subscale. The use of a summary score for these four subscales seems defensible as a measure of general evaluative orientation toward human nature, which may see man as good, as evil or neither. (Walberg, 1967).

The Origin and Pawn Questionnaire

The OPQ attempts to measure free and forced behavior of students. Conceptualization of the six dimensions of the OPQ are as follows:

(a) Internal control: The intention, will or decision to behave is located within the individual.

(b) Goal setting: The decision to behave or act to attain a goal is internally controlled.

(c) Instrumental activity: An internally controlled activity which is instrumental to attainment of a goal.

(d) Reality perception: An individual's ability to perceive his position in his environment, to perceive "cause and effect" relationships, and to perceive his own strength and weaknesses.

(e) Personal responsibility: An individual's willingness to assume responsibility for his actions and their consequences.

(f) Self-confidence: An individual's confidence in his ability to succeed and to effect changes in his environment.

The scale consists of twenty-four items. Responses to each statement are made on a five-point Likert-type scale.

The OPQ was piloted on April 23, 1970. The sample of subjects consisted of 24 sixth grade students in an integrated elementary school in University City, Missouri.

The following statistical manipulations were performed on the pretest data: (1) Odd-even split half reliability (Pearson; reverse scored data); (2) Point biserial correlations comparing each item with total score of the subject; (3) Point biserial correlations comparing each item with the total subject score on each subscale; and (4) Phi correlations comparing each subscale with each other subscale. (See Appendix D)

According to the pretest data analysis and general inspection, the OPQ measures the concept it intends to measure, and suggests that it will be a reliable index of a student's perception of the classroom climate as it relates to his sense of power.

Summary

Chapter III is an outline of the strategies and procedures used in the sample, data collection and analysis. Instrumentation validity and reliability data are also reported.

CHAPTER IV

ANALYSIS AND TREATMENT OF DATA

The presentation of data for this research will be reported as it relates to each of the Hypothesis. The format will be that of stating each hypothesis, analysis of each, and presenting the data in tabular form.

Hypothesis I: There will be a positive relationship between the Teacher's Philosophy of Human Nature scores and the Student's perception of his power on the Origin and Pawn influence dimension.

The data in Table I represents the analysis of the relationship between the Philosophy of Human Nature scores for teacher groups and students' responses to each of the six subscales of the Origin and Pawn Questionnaire. Reported are the Phi Coefficients, Chi Squares, and corresponding degrees of freedom for the six relationships examined. With one degree of freedom a Chi Square of 3.81 or greater would be required for significance at .05 level; therefore, Hypothesis I was accepted.

TABLE I

RELATIONSHIP OF POSITIVE-NAGATIVE TEACHER'S ATTITUDE OF THE PHILOSOPHY OF HUMAN NATURE SCALE AND STUDENT'S MEASURES ON THE ORIGIN AND PAWN INFLUENCE DIMENSION

Source	Phi Coefficient	df	Chi Square Value
PHN and Internal Control	0.33	1	10.66*
PHN and Goal Setting	0.34	1	10.51
PHN and Instrumental Activity	0.39	1	14.06
PHN and Reality Perception	0.32	1	9.28
PHN and Personal Responsibility	0.38	1	13.14
PHN and Self-Confidence	0.32	1	9.28

*P $<$.05 when Chi Square Value is 3.841

Sub-Hypothesis I: There will be a positive relationship between the Teacher's Philosophy of Human Nature subscale Trustworthiness scores and the students' scores on the Origin and Pawn Influence Dimension.

The data in Table II represents the analysis of the relationships between the Philosophy of Human Nature scores for the teacher groups on the subscale Trustworthiness and students' responses on each of the six subscales of the Origin and Pawn Questionnaire. Reported are the Phi Coefficient and Chi Squares corresponding to value and degrees of freedom for each relationship. A Chi Square value of 3.841 or greater was needed for significance at the .05 level. All six of the relationships

would be considered significant; therefore, the sub-hypothesis was accepted.

TABLE II

RELATIONSHIP OF POSITIVE-NEGATIVE TEACHER ATTITUDES OF TRUSTWORTHINESS IN HUMAN NATURE AND STUDENTS' SCORES ON THE ORIGIN AND PAWN INFLUENCE DIMENSION

Source	Phi Coefficient	df	Chi Square Value
Trustworthiness and Internal Control	0.42	1	15.87*
Trustworthiness and Goal Setting	0.40	1	14.43
Trustworthiness and Instrumental Activity	0.47	1	20.54
Trustworthiness and Reality Perception	0.38	1	13.04
Trustworthiness and Personal Responsibility	0.43	1	17.37
Trustworthiness and Self-Confidence	0.38	1	13.04

*P <.05 when Chi Square Value is 3.841

Sub-Hypothesis II: There will be a positive relationship between the Teacher's Philosophy of Human Nature subscale Strength of Will and Rationality scores and the students' scores on the Origin and Pawn influence dimension.

The data in Table III represents the analysis of the relationships between the Philosophy of Human Nature scores for the teacher groups on

the subscale Strength of Will and Rationality and students' responses on each of the six subscales of the Origin and Pawn Questionnaire. Reported are the Phi Coefficient and Chi Square corresponding to value and degrees of freedom. For each relationship a Chi Square value of 3.841 or greater was needed for significance at the .05 level. All six of the relationships would be considered significant; therefore, Sub-Hypothesis II was accepted.

TABLE III

RELATIONSHIPS OF POSITIVE-NEGATIVE TEACHER ATTITUDES OF STRENGTH OF WILL AND RATIONALITY IN HUMAN NATURE SCORES AND STUDENTS' SCORES ON THE ORIGIN AND PAWN INFLUENCE DIMENSION

Source	Phi Coefficient	df	Chi Square Value
Strength of Will and Internal Control	0.36	1	11.79*
Strength of Will and Goal Setting	0.34	1	10.51
Strength of Will and Instrumental Activity	0.42	1	16.03
Strength of Will and Reality Perception	0.32	1	9.28
Strength of Will and Personal Responsibility	0.38	1	13.14
Strength of Will and Self-Confidence	0.32	1	9.28

*P <.05 when Chi Square Value is 3.841

Sub-Hypothesis III: There will be a positive relationship between the teachers' Philosophy of Human Nature subscale Altruism scores and the students' scores on the Origin and Pawn influence dimension.

The data in Table IV represents the analysis of the relationships between Philosophy of Human Nature scores for teacher groups on the subscale Altruism and students' responses on each of the six subscales of the Origin and Pawn Questionnaire. Reported are Phi Coefficients and Chi Square corresponding to value and degrees of freedom. For each relationship a Chi Square of 3.841 or greater was needed for significance at the .05 level. The relationship between Altruism and Instrumental Activity was significant with a Phi of 0.24 and a Chi Square of 5.47; however, the total relationship is not significant. Therefore, Sub-Hypothesis III was rejected. The degree of "self-centeredness" of teachers is not related to student's views of themselves as origins.

TABLE IV

RELATIONSHIPS OF POSITIVE-NEGATIVE TEACHER ATTITUDES SCORES ON ALTRUISM IN HUMAN NATURE AND STUDENTS' SCORES ON THE ORIGIN AND PAWN INFLUENCE DIMENSION

Source	Phi Coefficient	df	Chi Square Value
Altruism and Internal Control	0.18	1	2.99*
Altruism and Goal Setting	0.16	1	2.32
Altruism and Instrumental Activity	0.24	1	5.47
Altruism and Reality Perception	0.14	1	1.72
Altruism and Personal Responsibility	0.20	1	3.74
Altruism and Self-Confidence	0.14	1	1.72

*P <.05 when Chi Square Value is 3.841

Sub-Hypothesis IV: There will be a positive relationship between the teacher's Philosophy of Human Nature subscale Independence scores and the students' scores on the Origin and Pawn influence dimension.

The data in Table V represents the analysis of the relationships between the Philosophy of Human Nature scores for teacher groups on the subscale Independence and students' responses on each of the six subscales of the Origin and Pawn Questionnaire. Reported are Phi Coefficients and Chi Squares corresponding to values and degrees of freedom. For each relationship a Chi Square of 3.841 or greater was needed for significance at the .05 level. The relationships between Independence and Instrumental Activity was significant with a Phi of 0.24 and a Chi Square of 5.47. The total relationship was not

significant, indicating that teachers' stress toward conformity is not related to students' perceptions of their own control over their environment.

TABLE V

RELATIONSHIP OF POSITIVE-NEGATIVE TEACHER ATTITUDE SCORES ON INDEPENDENCE IN HUMAN NATURE SCORES AND STUDENTS' SCORES ON THE ORIGIN AND PAWN INFLUENCE DIMENSION

Source	Phi Coefficient	df	Chi Square Value
Independence and Internal Control	0.18	1	2.99*
Independence and Goal Setting	0.16	1	2.32
Independence and Instrumental Activity	0.24	1	5.47
Independence and Reality Perception	0.14	1	1.72
Independence and Personal Responsibility	0.20	1	3.72
Independence and Self-Confidence	0.14	1	1.72

*P <.05 when Chi Square Value is 3.841

Sub-Hypothesis V: There will be a positive relationship between the Teacher's Philosophy of Human Nature subscale Simplicity scores and the students' scores on the Origin and Pawn influence dimension.

The data in Table VI represents the analysis of the relationships between the Philosophy of Human Nature scores for teacher groups on the

subscale Simplicity and students' responses on each of the six subscales of the Origin and Pawn Questionnaire. Reported are Phi Coefficients and Chi Squares corresponding to values and degrees of freedom. For each relationship a Chi Square of 3.841 was needed for significance at the .05 level. All six of the relationships would be considered significant; therefore, Sub-Hypothesis V was accepted.

TABLE VI

RELATIONSHIP OF POSITIVE-NEGATIVE TEACHER ATTITUDES SCORES ON SIMPLICITY IN HUMAN NATURE SCORES AND STUDENTS' SCORES ON THE ORIGIN AND PAWN INFLUENCE DIMENSION

Source	Phi Coefficient	df	Chi Square Value
Simplicity and Internal Control	0.45	1	18.26*
Simplicity and Goal Setting	0.43	1	16.75
Simplicity and Instrumental Activity	0.50	1	23.12
Simplicity and Reality Perception	0.41	1	15.29
Simplicity and Personal Responsibility	0.46	1	19.83
Simplicity and Self-Confidence	0.41	1	15.29

*P $<$.05 when Chi Square Value is 3.841

Sub-Hypothesis VI: There will be a positive relationship between the Teacher's Philosophy of Human Nature subscale Similarity scores and

the students' scores on the Origin and Pawn influence dimension.

The data in Table VII represents the analysis of the relationship between the Philosophy of Human Nature scores for teacher groups on the subscale Similarity and students' responses on each of the six subscales of the Origin and Pawn Questionnaire. Reported are Phi Coefficient and Chi Squares corresponding to values and degrees of freedom. For each relationship a Chi Square of a 3.841 or greater was needed for significance at the .05 level. The relationship between Similarity and Instrumental Activity was significant with a Phi of 0.27 and a Chi Square of 6.56. Also, the relationship of Similarity and Personal Responsibility was considered significant with a Phi of 0.23 and a Chi Square of 4.67. The total relationship was not significant; therefore, Sub-Hypothesis VI was rejected. Teachers' perceptions of the similarity of people were not related to students' perceptions of themselves as origins.

TABLE VII

RELATIONSHIP OF POSITIVE-NEGATIVE TEACHER ATTITUDES SCORES ON SIMILARITY IN HUMAN NATURE SCORES AND STUDENTS' SCORES ON THE ORIGIN AND PAWN INFLUENCE DIMENSION

Source	Phi Coefficient	df	Chi Square Value
Similarity and Internal Control	0.20	1	3.83*
Similarity and Goal Setting	0.18	1	3.07
Similarity and Instrumental Activity	0.27	1	6.56
Similarity and Reality Perception	0.16	1	2.38
Similarity and Personal Responsibility	0.23	1	4.67
Similarity and Self-Confidence	0.16	1	2.38

*P <.05 when Chi Square Value is 3.841

Supplemental Analyses

The data in Table VIII represents the analysis of the relationship between the total Philosophy of Human Nature Scores for teacher groups and boys' responses to each of the six subscales of the Origin and Pawn Questionnaire. Reported are Phi Coefficient and Chi Squares corresponding to values and degrees of freedom for each relationship. With one degree of freedom a Chi Square of 3.841 or greater would be significant at the .05 level. All of the relationships were found to be significant.

TABLE VIII

RELATIONSHIP OF POSITIVE-NEGATIVE TEACHER'S ATTITUDES OF HUMAN NATURE AND BOYS' SCORES ON THE ORIGIN AND PAWN INFLUENCE DIMENSION

Source	Phi Coefficient	df	Chi Square Value
PHN and Internal Control (Boys)	0.44	1	17.56*
PHN and Goal Setting (Boys)	0.40	1	14.55
PHN and Instrumental Activity (Boys)	0.36	1	11.79
PHN and Reality Perception (Boys)	0.30	1	8.12
PHN and Personal Responsibility (Boys)	0.40	1	14.55
PHN and Self-Confidence (Boys)	0.36	1	11.79

*P <.05 when Chi Square Value is 3.841

The data in Table IX represents the analysis of the relationship between the total Philosophy of Human Nature Scores for teacher groups and girls' responses to each of the six subscales of the Origin and Pawn Questionnaire. Reported are Phi Coefficient and Chi Squares corresponding to values and degrees of freedom. With one degree of freedom a Chi Square of 3.841 or greater would be significant at the .05 level. All of the relationships were found to be significant.

TABLE IX

RELATIONSHIP OF POSITIVE-NEGATIVE TEACHER'S ATTITUDES OF HUMAN NATURE AND GIRLS' SCORES ON THE ORIGIN AND PAWN INFLUENCE DIMENSION

Source	Phi Coefficient	df	Chi Square Value
PHN and Internal Control (Girls)	0.30	1	8.12*
PHN and Goal Setting (Girls)	0.36	1	11.79
PHN and Instrumental Activity (Girls)	0.40	1	14.55
PHN and Reality Perception (Girls)	0.40	1	14.55
PHN and Personal Responsibility (Girls)	0.36	1	11.79
PHN and Self-Confidence (Girls)	0.40	1	14.55

*P $<$.05 when Chi Square Value is 3.841

Findings

From the results of this study the findings were as follows:

1. There was a significant relationship between the teacher's Philosophy of Human Nature and the student's perception of his power on the Origin and Pawn influence dimension.

2. There is a positive relationship between the teacher's Philosophy of Human Nature subscale Trustworthiness scores and the elementary students' scores on the Origin and Pawn Questionnaire.

3. There is a positive relationship between the teacher's Philosophy of Human Nature subscale Strength of Will and Rationality scores and the elementary students' scores on the Origin and Pawn Questionnaire.

4. There is no positive relationship between the teacher's Philosophy of Human Nature subscale Altruism scores and the elementary students' scores on the Origin and Pawn Questionnaire. This sub-hypothesis was rejected, even though parts of the subscale were significantly related to Altruism scores.

5. There is no positive relationship between the teacher's Philosophy of Human Nature subscale Independence scores and elementary students' scores on the Origin and Pawn Questionnaire. This sub-hypothesis was rejected, although one of the subscales did relate significantly to Independence scores.

6. There is a positive relationship between the teacher's Philosophy of Human Nature subscale Simplicity scores and elementary students' scores on the Origin and Pawn Questionnaire.

7. There is no positive relationship between the teacher's Philosophy of Human Nature subscale Similarity scores and elementary students' scores on the Origin and Pawn Questionnaire. This sub-hypothesis was rejected; however, two of the subscales were significantly related and two approached significance.

8. The overall positive or negative Philosophy of Human Nature possessed by the teacher and total boys' perception of their power in the classroom were significantly related.

9. The overall positive or negative Philosophy of Human Nature possessed by the teacher and total girls' perception of their power in the classroom were significantly related.

The one major hypothsis, as well as the six sub-hypotheses, were tested and the results summarized in this chapter. The .05 level of

confidence was applied. Chapter V presents the findings of this study, the conclusions drawn from these findings, and recommendations of areas for further research.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This study was designed to determine if a positive relationship exists between Teacher's Philosophy of Human Nature and student's perception of his power in the classroom.

Two instruments of analysis were used. The Philosophy of Human Nature Scale was used to identify the teacher's beliefs about the nature of man. deCharms' Origin and Pawn Questionnaire was used to identify student's perception of his power in the classroom. The sample consisted of forty-six teachers and 1,253 fifth and sixth grade students from fourteen selected elementary schools in the Northeastern Oklahoma Counties of Tulsa, Rogers and Wagoner.

The data collection took place during the spring semester of 1972 between the period of March 16 and April 17. The data were analyzed using a Phi coefficient. The level of significance was set at the .05 level of confidence.

The investigation examined the relationship between total teacher groups scores on the PHN and Group scores on the Origin and Pawn Questionnaire, the subscales of the PHN were compared against the subscales of the Origin and Pawn Questionnaire and finally the total Positive-Negative PHN scores were compared separately with total boys

and total girls groups on their responses to the subscales of the Origin and Pawn Questionnaire.

Findings

The findings of this study were as follows:

1. There is a significant relationship between the teacher's Philosophy of Human Nature and the student's perception of his power on the Origin and Pawn influence dimension.

2. There is a positive relationship between the teacher's Philosophy of Human Nature Subscale Trustworthiness scores and the elementary students' scores on the Origin and Pawn Questionnaire.

3. There is a positive relationship between the teacher's Philosophy of Human Nature subscale Strength of Will and Rationality scores and the elementary students' scores on the Origin and Pawn Questionnaire.

4. There is no positive relationship between the teacher's Philosophy of Human Nature subscale Altruism scores and the elementary students' scores on the Origin and Pawn Questionnaire. This sub-hypothesis was rejected, even though parts of the subscale were significantly related to Altruism.

5. There is no positive relationship between the teacher's Philosophy of Human Nature subscale Independence scores and elementary students' scores on the Origin and Pawn Questionnaire. This sub-hypothesis was rejected, although one of the subscales was significantly related to Independence.

6. There is a positive relationship between the teacher's Philosophy of Human Nature subscale Simplicity scores and elementary

students' scores on the Origin and Pawn Questionnaire.

7. There is no positive relationship between the teacher's Philosophy of Human Nature subscale Similarity scores and elementary students' scores on the Origin and Pawn Questionnaire. This sub-hypothesis was rejected; however, two of the subscales were significantly related to Similarity, while two more of the six relationships approached significance.

8. Teacher attitudes between the overall positive or negative Philosophy of Human Nature possessed by the teacher and total boys' perception of their power in the classroom was significant.

9. Teacher attitudes between the overall positive or negative Philosophy of Human Nature possessed by the teacher and total girls' perception of their power in the classroom was significant.

Conclusions

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

1. There was a significant relationship between the teacher's Philosophy of Human Nature and the student's perception of his power on the Origin and Pawn influence dimension. Teachers who have a positive view of man set an atmosphere in which students feel more control over their environment. Students under these conditions move toward the origin influence dimension.

2. There is a positive relationship between the Teacher's Philosophy of Human Nature subscale Trustworthiness scores and the elementary students' scores on the Origin and Pawn Questionnaire. This indicates that teachers who view man as trustworthy set conditions in the

classroom that cause students to view themselves as origin.

3. There is a positive relationship between the Teacher's Philosophy of Human Nature subscale Strength of Will and Rationality scores and the elementary students' scores on the Origin and Pawn Questionnaire. This indicates that teachers who tend to control their own destiny will set up conditions that will allow students to do the same. Under these conditions students will view themselves as Origin.

4. Teacher attitudes between the overall positive or negative Philosophy of Human Nature possessed by the teacher and total boys' perception of their power in the classroom was significant. Correlation shows that as a teacher moves toward a positive view of human nature it is more likely boys will move toward the origin influence dimension.

5. Teacher attitudes between the overall positive or negative Philosophy of Human Nature possessed by the teacher and total girls' perception of their power in the classroom was significant. Correlation shows that as a teacher moves toward a positive view of human nature it is more likely girls will move toward the Origin influence dimension.

The relationship between a teacher's philosophy and the students' classroom behavior has become obvious. Teachers need to be aware of this relationship. These are possible implications for in-service training programs. Personnel directors need to be made aware of this. Individuals in supervisory positions need to be concerned about this relationship.

The major thrust of this study was that basic beliefs held by teachers about the nature of man could influence their interactions with students to a degree that it would be reflected in the way in

which students would perceive their power in the classroom. This relationship did appear in that the major hypothesis was acceptable. This points to the fact that the teacher's Philosophy and the students' classroom behavior is vital in the learning process.

Teachers with high PHN are apparently concerned with establishing warm interpersonal relations with students. The atmosphere is one in which students do not feel threatened and are willing to take risks.

Teachers with a low PHN are apparently more concerned with custodial activities; such as order, organization, subject matter content, and just seeing that the school day is carried out in an orderly fashion. The atmosphere is cold and impersonal. There is a lack of demonstrative risk taking, and students tend to feel like pawns.

Further Consideration

This study was an attempt to measure pupil perceptions of their power in the classroom environment and how this perception relates to the Philosophy of Human Nature of the teacher. deCharms demonstrated that individuals do form perceptions in terms of the "Origin-Pawn" influence, and that when group members feel that they can have some control in determining the course of events in a situation, they will have more positive feeling toward the leader and will be more willing to work for him than if they feel that they are treated as pawns.

The basic belief of teachers about human nature was a major postulate of this study. It was hypothesized that a strong relationship would emerge between the two. According to the findings of this study this relationship does exist. In fact, a very strong relationship appears to exist; it would affect the teacher-student learning situation.

Based upon findings of this study it is apparent that students do feel and are controlled by their teacher's attitudes and beliefs. It is also apparent that these perceptions are likely to play a major role in the way the student goes about his work in the classroom situation.

During the data collecting period it was noted that each classroom was different in its climate. In observing students and teachers one could feel the warmth and coldness that existed between the two. In some classrooms students were fully developing into warm human beings; in others, the students were cold and reserved. While collecting the data, in some instances it was possible to engage in conversation with the teacher. During these conversations one could find verbal indications of climate, such as: "what students need is more discipline" and "my students have a responsibility to see that this class is what we want it to be."

Based on the review of the literature and the results of this study, it seems that in an environment where students feel some control and the teacher's Philosophy of Human Nature is high the situation would be one in which learning could be fun and looked upon as a thing to enjoy, not drudgery and work.

With this condition it can be assumed that Origin students will be functioning as healthy, happy students and will enjoy a more fruitful relationship with their teachers. The teachers will be removed from the traditional role and be acting in the role of adviser, helper and friend. Whereas, Pawn students will tend to be reserved and to behave as if the teacher has all the answers and can do no wrong. Pawn students exhibit characteristics of being cold and lifeless, bored with the everday happenings in the classrooms.

When the two Subscales Altruism and Independence of the Philosophy of Human Nature were compared with the six subscales of the Origin-Pawn Questionnaire, they were not significant in the study. This brings into focus an interesting situation. These two subscales show the relationship between a selfish and dependent versus an unselfish and independent person. It may be that students involved in the study overall see themselves as having control over their environment, but at the same time this control is limited and they are to some degree dependent on the leader. The student also could view the leader as not sincerely interested in helping others, but one that may be just doing a day's work. Considering the age of the sample studied could also account for this conclusion. Students in this age group are very dependent on the adults and look to them for guidance, but at the same time are quick to separate individuals that are sincerely interested in their welfare.

Another explanation is that the instrument is not capable of assessing accurately these two subscales. However, overall, teacher beliefs and students' feelings of personal causation on the "Origin-Pawn" variable do have influence, through teacher-pupil intervention, and do influence the environment of the classroom.

Recommendations

The relationship between teachers' Philosophy and the students' perception of their power in the classroom has become obvious. It is important that teachers be made aware of the relationship. The results of this study would recommend further research in this area. There are implications for both pre-service and inservice programs. Personnel

directors should be aware of this relationship when interviewing prospective teacher personnel. Individuals in a supervisory position should be made aware of this relationship and take the necessary steps to implement an ongoing program so teachers can develop skills in this area.

One of the more important characteristics of a research study is the questions that it generates. More research is needed to validate the results and conclusions of this study. The following seem to be some of the more important questions for further investigation:

1. Research investigation should be initiated to analyze the Supervisor-Teacher-Pupil relationship.

2. A research investigation should be conducted using teenagers. It could be that students in the elementary school are over sensitive to pleasing the teacher and answered accordingly on the questionnaire.

3. The study should be replicated with a larger geographical sample.

4. The study should be replicated with a larger urban area involved.

5. An investigation involving an entire school system could prove valuable.

6. Additional investigation should attempt to determine whether variables such as age, sex, level of educational attainment, and years of experience relate to the way teachers view man.

These and other questions need examination in our schools today. Perhaps these points will assist in resolving many of the unsolved

problems that plague our schools. If, in some small way, this research assists in improving teacher-student relationships the goal will have been accomplished.

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APPENDIX A

PHN SCALE

PHN Scale

1. Great successes in life, like great artists and inventors are usually motivated by forces they are unaware of.

2. Most students will tell the instructor when he has made a mistake in adding up their score, even if he had given them more points than they deserved.

3. Most people will change the opinion they express as a result of an onslaught of criticism, even though they really don't change the way they feel.

4. Most people try to apply the Golden Rule even in today's complex society.

5. A person's reaction to things differs from one situation to another.

6. I find that my first impression of a person is usually correct.

7. Our success in life is pretty much determined by forces outside our own control.

8. If you will give the average person a job to do and leave him to do it, he will finish it successfully.

9. Nowadays many people won't make a move until they find out what other people think.

10. Most people do not hesitate to go out of their way to help someone in trouble.

11. Different people react to the same situation in different ways.

12. People can be described accurately by one term, such as "introverted," or "moral," or "sociable."

13. Attempts to understand ourselves are usually futile.

14. People usually tell the truth, even when they know they would be better off by lying.

15. The important thing in being successful nowdays is not how hard you work, but how you fit with the crowd.

16. Most people will act as "Good Samaritans" if given the opportunity.

17. Each person's personality is different from the personality of every other person.

18. It's not hard to understand what really is important to a person.

19. There's little one can do to alter his fate in life.

20. Most students do not cheat when taking an exam.

21. The typical student will cheat on a test when everybody else does even though he has a set of ethical standards.

22. "Do unto others as you would have them do unto you" is a motto most people follow.

23. People are quite different in their basic interests.

24. I think I get a good idea of a person's basic nature after a brief conversation with him.

25. Most people have little influence over the things that happen to them.

26. Most people are basically honest.

27. It's a rare person who will go against the crowd.

28. The typical person is sincerely concerned about the problems of others.

29. People are pretty different from one another in "what makes them tick."

30. If I could ask a person three questions about himself (and assuming he would answer them honestly), I would know a great deal about him.

31. Most people have an unrealistic favorable view of their own capabilities.

32. If you act in good faith with people, almost all of them will reciprocate with fairness toward you.

33. Most people have to rely on someone else to make their important decisions for them.

34. Most people with a fallout shelter would let their neighbors stay in it during a nuclear attack.

35. Often a person's basic personality is altered by such things as religious conversation, psychotherapy, or a charm course.

36. When I meet a person, I look for one basic characteristic through which I try to understand him.

37. Most people vote for a political candidate on the basis of unimportant characteristics such as his appearance or name, rather than because of his stand on the issues.

38. Most people lead clean, decent lives.

39. The average person will rarely express his opinion in a group when he sees others disagree with him.

40. Most people would stop and help a person whose car is disabled.

41. People are unpredictable in how they'll act from one situation to another.

42. Give me a few facts about a person and I'll have a good idea whether I'll like him or not.

43. If a person tries hard enough, he will usually reach his goals in life.

44. People claim they have ethical standards regarding honesty and morality, but few people stick to them when the chips are down.

45. Most people have the courage of their convictions.

46. The average person is conceited.

47. People are pretty much alike in their basic interests.

48. I find that my first impressions of people are frequently wrong.

49. The average person has an accurate understanding of the reasons for his behavior.

50. If you want people to do a job right, you should explain things to them in great detail and supervise them closely.

51. Most people can make their own decision, uninfluenced by public opinion.

52. It's only a rare person who would risk his own life and limb to help someone else.

53. People are basically similar in their personalities.

54. Some people are too complicated for me to figure out.

55. If people try hard enough, wars can be prevented in the future.

56. If most people could get into a movie without paying and be usre he was not seen, they would do it.

57. It is achievement, rather than popularity with others, that gets you ahead nowdays.

58. It's pathetic to see an unselfish person in today's world because so many people take advantage of him.

59. If you have a good idea about how several people will react to a certain situation, you can expect most people to react the same way.

60. I think you can never really understand the feelings of other people.

61. The average person is largely the master of his own fate.

62. Most people are not really honest, but act that way because they are afraid they will get caught.

63. The average person will stick to his opinion if he thinks he's right, even if others disagree.

64. People pretend to care more about one another than they really do.

65. Most people are consistent from situation to situation in the way they react to things.

66. You can't accurately describe a person in just a few words.

67. In a local or national election, most people select a candidate rationally and logically.

68. Most people would tell a lie if they could gain by it.

69. If a student does not believe in cheating, he will avoid it even if he sees many others doing it.

70. Most people inwardly dislike putting themselves out to help others.

71. A child who is popular will be popular as an adult, too.

72. You can't classify everyone as good or bad.

73. Most persons have a lot of control over what happens to them in life.

74. Most people would cheat on their income tax if they had a chance.

75. The person with novel ideas is respected in our society.

76. Most people exaggerate their troubles in order to get sympathy.

77. If I can see how a person reacts in one situation, I have a good idea of how he will react to other situations.

78. People are too complex to ever be understood fully.

79. Most people have a good idea of what their strengths and weaknesses are.

80. Nowdays people commit a lot of crimes and sins that no one else ever hears about.

81. Most people will speak out for what they believe in.

82. People are usually out for their own good.

83. When you get right down to it, people are quite alike in their emotional makeup.

84. People are so complex, it is hard to know what "makes them tick."

Name _____ Age ____ Sex ____ Marital Status _____ Grades Taught ____ Years Taught ____

Total Number of Pupils in Your Elementary School _____ Years Taught in this School _____

Schools Attended and Degrees Held:

College	Date	Degree
_____	_____	_____
_____	_____	_____
_____	_____	_____

Remember: -3 = strongly disagree
-2 = disagree somewhat
-1 = slightly disagree
+1 = slightly agree
+2 = agree somewhat
+3 = strongly agree

Do not use this space

T_____		C_____		
S_____		V_____		
A_____		P_____		
I_____		M_____		

Item No.							Item No.							Item No.							Item No.						
1.	-3	-2	-1	+1	+2	+3	22.	-3	-2	-1	+1	+2	+3	43.	-3	-2	-1	+1	+2	+3	64.	-3	-2	-1	+1	+2	+3
2.	-3	-2	-1	+1	+2	+3	23.	-3	-2	-1	+1	+2	+3	44.	-3	-2	-1	+1	+2	+3	65.	-3	-2	-1	+1	+2	+3
3.	-3	-2	-1	+1	+2	+3	24.	-3	-2	-1	+1	+2	+3	45.	-3	-2	-1	+1	+2	+3	66.	-3	-2	-1	+1	+2	+3
4.	-3	-2	-1	+1	+2	+3	25.	-3	-2	-1	+1	+2	+3	46.	-3	-2	-1	+1	+2	+3	67.	-3	-2	-1	+1	+2	+3
5.	-3	-2	-1	+1	+2	+3	26.	-3	-2	-1	+1	+2	+3	47.	-3	-2	-1	+1	+2	+3	68.	-3	-2	-1	+1	+2	+3
6.	-3	-2	-1	+1	+2	+3	27.	-3	-2	-1	+1	+2	+3	48.	-3	-2	-1	+1	+2	+3	69.	-3	-2	-1	+1	+2	+3
7.	-3	-2	-1	+1	+2	+3	28.	-3	-2	-1	+1	+2	+3	49.	-3	-2	-1	+1	+2	+3	70.	-3	-2	-1	+1	+2	+3
8.	-3	-2	-1	+1	+2	+3	29.	-3	-2	-1	+1	+2	+3	50.	-3	-2	-1	+1	+2	+3	71.	-3	-2	-1	+1	+2	+3
9.	-3	-2	-1	+1	+2	+3	30.	-3	-2	-1	+1	+2	+3	51.	-3	-2	-1	+1	+2	+3	72.	-3	-2	-1	+1	+2	+3
10.	-3	-2	-1	+1	+2	+3	31.	-3	-2	-1	+1	+2	+3	52.	-3	-2	-1	+1	+2	+3	73.	-3	-2	-1	+1	+2	+3
11.	-3	-2	-1	+1	+2	+3	32.	-3	-2	-1	+1	+2	+3	53.	-3	-2	-1	+1	+2	+3	74.	-3	-2	-1	+1	+2	+3
12.	-3	-2	-1	+1	+2	+3	33.	-3	-2	-1	+1	+2	+3	54.	-3	-2	-1	+1	+2	+3	75.	-3	-2	-1	+1	+2	+3
13.	-3	-2	-1	+1	+2	+3	34.	-3	-2	-1	+1	+2	+3	55.	-3	-2	-1	+1	+2	+3	76.	-3	-2	-1	+1	+2	+3
14.	-3	-2	-1	+1	+2	+3	35.	-3	-2	-1	+1	+2	+3	56.	-3	-2	-1	+1	+2	+3	77.	-3	-2	-1	+1	+2	+3
15.	-3	-2	-1	+1	+2	+3	36.	-3	-2	-1	+1	+2	+3	57.	-3	-2	-1	+1	+2	+3	78.	-3	-2	-1	+1	+2	+3
16.	-3	-2	-1	+1	+2	+3	37.	-3	-2	-1	+1	+2	+3	58.	-3	-2	-1	+1	+2	+3	79.	-3	-2	-1	+1	+2	+3
17.	-3	-2	-1	+1	+2	+3	38.	-3	-2	-1	+1	+2	+3	59.	-3	-2	-1	+1	+2	+3	80.	-3	-2	-1	+1	+2	+3
18.	-3	-2	-1	+1	+2	+3	39.	-3	-2	-1	+1	+2	+3	60.	-3	-2	-1	+1	+2	+3	81.	-3	-2	-1	+1	+2	+3
19.	-3	-2	-1	+1	+2	+3	40.	-3	-2	-1	+1	+2	+3	61.	-3	-2	-1	+1	+2	+3	82.	-3	-2	-1	+1	+2	+3
20.	-3	-2	-1	+1	+2	+3	41.	-3	-2	-1	+1	+2	+3	62.	-3	-2	-1	+1	+2	+3	83.	-3	-2	-1	+1	+2	+3
21.	-3	-2	-1	+1	+2	+3	42.	-3	-2	-1	+1	+2	+3	63.	-3	-2	-1	+1	+2	+3	84.	-3	-2	-1	+1	+2	+3

APPENDIX B

ORIGIN-PAWN QUESTIONNAIRE

NAME _____ Circle one: MALE FEMALE

SCHOOL _____ GRADE _____

HOMEROOM OR BLOCK TEACHER _____

BIRTHDATE _____ _____ _____
Month Day Year

Questionnaire Instructions

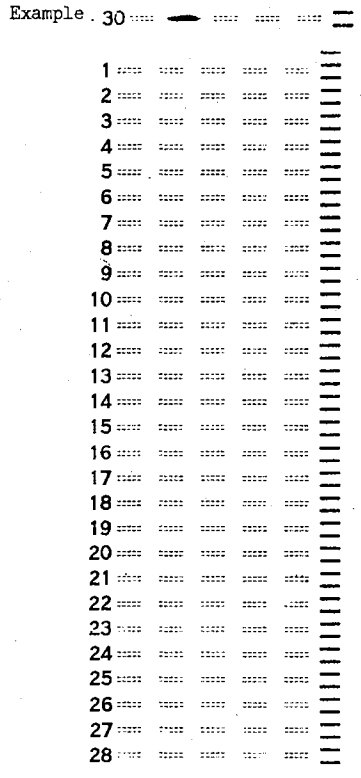
This questionnaire will help us to understand how you feel about your class. It is not a test and will not count as part of your school work.

It is important for you to answer the questions in your own way. Try to answer them as honestly as you can. There is no right answer.

Think about each question and mark the answer that seems best to you on the answer sheet provided. Think only of the class that you are in now--not any other class.

1. We get to decide what we do in this class.
2. The teacher lets good students help those who are not doing so well.
3. The teacher gives us many things to do that I am not good at.
4. I think the teacher likes us.
5. The teacher gets into a bad mood.
6. The class rules are made just to help the teacher.
7. In this class I can decide how to use the extra time.
8. The teacher gets angry when we work ahead in our lessons.
9. I like to ask the teacher for help when I have a problem.
10. The teacher likes to help us when we have questions.
11. The teacher lets us try new ways of doing things.
12. The teacher gives us the answer to a problem when we ask her.
13. The teacher makes our assignments too hard.
14. The teacher tells us how to use our extra time.
15. The teacher gets upset when we try new things.
16. The rules we have in this class are made to help the students.
17. The teacher gets angry with us.
18. The teacher lets us do things our own way.
19. In this class I get to do things that I want to do.
20. The teacher makes us do what she wants us to do.
21. The teacher gets angry when students try to help each other.
22. I can do even the hardest work in this class if I try.
23. In this class we can work at our own speed.
24. We must try to do a problem ourselves before the teacher will help us.
25. We do many things in this class that I can do well.
26. The teacher decides what I should do when I finish my work early.
27. The teacher makes me feel dumb when I ask for help.
28. The teacher gets upset when we don't do things her way.

ANSWER SHEET
(Please mark one answer per question)
ALWAYS OFTEN SELDOM NEVER



APPENDIX C

RAW DATA

Raw Data

Teacher's Scores on PHN Scales		Students' Scores on ESES Variables		
Class ID 1.1		Total	Boys	Girls
S = 10	C = 10	10.4	9.66	11.1
T = 3	P = 24	10.8	10.0	11.7
I = 6	M = 21	14.1	13.3	14.8
A = 5		11.5	10.0	13.0
V = 11		13.3	13.0	13.6
		14.0	13.1	15.0
Class ID 1.2				
S = 17	C = 33	9.33	9.42	9.18
T = 9	P = 23	10.5	10.6	10.4
I = 27	M = 48	12.8	12.3	13.6
A = 4		10.2	9.68	11.0
V = 15		13.3	12.8	14.0
		12.7	12.0	13.9
Class ID 2.1				
S = 4	C = 15	10.3	10.6	10.0
T = 21	P = 29	11.7	11.6	11.8
I = 12	M = 6	14.2	14.3	14.0
A = 22		12.8	12.8	12.8
V = 9		13.4	13.2	13.6
		13.8	14.0	13.6
Class ID 2.2				
S = 14	C = 10	11.0	11.7	10.2
T = 22	P = 65	12.6	12.7	12.5
I = 17	M = 27	14.3	14.6	14.0
A = 12		12.3	12.5	12.0
V = 17		13.7	14.3	13.0
		12.8	13.1	12.5
Class ID 2.3				
S = 16	C = 9	12.3	12.0	12.5
T = 9	P = 29	12.4	12.8	12.2
I = 8	M = 20	16.0	15.6	16.3
A = 4		13.6	13.6	13.6
V = 29		15.4	15.0	15.7
		14.0	13.8	14.2

Raw Data

Teacher's Scores on PHN Scales		Students' Scores on ESES Variables		
Class ID 2.4		Total	Boys	Girls
S = 7	C = 7	11.5	10.6	12.3
T = 20	P = 47	12.0	11.7	12.3
I = 6	M = 22	14.8	13.8	15.8
A = 14		13.1	12.1	14.1
V = 15		13.1	12.9	13.2
		13.1	12.1	14.0
Class ID 2.5				
S = 7	C = 7	10.8	11.0	10.6
T = 20	P = 47	11.8	12.1	11.2
I = 6	M = 22	14.2	14.4	14.0
A = 14		12.8	12.7	12.8
V = 15		12.4	12.3	12.7
		12.8	12.6	13.0
Class ID 3.1				
S = 1	C = 0	11.1	10.5	11.7
T = 3	P = 19	11.8	12.0	11.6
I = 7	M =15	14.7	15.0	14.5
A = 10		12.4	12.6	12.2
V = 15		13.7	13.2	14.1
		13.4	13.3	13.5
Class ID 3.2				
S = 13	C = 20	11.8	10.2	13.3
T = 21	P = 61	12.4	11.5	13.3
I = 7	M = 56	15.7	14.2	17.1
A = 20		13.5	12.4	14.5
V = 36		14.0	13.4	14.5
		13.9	12.8	15.0
Class ID 3.3				
S = 7	C = 25	12.7	12.6	12.7
T = 99	P = 10	12.2	12.1	12.4
I = 11	M = 50	15.3	15.0	15.7
A = 5		14.1	14.3	13.9
V = 25		14.7	14.8	14.5
		14.3	13.8	14.8

Raw Data

Teachers' Scores on PHN Scales		Students' Scores on ESES Variables		
Class ID 3.4		Total	Boys	Girls
S = 16	C = 14	11.2	10.4	12.3
T = 15	P = 48	12.7	12.4	13.0
I = 12	M = 30	16.5	16.0	17.2
A = 5		13.9	13.2	14.8
V = 16		14.4	14.3	14.6
		14.8	14.5	15.2
Class ID 3.5				
S = 30	C = 15	11.8	11.1	12.8
T = 34	P = 126	12.2	11.5	13.2
I = 22	M = 32	15.8	15.1	16.7
A = 40		13.8	13.4	14.3
V = 17		14.5	14.5	14.4
		14.2	14.0	14.4
Class ID 4.1				
C = 28	C = 22	10.7	10.1	11.2
T = 8	P = 51	11.6	11.4	11.8
I = 3	M = 43	14.4	14.5	14.3
A = 12		12.3	12.2	12.4
V = 21		13.2	13.6	13.0
		13.7	14.1	13.4
Class ID 4.2				
C = 6	C = 20	11.6	11.7	11.6
T = 9	P = 5	12.1	12.2	11.9
I = 13	M = 4	14.6	14.8	14.4
A = 3		13.1	13.0	13.2
V = 16		14.3	14.3	14.3
		13.4	13.2	13.7
Class IS 4.3				
S = 7	C = 13	11.1	10.2	12.0
T = 1	P = 8	13.1	13.4	12.8
I = 7	M = 24	15.6	15.3	16.0
A = 9		12.9	12.6	13.2
V = 11		14.3	14.0	14.7
		14.3	13.5	15.0

Raw Data

Teachers' Scores on PHN Scale		Students' Scores on ESES Variables		
		Total	Boys	Girls
Class ID 4.4				
S = 16	C = 5	10.7	10.4	11.4
T = 13	P = 26	10.8	10.5	11.5
I = 9		13.9	13.5	14.9
A = 6		11.8	11.3	13.0
V = 16		12.9	13.3	12.1
		12.1	11.4	13.7
Class ID 4.5				
S = 4	C = 12	10.8	10.5	11.1
T = 5	P = 39	11.0	10.8	11.2
I = 17	M = 31	14.8	14.8	14.8
A = 21		12.6	12.5	12.8
V = 19		14.1	13.9	14.3
		13.9	14.0	13.7
Class ID 5.1				
S = 29	C = 10	12.3	11.7	13.0
T = 27	P = 115	12.4	12.0	12.9
I = 25	M = 28	15.9	15.5	16.4
A = 34		13.7	13.3	14.2
V = 18		15.5	15.1	15.8
		13.8	14.0	13.7
Class ID 5.2				
S = 22	C = 17	11.2	11.0	11.5
T = 20	P = 58	11.6	11.1	12.2
I = 12	M = 40	14.8	14.5	15.3
A = 4		12.3	12.2	12.6
V = 23		14.2	14.1	14.5
		13.4	13.7	13.0
Class ID 6.1				
S = 19	C = 5	10.9	10.1	11.5
T = 22	P = 62	10.9	10.9	10.8
I = 6	M = 20	15.4	15.5	15.4
A = 15		13.0	13.4	12.8
V = 15		14.0	14.6	13.6
		13.5	13.5	13.5

Raw Data

Teachers' Scores on PHN Scale		Students' Scores on ESES Variables		
Class ID 6.2		Total	Boys	Girls
S = 23	C = 8	10.2	9.4	11.1
T = 16	P = 30	10.8	10.4	11.3
I = 4	M = 14	14.5	14.6	14.4
A = 5		12.2	11.9	12.6
V = 22		14.1	14.1	14.2
		13.4	13.7	13.2
Class ID 7.1				
S = 16	C = 17	9.2	9.6	8.8
T = 18	P = 67	10.7	10.6	10.7
I = 14		14.8	14.9	14.8
A = 19		11.9	11.9	11.9
V = 12		12.4	12.4	12.3
		13.2	13.0	13.5
Class ID 8.1				
S = 8	C = 5	11.2	11.1	11.4
T = 8	P = 15	10.7	10.8	10.5
I = 3	M = 0	16.2	16.2	16.3
A = 2		13.5	13.0	14.0
V = 5		13.8	13.6	14.1
		13.8	13.4	14.2
Class ID 8.2				
C = 14	C = 17	10.3	10.3	10.3
T = 14	P = 32	10.6	11.4	9.7
I = 6	M = 47	14.8	15.1	14.5
A = 2		13.3	14.0	12.6
V = 30		13.7	13.0	14.5
		13.6	14.1	13.1
Class ID 9.1				
C = 0	C = 10	10.3	10.4	10.2
T = 20	P = 25	10.3	11.3	9.5
I = 9	M = 5	13.7	13.8	13.7
A = 14		12.4	12.3	12.6
V = 5		13.0	12.4	13.6
		13.6	13.6	13.6

Raw Data

Teachers' Scores on PHN Scale		Students' Scores on ESES Variables		
Class ID 9.2		Total	Boys	Girls
S = 23	C = 10	10.3	9.6	11.4
T = 4	P = 40	11.8	11.6	12.0
I = 4	M = 6	16.1	15.7	16.8
A = 9		13.3	12.7	14.3
V = 16		12.6	12.6	12.6
		14.7	14.4	15.1
Class ID 10.1				
S = 24	C = 6	11.6	11.8	11.4
T = 12	P = 49	11.4	11.3	11.6
I = 3	M = 32	15.4	15.5	15.3
A = 10		13.5	13.5	13.6
V = 26		13.9	14.5	12.8
		14.9	14.5	15.6
Class ID 10.2				
S = 14	C = 7	11.0	10.8	11.2
T = 20	P = 70	11.5	11.4	11.6
I = 13	M = 3	15.7	15.4	16.0
A = 23		13.9	13.4	14.5
V = 4		15.5	15.2	15.9
		13.9	12.9	15.1
Class ID 10.3				
S = 10	C = 17	7.27	7.81	6.72
T = 29	P = 45	8.50	9.09	7.90
I = 2	M = 2	12.8	12.3	13.2
A = 8		10.2	10.1	10.2
V = 19		12.9	12.4	13.3
		12.4	13.0	11.8
Class ID 10.4				
S = 36	C = 3	12.4	12.5	12.2
T = 25	P = 123	11.4	11.4	11.4
I = 29	M = 23	16.9	17.5	16.2
A = 33		14.1	14.1	14.2
V = 26		16.2	16.3	16.1
		14.7	14.5	15.0

Raw Data

Teachers' Scores on PHN Scale		Students' Scores on ESES Variables		
Class ID 11.1		Total	Boys	Girls
S = 17	C = 4	10.6	10.8	10.3
T = 17	P = 70	10.4	10.2	10.7
I = 16	M = 26	15.7	15.0	16.5
A = 20		14.4	14.1	14.8
V = 22		13.2	12.9	13.7
		14.5	14.1	15.1
Class ID 11.2				
S = 2	C = 15	11.1	10.3	12.1
T = 6	P = 8	11.3	11.3	11.3
I = 2	M = 34	15.3	15.4	15.1
A = 14		13.6	13.9	13.4
V = 19		14.1	14.2	14.0
		14.4	14.4	14.4
Class ID 11.3				
S = 16	C = 2	11.9	12.1	11.7
T = 0	P = 15	10.4	10.3	10.5
I = 4	M = 0	16.2	15.8	16.5
A = 5		13.3	13.5	13.1
V = 2		14.1	14.6	13.7
		14.0	14.1	13.8
Class ID 11.4				
S = 3	C = 14	10.1	9.35	11.0
T = 7	P = 5	10.7	11.0	10.3
I = 11	M = 23	16.3	16.5	16.1
A = 2		13.0	13.0	13.0
V = 9		14.0	14.3	13.8
		14.8	15.3	14.1
Class ID 12.1				
S = 16	C = 18	11.5	11.2	11.8
T = 2	P = 38	11.8	10.9	12.8
I = 26		15.0	14.2	15.8
A = 26		12.2	11.1	13.4
V = 11		14.0	14.0	14.1
		12.8	12.5	13.2

Raw Data

Teachers' Scores on PHN Scale		Students' Scores on ESES Variables		
		Total	Boys	Girls
Class ID 12.2				
S = 26	C = 11	11.6	11.3	11.8
T = 32	P = 108	11.9	12.3	11.6
I = 26	M = 18	15.2	15.3	15.1
A = 24		13.8	13.6	14.0
V = 7		14.0	13.6	14.2
		13.9	13.4	14.4
Class ID 12.3				
		11.7	11.2	12.1
S = 11	C = 3	11.0	11.0	11.1
T = 25	P = 57	15.6	15.2	16.0
I = 9	M = 14	13.7	13.0	14.5
A = 12		13.7	13.0	14.5
V = 17		13.8	13.2	14.5
Class ID 12.4				
		8.72	8.95	8.43
S = 12	C = 9	9.58	9.70	9.43
T = 4	P = 13	13.4	12.5	14.6
I = 7	M = 24	11.1	11.0	11.3
A = 2		13.5	12.9	14.3
V = 15		13.1	12.2	14.2
Class ID 12.5				
		9.11	9.23	9.00
S = 5	C = 20	9.94	9.94	9.94
T = 1	P = 7	12.6	12.0	13.2
I = 3	M = 24	11.0	10.2	11.8
A = 2		12.0	11.6	12.4
V = 4		11.8	11.9	11.6
Class ID 13.1				
		9.96	10.1	9.63
S = 22	C = 7	10.1	10.6	9.36
T = 20	P = 61	14.2	14.8	13.5
I = 4	M = 13	12.3	12.7	11.8
A = 15		13.8	13.9	13.6
V = 6		14.0	14.1	13.7

Raw Data

Teachers' Scores on PHN Scale

Class ID 13.2

S = 11	C = 19
T = 24	P = 57
I = 9	M = 30
A = 13	
V = 11	

Class ID 13.3

S = 23	C = 30
T = 5	P = 17
I = 0	M = 28
A = 11	
V = 2	

Class ID 13.4

S = 4	C = 15
T = 9	P = 27
I = 1	M = 30
A = 13	
V = 15	

Class ID 14.1

S = 15	C = 8
T = 20	P = 76
I = 19	M = 16
A = 22	
V = 8	

Class ID 14.2

S = 7	C = 10
T = 5	P = 31
I = 7	M = 31
A = 12	
V = 21	

Students' Scores on ESES Variables

Total	Boys	Girls
11.9	11.6	12.1
12.0	11.8	12.2
15.5	15.6	15.4
13.5	13.2	13.7
13.5	13.3	13.7
15.4	15.2	15.6
11.3	10.3	12.0
11.4	10.3	12.1
14.6	14.6	14.6
13.2	12.6	13.5
14.4	14.1	14.6
15.0	14.2	15.5
10.5	9.62	11.3
11.6	11.2	12.0
14.8	13.0	16.3
12.8	11.5	14.0
15.1	14.3	15.8
13.1	11.6	14.3
10.8	10.0	11.7
11.0	11.1	11.0
15.0	14.2	16.0
12.9	12.2	13.7
14.1	13.7	14.6
14.1	14.2	14.0
11.4	12.0	11.0
11.5	11.4	11.6
14.4	14.5	14.3
13.0	13.2	12.9
14.4	14.6	14.3
14.0	14.5	13.5

Raw Data

Teachers' Scores on PHN Scale

Class ID 14.3

S = 14	C = 0
T = 17	P = 29
I = 1	M = 23
A = 3	
V = 23	

Students' Scores on ESES Variables

Total	Boys	Girls
10.4	9.66	11.2
12.0	13.4	10.3
14.8	14.5	15.2
12.2	11.7	12.7
12.8	12.4	13.3
14.0	13.5	14.6

APPENDIX D

ORIGIN PRE-TEST DATA

PRE-TEST DATA: Pupil Perceptions of Origin Influence (Koenigs & Hess, 1970)

Phi Coefficients: (By category; Internal Control, Goal Setting, Instrumental Activity, Reality Perception, Personal Responsibility, Self Confidence, and Warmth)

	IC	GS	IA	RP	PR	SC	W
IC	___						
GS	.66	___					
IA	.34	.34	___				
RP	.25	.25	.24	___			
PR	.17	.17	.17	.59	___		
SC	.25	.25	.24	.50	.42	___	
W	.42	.25	.27	.51	.42	.34	___

Point Biserial Correlations:

	IC						GS				IA				RP			
Items	1	5	19	16	22	32	8	30	23	24	13	17	27	9	10	31	18	7
Item with Total	.41	.29	.41	.40	.28	.59	.33	.21	.23	.49	.44	.44	.36	.20	.35	.73	.56	.08
By subscale	.66	.50	.34	.72	.60	.25	.36	.14	.93	.56	.57	.09	.40	.38	.27	.77	.57	.40

	PR				SC						W			
Items	2	25	28	14	21	12	26	15	29	3	4	6	11	20
Item with Total	.41	.30	-.30	-.10	.18	.26	-.20	.36	.23	.23	.65	.85	.44	.08
By subscale	.58	.61	-.22	.45	.35	.42	.27	.35	.19	.39	.66	.65	.09	.08

Split-Half: (odd-even, reverse scored)

r=.77

r=.87 (Spearman Prophesy)

VITA

Edward D. Whitworth

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE RELATIONSHIP OF THE TEACHER'S PHILOSOPHY OF HUMAN NATURE AND THE STUDENT'S PERCEPTION OF HIS POWER IN THE CLASSROOM

Major Field: Educational Administration

Biographical:

Personal Data: Born in Red Oak, Oklahoma, August 5, 1938, the son of Mrs. Roy V. Whitworth.

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