# AN INVESTIGATION OF THE RELATIONSHIP BETWEEN SOCIOECONOMIC STATUS OF ELEMENTARY SCHOOLS AND THE PUPIL CONTROL IDEOLOGY OF TEACHERS

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# PREFACE

During the past two decades theory-oriented research in education has developed and flourished. Today the theory approach is the generally accepted way of developing a body of knowledge about educational problems. As this approach has increased in usage, the old means of depending on the experiences of renowned educators has diminished.

This study was envisioned as continuing in this new tradition. Therefore a problem area in public education was isolated and some hypotheses about this problem were developed. The problem area selected was the pupil control ideology of elementary teachers. This was studied with respect to the socioeconomic environment within which the teachers worked.

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# CHAPTER I

# NATURE OF THE PROBLEM

## Introduction

Schools in America are cross cultural institutions in positions of influence on society, and in turn being influenced by that society. Those responsible for the proper operation of these institutions live in a world of interpersonal relations. These may be viewed in terms of superintendent-board, superintendent-principal, principal-teacher, teacher-parent, teacher-pupil, and numerous other relationships.

The relationship existing between pupil and teacher is probably one of the most problematic with which an administrator must deal. One aspect of this relationship centers around the beliefs the teacher holds with respect to classroom control. There may be numerous variables having an influence on this relationship. Among these could possibly be found teacher preparation, teacher age, teacher background, grade level taught, and teacher-principal relationships. A major variable affecting the pupil-teacher relationship may be the school environment. Whether or not the school environment is benign to the process of education is, for the most part, a function of the people living within the school district.

The interaction between teachers and pupils in the classroom may result in conflict. Becker stated that if ". . . society does not prepare people to play their client roles in the manner desired . . .

there will be conflicts. . . ."[1] Waller, in a related statement, said, "Teacher and pupil confront each other in the school with an original conflict of desires. . . ."[2]

Questions one might raise then, could be: What is the nature of the pupil-teacher relationship which may result in conflict? Can the goals of the school be successfully achieved if there is conflict between pupil and teacher? The general purpose of this study is to explore this relationship between pupil and teacher in terms of the pupil control ideology of the teacher, and the socioeconomic status of the school's clientele.

## Statement of the Problem

Having identified two variables, namely, the teacher's beliefs concerning control of pupils, and school environment, it now remains to be discovered what the nature of their relationship may be. Therefore the main focus of this investigation will be directed at the following question. Is the pupil control ideology of teachers in low socioeconomic status schools more custodial as compared with the pupil control ideology of teachers in middle and high socioeconomic status schools?

## Definition of Concepts

### Pupil Control Ideology

> 1. Custodial Pupil Control Ideology. This kind of organization provides a highly controlled setting concerned primarily with the maintenance of order. Students are stereotyped in terms of their appearance, behavior, and parents' social status. They are perceived as irresponsible and undisciplined persons who must be controlled through punitive sanctions. Teachers do not attempt to understand student

behavior, but, instead, view it in moralistic terms. Misbehavior is taken as a personal affront. Relationships with students are maintained on as impersonal a basis as possible. Pessimism and watchful mistrust imbue the custodial viewpoint. Teachers holding a custodial orientation conceive of the school as an autocratic organization with rigidly maintained distinctions between the status of teachers and that of pupils: Both power and communication flow downward, and students are expected to accept the decisions of teachers without question. Teachers and students alike feel responsible for their actions only to the extent that orders are carried out to the letter.[3]

2. Humanistic Pupil Control Ideology. Students' learning and behavior is viewed in psychological and sociological terms rather than moralistic terms. Learning is looked upon as an engagement in worthwhile activity rather than the passive absorption of facts. The withdrawn student is seen as a problem equal to that of the overactive, troublesome one. The humanistic teacher is optimistic that, through close personal relationships with pupils and the positive aspects of friendship and respect, students will be self-disciplining rather than disciplined. A humanistic orientation leads teachers to desire a democratic classroom climate with its attendant flexibility in status and rules, open channels of two-way communication, and increased student self-determination. Teachers and pupils alike are willing to act upon their own volition and to accept responsibility for their actions.[4]

Socioeconomic Status (SES)

In this study, the term socioeconomic status will refer to the prestige ranking assigned to occupations of the head of household of families having children attending elementary school. For the purpose of such assignment the National Opinion Research Center (NORC) Scale will be used.[5] Based solely on occupation as a measure of SES, descriptions of three levels of SES now follow.

1. High SES. Those occupations including professionals and semi-professionals, or having NORC Scale rankings of 1 through 37.[6]

2. Middle SES. Those occupations including skilled workers, or having NORC Scale rankings of 39 through 62.5.[7]

3. Low SES. Those occupations including semi-skilled and unskilled workers having NORC Scale rankings from 65.5 through 90.[8]

## Limitations of the Study

There are a number of limitations in this study. First, in the process of classifying people by occupations into socioeconomic status groups, some people may be incorrectly categorized. This may be caused by receiving status rankings which do not coincide with the prestige rank they actually hold in the community. Another cause of this limitation is that some occupational titles cannot be found on an occupational scale or in the Dictionary of Occupational Titles,[9] and these have been placed on a prestige scale with only fragmented knowledge of their essence.

A second area of limitations exists in that no attempt is being made to control other variables which may significantly impinge on the pupil-teacher relationship, and may therefore influence the pupil control ideology of teachers. Among these could be factors such as school size, pupil population density, racial mix, and relationships between teachers and principals.

## Significance of the Study

This study should lead to greater understanding, on the part of administrators, of how the school functions. Schools are constantly subject to substantial criticism. This critical attitude of the public brings with it certain blessings. It stimulates those responsible for the administration of the schools to continually evaluate and re-evaluate the goals and activities of the schools. This goal

setting and evaluating procedure involves the decision-making process, as stated by Parsons.

> In its internal reference, the primacy of goal attainment among the functions of a social system gives priority to those processes most directly involved with the success or failure of goal oriented endeavors. This means essentially the decision-making process . . .[10]

According to Max Weber, the more rational decision making is maximized, the more efficient will be the operation of the organization.[11] The school administrator, in some instances, will be able to maximize this process only to the extent that he has empirical knowledge of the nature of the pupil-teacher relationship.

Teachers should find significance in this study in that it should help them in self evaluation, including scrutinizing their perception of the role of the classroom teacher. Herriott and St. John have indicated that the teachers tend to be neglected in studies about the school and its social class composition.

> During the past 20 years there has been much valuable research on the relation of social class to education in America and sound data have been amassed. However, the relevance of this research for the solution of contemporary problems is greatly limited by its emphasis on the social class of the child, instead of the social class composition of the school; on slum schools only, rather than contrasting schools of low, medium and high social class levels; on the pupils in slum schools, instead of their teachers and principals. In particular, we do not know enough about the effect on the school staff of the social class composition of the schools in which they are situated.[12]

This study attempts to determine whether the socioeconomic status of a school influences the attitudes of teachers toward their clients, the students.

## Summary

This initial chapter has been used to give a general description

of the problem being studied, as well as a definition of the main variables upon which this study focuses.

The following chapter will contain a selected review of literature and in it the development of a theoretical framework will be presented.

FOOTNOTES

[1]Howard S. Becker, "Social-Class Variations in the Teacher-Pupil Relationship," The Journal of Educational Sociology, XXV (1951-52), pp. 451-465.

[2]Willard Waller, Sociology of Teaching (New York, 1932), p. 197.

[3]Donald J. Willower, Terry L. Eidell, and Wayne K. Hoy, "The School and Pupil Control Ideology," The Pennsylvania State Studies No. 24 (University Park, 1967), p. 5.

[4]Ibid., pp. 5-6.

[5]Albert J. Reiss, Jr., Occupations and Social Status (New York, 1961), pp. 218-237.

[6]Joseph A. Kahl, The American Class Structure (New York, 1957), pp. 76-77.

[7]Ibid.

[8]Ibid.

[9]U.S. Department of Labor, W. Willard Wirtz, Secretary, Dictionary of Occupational Titles (Washington, D.C., 1965).

[10]Talcott Parsons, "Suggestions for a Sociological Approach to the Theory of Organizations - I," Administrative Science Quarterly, I-1 (June, 1956), p. 66.

[11]Peter M. Blau, Bureaucracy in Modern Society (New York, 1966), p. 31.

[12]Robert E. Herriott and Nancy Hoyt St. John, Social Class and the Urban School (New York, 1966), pp. 4-5.

# CHAPTER II

# REVIEW OF THE LITERATURE

## Pupil Control

### Terminology

A number of different terms are commonly used to describe the phenomenon known as pupil control. Such words as "discipline" and "order" most frequently appear in the literature reviewed. Richardson described this phenomenon as a ". . . personal relationship between teacher and class" and "This relationship is a network of feelings, attitudes and expectations binding the teacher both to his individual pupils and to his class as a whole."[1]

Waller saw this relationship in a strikingly different manner.

> Teacher and pupil confront each other with attitudes from which the underlying hostility can never be altogether removed. Pupils are the material in which teachers are supposed to produce results. Pupils are human beings striving to realize themselves in their own spontaneous manner, striving to produce their own results in their own way. Each of these hostile parties stands in the way of the other; in so far as the aims of either are realized, it is at the sacrifice of the aims of the other.[2]

Getzels and Thelen considered pupil control in terms of understandings and misunderstandings.

> When we say two role-incumbents (such as a teacher and a pupil or a teacher and several pupils in the classroom group) understand each other, we mean that their perceptions and private organization of the prescribed complementary expectations are congruent; when we say they misunderstand each other we mean that their perceptions and

> private organization of the prescribed complementary expectations are incongruent.[3]

## Need for Scientific Research on Pupil Control

It seems odd that so common a concept as pupil control should be so new to descriptive literature. However, most scientific research in education is relatively new, as supported by the following quotation.

> The field of education has proved remarkably resistant both to the application of scientific knowledge and to the development of truly professional personnel. Nowhere is this more in evidence than in teaching . . .[4]

Topics and statements such as follow were found in literature reviewed: "Thirty One Rules for Classroom Discipline," "Tips for Beginning Teachers," "Three Steps to Good Discipline," and "This book shows elementary classroom teachers . . . how to maintain good discipline among their pupils in their classrooms."

Concern about this situation has been voiced by some writers, as seen in the following: "Scientific research about the technology and theory of controlling misbehavior in a classroom is either lacking or inadequate."[5] A similar observation was found in an article by Hoy.

> The problem of pupil control is not new, nor is there any lack of opinion or prescription on the subject, but unfortunately there is little systematic study of pupil control in schools, much less study which begins from the perspective of the school as a social system.[6]

Added to this is a statement by Jones.

> From a review of the philosophical discussions, surveys and experiments in the area of classroom control, the lack of an adequate or systematic body of concepts and generalizations seems evident. It is essential to build a body of theory by which guidance counselors and teachers can influence effectively the overt behavior of children.[7]

And follow this with further remarks by Kounin, Gump and Ryan.

> What is more, studies are needed to better inform us about

> what constitutes the nature of the classroom as a unique setting distinct from other kinds of settings for children's groups.[8]

What, one may then ask, is the significance of pupil control in the school organization?

Havighurst and Neugarten suggested numerous roles a teacher occupies, the most important of which is that of mediator of learning. The next most important role of the teacher is that of disciplinarian.

> Domination . . . may or may not be an integral element in the role of mediator of learning; but there is no denying that the teacher must keep some kind of order in the classroom if he is to teach, and that a second role that teachers occupy in relation to pupils is the role of disciplinarian.[9]

In an article on pupil-teacher relationships, Becker expressed the following:

> The major problems of workers in service occupations are likely to be a function of their relationship to their clients or customers, those for whom or on whom the occupational service is performed. Members of such occupations typically have some image of the "ideal" client and it is in terms of this fiction that they fashion their conceptions of how their work ought to be performed, and their actual work techniques. To the degree that actual clients approximate this ideal the workers will have no "client problems".[10]

## The Teacher's Ascribed Role

It is generally accepted by the public that one of the facets of the role of teacher is to keep order in the classroom. The teacher is aware of the expectation by parents of a controlled classroom atmosphere. This may be the focus of crises which arise between teacher and parent from time to time.

> The potential despotism of the teacher toward his pupils and his peculiar vulnerability to oppression by parents of school children, as we have seen, are threats to the effective functioning of the classroom group.[11]

Not only is the role of disciplinarian projected to teachers by

the public, but teachers themselves attribute some of their greatest teaching anxieties to the problems of establishing classroom control. Moreover, classroom control is usually a high priority item when administrators or supervisors evaluate the teacher. This is supported by a study in Ohio which showed that beginning teachers considered classroom control as their primary goal, and found administrators selecting discipline as the main problem of teachers.[12]

Bany and Johnson described this situation as follows:

> When teachers state the nature of their most difficult task they often say that it is the problem of helping children to develop and accept desirable standards of conduct. Generally they call this part of their job the "development of discipline" or "maintaining order" or "establishing classroom control." . . . When discussing teaching performance, school administrators are apt to mention first the degree of success the teachers have attained either in establishing order or in developing procedures that contribute to desirable classroom behavior.[13]

## The Significance of Pupil Control in Education

Pupil control may become an issue of significance with teachers as a result of the teachers' role perceptions. A teacher thinks of herself first as a mediator of learning. Anything which compels the teacher to change this perception will shake her confidence in her competency. Willower, Hoy and Eidell suggested the following:

> Because teachers are required directly to control relatively large numbers of pupil clients, pupils represent a serious potential threat to teacher status.[14]

Speaking about discipline problems created by individuals or groups, Arthur Green said:

> By themselves they are capable of making a teacher's lesson plans ineffective. And if they go unsolved pupil learning efficiency is frequently lowered considerably and the teacher's professional security is often threatened.[15]

A study by Eaton, Weathers and Phillips pointed out another significant influence of the pupil control problem on the teacher. Here it was shown that one of the causes of teachers' leaving the field of teaching is behavior problems in the classroom.[16]

The importance ascribed to pupil control was also underscored by Etzioni when he classified the school as a less typical normative organization in which coercion characteristically is a secondary source of compliance.[17] The goal associated with a coercive compliance pattern is that of maintaining order.

When organizations are compared on the basis of choice of participation, schools may be placed in the same category as prisons and mental hospitals. Carlson grouped these three organizations together because in each case the client has no choice about participation, and the organization is required to accept the client.[18] Such forced attendance by clients and forced acceptance by the organizations possibly has some implications pointing to the relationship which may develop between student and teacher. Getzels and Thelen emphasized a similar point, stressing there is compulsion not only about what shall be done in the classroom but also about who will do it.[19]

Willower implied the role of a teacher as a disciplinarian more forcefully when he proposed ". . . that pupil control will play a crucial role in organizational life of public schools."[20] Prior to this, Willower and Jones had described pupil control in one public school as its "dominant motif."

> Sociologists and anthropologists have often employed concepts which are integrative and which portray social systems as unified wholes rather than as fragmented and unrelated parts. We found such an integrative theme in the school under study; it was clearly that of pupil control. While many other matters influenced the tone of the school,

pupil control was the dominant motif.[21]

The orientation toward pupil control in a classroom, as described in the literature, varies substantially. A normative approach is expressed in the following:

> Discipline is a major problem in virtually every school and closely related is achievement. Basic to good classroom control, acceptable student conduct and student achievement are three F's for teachers: firmness, friendliness and fairness. Add to this consistency and preparedness and you have the ingredients for successful teaching experiences.[22]

It is more common to think of this orientation in terms of a continuum of extremes. These are usually expressed as extending from autocratic rule to a laissez-faire approach. Broudy described this in the following terms. "Methods of classroom control range from corporal punishment for infraction of rules and disobedience of commands to reliance on the natural goodness of little children."[23]

Waller expressed his view about this in terms of objective and subjective positions.

> On the objective side discipline is a social arrangement whereby one person is able consistently to exert control over the actions of others. Subjectively, discipline is morale obtaining under institutionalized leadership. . . . Discipline is often used as a value term to denote something regarded as constructive and healthful for the student or something of which the teacher approves.[24]

Pupil control, in terms of leadership style, as seen by Furst, may be perceived as a four point continuum moving from one extreme described as impersonal, to the other extreme called integrative. Between these are found points representing self-sufficient and counseling style.[25]

Summary

The first part of the review of literature has dealt with pupil

control. Many terms are used to describe the pupil-teacher relationship, which ultimately results in a measure of control of behavior of the student by the teacher. Words most commonly used to describe this relationship are discipline and order.

Until the past five years, there has been a dearth of descriptive writing on pupil control. For guidance in pupil control--as with most other facets of school life--teachers and administrators have depended upon the testimonials of other successful teachers. Hence, the literature abounds in normative writing in the form of manuals, guides, and tips about how to maintain "good" classroom control.

Contemporary social scientists have come to recognize pupil control as one of the most problematic issues faced by teachers and administrators. It may be a major, if not the main theme of the school.

## Socioeconomic Status

### Terminology

The people of the United States of America are known to support the egalitarian norms espoused by the Constitution, which states that all men are created equal. At the same time, the general society in this country is a stratified one. As a rule, it consists of from three to as many as nine levels or strata, depending on a particular sociologist's point of view. It is not uncommon to hear the average American proclaim that he belongs to the middle class. This implies that there are classes above and below him. Marx and Engels wrote about the middle class and the working class in the mid-eighteen hundreds.[26] The existence of such strata in American society is attested to by Tumin.

> The fact of social inequality in human society is marked by its ubiquity and its antiquity. Every known society, past and present, distributes its scarce and demanded goods and services unequally. And there are attached to the positions which command unequal amounts of such goods and services certain highly morally-toned evaluations of their importance for society.[27]

It appears that presently the terms "social class" and "social status" have been somewhat replaced by the term "socioeconomic status". The latter term means a condition due to the social and economic factors. This would seem to be somewhat of a snythesis of the former terms "social class" and "social status". Weber drew a distinction between the terms when he said, "With some over-simplification, one might thus say that 'classes' are stratified according to their relations to the production and acquisition of goods."[28]

This description of class closely parallels that given by Marx. He described a class as a group which performs a similar function in the process of production. Marx defined these functions in terms of possessing or not possessing ownership of the means of production.[29] Weber also stated, ". . . 'status groups' are stratified according to the principle of their consumption of goods as represented by special 'styles of life'."[30] However, after Weber had drawn the distinction between "class" and "status", he said:

> An occupational group is also a status group. For normally it successfully claims social honor only by virtue of the special style of life which may be determined by it. The difference between classes and status groups frequently overlap.[31]

Stendler also noted that social class and social status are not synonymous.[32] She conceived of status as being a dimension within the social class. For example, a man may belong to the upper class and hold top status with respect to wealth, but have quite a different

status with respect to his golf game. For Weber, this distinction was of a different nature. He claimed that status groups are communities.[33] Classes are lesser groups which have a commonality of economic interests and are not communities.[34]

Martindale, using a Weberian approach, conceptualized a society which makes a three value system available to its members.[35] These are social power (the realm of politics), wealth (the realm of the economist), and esteem (honor accorded to an individual). These correspond in order to Weber's parties, classes, and status groups.

Warner appeared to merge these terms into one. He claimed to measure social status, but did this by placing clients in a social class order.[36]

Another more recent approach has been devised by Kahl. For him Warner presented a gross over-simplification, in effect saying that there is really only one dimension of stratification. For Kahl there were six variables, each of which could be operationally defined. These are (1) prestige, (2) occupation, (3) possessions, (4) interaction, (5) class consciousness, and (6) value orientations.[37] He also concluded that "The history of stratification theory is a history of shifting emphasis on one or another of these six factors."[38]

Parsons, however, saw a fusion of these concepts as essential in terms of describing American society.

> There has to be a broad correlation between direct evaluation of occupational roles, income derived from those roles, and status of the families of the incumbents as collectivities in the scale of stratification. It is essentially this broad correlation to which we would like to apply the term "class-status" so far as it describes American conditions.[39]

For the purpose of this study, socioeconomic status will be used with the intent that it reflects a prestige ranking which an

individual holds with respect to social and economic factors. The criteria used to stratify people in this way are numerous. Such items as income, education, occupation, house type, and dwelling area, are most frequently used for this purpose, either singly or in various combinations.

## Measures of Socioeconomic Status

Several instruments have been developed to determine a person's socioeconomic rating. Chapin developed an instrument known as the Social Status Scale 1933.[40] In his estimation, social status consisted of three main variables: income, occupation, and culture. Culture was measured in terms of an evaluation of the living room of a person's home. Various articles were assigned arbitrary numerical weights. A sample of the items evaluated included the type of flooring and the type of floor covering, the type of lighting (kerosene or electric), periodicals, whether or not a radio was found, whether or not a sewing machine was found, and so on. Some of the items, such as kerosene lighting and sewing machines, received negative weightings.

Another instrument, which is still very much in use, is Warner's Index of Status Characteristics.[41] This requires personal contact with people to be rated. There are four variables in this instrument, with seven categories for each variable. It is a relatively simple instrument, and its use results in placing a person in one of five social-class groupings. With this instrument the investigator also has a choice of using any three of the four variables. These variables are occupation, source of income, house type, and dwelling area.

Other somewhat similar instruments are the American Home Scale,[42]

Sims Social Class Inventory,[43] and the Minnesota Home Status Index.[44] Using these instruments requires a personal interview with respondents in which the interviewer observes the home surroundings, or requires a checklist which the respondent can mark himself.

A recent attempt by Herriott and St. John should also be noted.[45] Their work was with school populations, and they used the school principals as their chief source of information. The principal was asked to estimate the percentage of fathers of school children in his school who were unskilled or semi-skilled workers, and the percentage who were professional and managerial workers. Two similar questions were asked with regards to education and income. Using this information, they then established the socioeconomic status of the school.

## The Occupational Variable

One criterion appears to be more consistently used as an indicator of social status, namely, occupation. Support for this idea came from various sources.

> . . . Warner found that a man's occupation was the variable which correlated most highly with the prestige rank granted his family by the local community. There are several reasons why occupation and prestige are so highly related. In the first place a man's occupation is the source of his income, which in turn provides the style of life that serves as one of the major clues used by his neighbors in making their evaluations. But occupation stands for more than merely a certain level of income. It indicates a man's education . . .[46]

As further evidence of the strength of using the occupation variable, Kahl pointed out that:

> Occupation is a convenient variable to work with. Unlike personal prestige it is not tied to the particular circumstances of a local community, for it has meaning that is about the same throughout the country, and this meaning has remained relatively stable for a long period of time.[47]

Havighurst and Neugarten lent the following support:

> . . . it should be pointed out that there is good empirical evidence to show that, in this as in other industrialized countries, occupations and/or levels of education follow a consistent prestige ranking. In other words, to know a man's occupation is to enable one to predict, with a large degree of accuracy, his social status in his own community and in the society at large.[48]

An article prepared by Blauner in cooperation with the Institute of Industrial Relations of the University of California at Berkeley, noted that:

> . . . the prestige of any occupation depends on the level of skill the job entails, the degree of education or training necessary, the amount of control and responsibility involved in the performance of the work, the income which is typically received--to mention the most readily apparent factors.[49]

Finally, quoting Lipset and Zetterberg, the following is noted:

> From Plato to the present, occupation has been the most common indicator of stratification. Observers of social life--from novelists to pollsters--have found that occupational class is one of the major factors which differentiate peoples' beliefs, values, norms, customs and occasionally some of their emotional expressions.[50]

Further evidence of the importance of occupation in identifying social class membership was found in looking at instruments which have been developed for measuring socioeconomic status. Instruments such as the Index of Status Characteristics by Warner[51] and Socioeconomic Status by Herriott and St. John[52] weighted occupation more than any other variable.

A number of research projects have recently been done in which a measure of socioeconomic status was desired. Several of these have used the occupation of the heads of households for this purpose. A study done under the direction of Professor White of Columbia in 1966, used an index prepared by the Bureau of the Census which was ". . . keyed to occupation alone . . ."[53] In another study, socioeconomic

status was first assumed for categorizing children and then verified on the basis of occupation levels.[54]

Research in Socioeconomic Status

A considerable amount of research relating to socioeconomic status in the public school setting focuses on the levels from which most school board members and teachers come. Most generally, it is felt that the public school is an organization which perpetuates middle class values. Charters expressed this view in the following:

> Two distinct lines of empirical research lend evidence to support the argument that public school systems of America are controlled by the dominating class of their respective communities. One line--in the academic field of educational research--is identified with the name of George Counts; the other line is identified with the sociological community studies of Lloyd Warner. . . . Nevertheless data contributed by the two lines of research serve identical functions in the argument that schools are controlled by the dominant class.[55]

In a study of 104 cities of population size 40,000 or over, Nearing found that 588 of 967 board members came from five occupational groups including bankers, brokers, realtors, doctors, manufacturers, and merchants. Three hundred thirty-three of this group were professionals, namely doctors and lawyers.[56]

A similar study found 60 per cent of the school board members in 169 cities were from the professional and managerial ranks.[57]

A later study by Counts showed 76 per cent of city school board members as proprietors, managers, or in professional services. This study sampled the entire continental United States.[58]

These studies suggested that the bulk of school board members in city schools come from those occupations which are generally considered to be associated with the greatest prestige. This would further

suggest that it is likely that these same school board members belong to the middle and upper classes.

The next step was to determine what the social origin of teachers is. The literature abounds in statements asserting that teachers generally come from the middle strata. Stephenson spoke of teachers being "recruited from the middle segments of our stratification system."[59]

It is not really important where teachers originate, according to Bell. He claimed that teachers just tend to associate with other middle class people and therefore rather naturally they fit into that stratum of the society.[60]

A study by Havighurst, on socioeconomic backgrounds of teachers in Chicago, showed that approximately one-half of the elementary school teachers had fathers employed as skilled, semi-skilled, or unskilled workers. The latter two groups composed about 18 per cent of the total. At the same time, 26 per cent came from homes where the father was from the professional and managerial ranks.[61]

Warner found, in a summary of three studies, that 94 per cent of the teachers came from the upper middle and lower middle segments of society.[62]

Numerous studies on educational level, value patterns, etc., pointed to the differences one might expect to find between people of the low socioeconomic status and middle socioeconomic status. One area of difference would appear to be the viewpoints each group generally adhered to in disciplining a child. Kohn found that the children of white collar workers are generally encouraged to develop internal standards and self control, whereas blue collar workers

demand obedience to their dictates. Furthermore, he found that low SES parents established one set of standards of conduct for boys, and another quite different set of requirements for girls. The middle SES parent did not make this distinction.[63]

Duvall reported that, when asked to identify five things a good mother does, low SES mothers most frequently responded with (1) keeping the child neat and clean, (2) training the child in regularity, and (3) teaching respect for adults. The middle SES mother was more concerned with (1) relating lovingly to the child, (2) keeping the child happy, (3) teaching the child to share and cooperate, and (4) developing an eagerness to learn.[64]

Comparing SES levels in terms of education, Coleman found that only 28 per cent of working class fathers had graduated from high school, while 100 per cent of their counterparts in the upper middle class had done so. He also noted that in the low SES levels, women seemed to have more education than men. In the upper middle class, this situation was reversed.[65]

Another study showed the preference of low and middle SES mothers for certain types of classroom organization. Sieber and Wilder developed a conceptual scheme of four distinct teaching styles. These were the result of relating two variables. One was the emphasis on subject matter and this was dichotomized into two possibilities: high and low. The other variable was the pupil-teacher relation and was categorized as authoritarian or permissive.

On this basis it was found that low SES mothers preferred either of the authoritarian styles of classroom teaching, while middle SES mothers preferred what was called a "discovery oriented" teaching

style which was a combination of permissive pupil-teacher relations and high emphasis on subject matter. Also, 62 per cent of the teachers considered themselves as being "discovery oriented".[66]

Summary

The first part of the review of literature on socioeconomic status has shown that there is much disagreement on the meaning and appropriate usage of the terms "social class" and "social status". In this study socioeconomic status is used. This investigator believes this term adequately defines the phenomenon being observed.

The second portion of this review on SES has been used to present a few of the instruments which have been developed to establish a person's SES. For one reason or another, none of these were suitable for this study. The Social Status Scale 1933 was rejected for use in this study because it was considered outdated. The Index of Status Characteristics would have required personally contacting parents of children in the schools used. This was not feasible because of distance and time constraints. The method used by Herriott and St. John was more suitable for this study than the other instruments, but it was not used because there was some doubt that elementary principals in a large city could estimate reasonably accurately the educational and income levels of parents in the school district.

Thirdly, a portion of the review has been devoted to establishing the basis for utilizing only the variable "occupation" to determine a person's socioeconomic status.

Also, a short section has been used to note a few research studies focusing on SES and other variables.

## Theoretical Framework

### Rationale for the Hypotheses

The review of literature has established that there are some striking differences between people of low SES and the middle and upper SES levels. It is pertinent to this study to consider more carefully a few of these differences.

Although this characteristic is not likely to be unique to American society, it is none the less important. It is that the largest families generally live on the smallest incomes. Havighurst and Neugarten noted that:

> In the United States, as in almost all modern industrial societies, there has been an inverse relation between fertility and such socioeconomic factors as education of parents and occupation of fathers. Estimates of net reproduction rates of various occupational groups . . . show that professional workers were at that time failing to reproduce their number . . . producing only about 75 children for every 100 adults in their generation. The same was true of business owners and executives. On the other hand, unskilled workers were producing about 125 children per 100 adults. Farmers and farm laborers were the most prolific of all.[67]

Coleman found that 75 per cent of the families in the upper middle stratum restrict their family size from two to four, while 76 per cent of the lower class family sizes range from two to six.[68]

There are some other obvious differences to be found in the various SES levels. Davis, et al., suggested that the orientation to class structure differs by class.[69] Upper class people have a time orientation to class divisions. They view social classes in terms of inherited positions. The middle class thinks of classes with respect to time and wealth, and the lower classes see social classes as a function of wealth only.

Bronfenbrenner further suggested that the lower class parent tends to be ". . . more aggressive, expressive and impulsive than his middle-class counterpart."[70]

It appeared that some of the more significant differences between parents of different SES levels are to be found in how parents relate to their children. In short, what are the parents' expectations for their children? What is the function of education in the child's life as perceived by the parent?

In keeping with the knowledge of family size variations according to SES levels, it may be expected that adults in low SES families will be primarily concerned with keeping the family fed, clothed, and housed, and therefore education will be relegated to a secondary position.[71] Bell said that

> Frequently in the lower classes there is a feeling of "inevitability" of class position with corresponding beliefs that the young person should make the best of the situation rather than trying to change it. Education beyond that of the family class level may be seen as hopeless or a waste of time.[72]

Boocock suggested that SES level and educational aspirations are directly related.[73] Therefore, the lower the SES, the lower the level of educational aspiration.

The intensity of interest in education by each SES level may be judged in the light of the needs satisfied. Maslow defined five basic needs of humans.[74] At the lowest level are the physiological needs. Next are needs for safety, then belonging and love, above these is the need for esteem, and the highest level is that of self-actualization. These needs form a Guttman scale. This means that, in order for a need to be realized, all levels of needs below that must first be satisfied. Parents in the lower SES levels may never

get beyond satisfying the first need level. There may be times when they do not satisfactorily meet even the first level needs.

In contrast, the middle and upper SES level parents are more concerned with the third, fourth, and fifth levels in Maslow's taxonomy of needs. Rosen stated that because the middle SES parent values education more highly than the lower SES parent, ". . . parental demands and expectations, as well as rewards and punishments, will center around school performance."[75] He also suggested that children in the middle SES are likely to actually be taught to be successful,

> . . . to embrace the achievement value system which states that given the willingness to work hard, plan and make proper sacrifices, an individual should be able to manipulate his environment so as to ensure eventual success.[76]

Bell described the middle class parent as viewing education as a means of upward mobility. For many parents in this class, according to Bell, eventual college attendance by their child is not a question. The only question remaining is where the child will attend and what will be the means of financing this attendance.[77]

For the high SES family, education is not a matter of social mobility but a means of maintaining status. Havighurst and Neugarten observed that for the upper class, education is a matter of "proper rearing".[78] Bell concluded that education for this level serves as a

> . . . means of solidifying social class position. In the upper class the stress is not on how much education one has received but rather on where one received it. . . . The more important function is the broader social preparation that the proper education will give the young person for his ascribed social position.[79]

There is an area of values which is closely related to what education means to adults. It is the demand for gratification. Shaffer and Shoben claimed that the low SES person places a high premium on

immediate gratification.[80] Bell said ". . . the unwillingness to defer immediate satisfaction is a factor. Often the lower class lives in an immediate world with a restricted anticipation of the future."[81] In contrast to this, children from middle SES homes are taught to value long range goals.[82]

This first section of the rationale has dealt mainly with the attitudes parents hold with respect to the place of education in their child's life. The next section will be devoted to the orientation of students to the school.

In an article by Renner, it was suggested that the deepest values are learned in the home.[83] Renner raised questions about the kind of values a child will develop in a home where despondency is the usual attitude.

The children of low SES families were seen by Havighurst and Neugarten in the following terms: "Families in this class produce a large share of 'problem' children in the schools: the slow learners, the truants, the aggressive and the delinquent."[84]

Blackham described the low SES child as follows:

> . . . does not readily subscribe to the middle class goals of the school. He is often in school only because the law requires him to be there. His background has frequently not prepared him to launch upon the learning enterprise with enthusiasm.[85]

The lower class child may ". . . disguise his frustration by spasmodic school attendance, truancy, tardiness or general indifference."[86]

Referring to studies by Warner, Davis, Havighurst, Becker, Hollingshead and others, Clausen and Williams concluded:

> . . . the most economically and socially deprived segments of the population send to school many children who are (a) unmotivated toward educational opportunities, (b) disadvantaged in vocabulary and in acquaintance with the phenomena

> that make up the bulk of the substantive materials presented to the child in the classroom, and (c) disapproved of by their teachers because of the offensiveness of much of their speech and deportment to middle-class morality.[87]

The children of the middle and high SES levels are, according to Bell, constantly reminded of the importance of academic success in building the future.[88] Frequently they are motivated through financial rewards. Kaback described these children as being motivated to succeed.

> He has learned the value of delayed gratification at a very early age: that being good brings rewards; that good grades in the elementary school (albeit at some cost to himself) will get him into college, which in turn will confer upon him that coveted diploma that opens doors to occupational success.[89]

One final group to be described is the teachers. Carlson found that teachers view their responsibilities varying according to the class of people they serve. ". . . teachers see education as the goal with middle- and upper-class children but substitute discipline as the goal with lower-class children."[90]

Becker found teachers perceiving lower class students as more difficult to control, possessing lower moral standards, and generally less acceptable than middle and upper SES students.[91] He gleaned this information from interviews with sixty Chicago teachers. Clark suggested that many teachers find children in low SES schools difficult to control, that these children are "more given to unrestrained behavior and physical violence", and that teachers tend to try to develop reputations as strong disciplinarians.[92] Clark further pointed out that most teachers attempt manipulating the transfer system to get away from the low SES surroundings.[93]

Three groups of people have now been described. It has been noted that the education of children receives a totally different

priority ranking by low SES parents than by middle and high SES parents. The former group is more concerned with immediate gratification and sees education as a waste of time. The latter groups see education as an avenue toward social upward mobility or maintenance of status.

Another major difference is seen in the approach to discipline of children. The low SES parent is likely to use physical sanctions and to focus on the act rather than on motives. The middle and high SES parent is likely to threaten a loss of love and to consider the motives of an act in the discipline process.

The children of the three SES levels tend to display different orientations to school life. The low SES child may come to school unmotivated to learn, uninspired by his peers, and prone to physical aggressiveness and attendance irregularities. The middle and high SES child, by comparison, has been taught at home that success in school work pays dividends not elsewhere attainable. He is functioning from a position of security with respect to having his basic needs met. This encourages him to direct his energies and aspirations toward achieving the success for which parents and teachers are ready and eager to reward him.

The third group, the teachers, appears to represent the middle SES values in school. They see all students in terms of their own middle SES biases. Therefore, students from the lower SES level may not be attractive to them. These students may actually represent a threat to the teacher because of the differences in their value systems.

Using this information about these three groups of people involved in the education process, it is possible to suggest that there will be conflict between student and teacher. This conflict will be more

pronounced in the low SES school than in either of the other two SES groups. This conflict will result from a confrontation of differing value systems. On the one hand the teacher represents the middle SES values, while the student may hold a contrasting set of values. Stephenson expressed a similar idea when he said:

> The type of behavior which the school motivates and rewards, and the values, aspirations and orientations it stresses obviously do not duplicate those of all home environments.[94]

Bell indicated that the teacher will quite naturally draw on her own middle SES experiences in illustrating ideas to students.[95] This will further build the barrier existing between teacher and student. In addition to this, textbooks tend to promote the middle SES mode of living.[96]

Three things, then, will tend to alienate student from teacher in the low SES school. First the initial confrontation of different value systems. Next the presentation of middle SES values by the teacher, and finally, the barrage of middle SES values in the content of textbooks.

These same conditions do not hold for the middle and high SES schools. The child who accepts delayed gratification will obviously match the teacher's value scheme quite well. After all, the teacher in her period of training has demonstrated this concept as being functional in her value system.

There will be less physical aggressiveness and fewer attendance problems in the middle and high SES schools than will be found in low SES schools. Again, this will reduce the probability of conflicts arising between student and teacher.

Then too, children of the middle and high SES groups are encouraged to develop internalized standards of conduct and control or self discipline. This also is the approach to discipline generally desired by most teachers.

The question one may ask, then, is "How is this conflict between teacher and student in the low SES school resolved, and how does the teacher control the student?" It stands to reason that withholding of love will not be effective for a child who is accustomed to physical punishments. Nor can a teacher resort to appeals for self discipline when a child does not understand what self discipline means.

Therefore, the pupil in the low SES school will be most easily controlled through custodial means of control. He will respond best when given specific directives by the teacher. That is to say, he will be more likely to learn his assignments if kept under the teacher's proverbial thumb. The middle and high SES student will more likely need guidance than directives. He is already motivated to learn when he arrives at school. Thus the teacher will be more humanistic in her control orientation toward the middle and high SES student.

Moreover, teachers in schools of low SES will have the social license to use custodial means of control. As noted by Shaffer and Shoben, children from these homes are accustomed to physical controls.[97] Kaback even suggested that parents demand physical sanctions of the teacher when she said ". . . physical punishment by the school is frequently encouraged by his parents because this is all they know."[98] These conditions suggest an open invitation for the teacher to use a custodial means of control in the classroom.

## Hypotheses

The preceding section has shown that it may be expected that teachers in low SES schools will tend to use more custodial means of classroom control than teachers in middle and high SES schools. Two reasons have been suggested as to why this might be so. One reason was that the conflict of different value systems held by teachers and students in low SES schools can most easily be resolved through custodial control. A second reason was that teachers in low SES schools have general parental approval to use custodial control because this is the type of control they themselves use with their children.

On the basis of the foregoing rationale, two closely related hypotheses will now be stated.

H. 1. Teachers in schools of low SES will tend to hold a more custodial pupil control ideology than will be held by teachers in schools of middle SES.

H. 2. Teachers in schools of low SES will tend to hold a more custodial pupil control ideology than will be held by teachers in schools of high SES.

## Summary

Chapter II is composed of two parts. In the first section a review of the literature on pupil control and socioeconomic status has been written. This is not an exhaustive review because the vast quantity of writing, particularly with respect to socioeconomic status, obviates an attempt to make it exhaustive.

The second part of this chapter has been used to build a theoretical framework with the focal point being the statement of two

hypotheses.

The following chapter will describe the design of this study, which will include a description of (a) the sample and the instrumentation selected, and (b) the method of procedure.

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# CHAPTER III

## RESEARCH DESIGN

The purpose of this chapter is to present: (1) a description of the design of this study, (2) a description of the sample used, and (3) an overview of the methods employed, including a description of the instruments used and the statistical procedures followed.

### Basic Plan of Study

This study basically fits the description given by Kerlinger of ex post facto research.

> Ex post facto research may be defined as that research in which the independent variable or variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables. He then studies the independent variables in retrospect for their possible relations to, and effects on, the dependent variable or variables.[1]

It has the potential weaknesses of the usual ex post facto research. Two of these are stated by Kerlinger with reference to the social class researcher as not having power to manipulate the independent variable, which is social class, and not having the power of randomization.[2] A third weakness also mentioned in Kerlinger is ". . . the risk of improper interpretation."[3]

Knowing that ex post facto research is characterized by numerous weaknesses, one is constrained to find a justification for doing a study such as this. Referring once again to Kerlinger, we find that:

> Despite its weaknesses, much ex post facto research must be done in psychology, sociology and education simply because many research problems in the social sciences and education do not lend themselves to experimental inquiry. A little reflection on some of the important variables in educational research . . . will show they are not manipulable. Controlled inquiry is possible, of course, but true experimentation is not.[4]

He is simply saying that ex post facto research is almost exclusively the only form of research applicable to some aspects of education.

This study, being a study in education, must needs be an ex post facto research. Neither of the variables--the socioeconomic status of the school and the pupil control ideology of teachers--were manipulated in any way. Instead, the children in the schools had been assigned to an SES by birth, and teachers had already developed a pupil control ideology. In short, both the dependent and independent variables had already occurred.

## Sample

The population from which the sample was drawn was the Oklahoma City Elementary Schools. The sample consisted of three hundred teachers randomly selected from the faculties of fifteen elementary schools. One hundred teachers represented each of the three SES levels.

The Oklahoma City Elementary Schools were first divided into approximate SES levels on the basis of the judgment of the Director of Elementary Education for the Oklahoma City Schools. Ten schools were suggested for the low SES group on the basis of need for "Title I" Federal Government funds for poverty areas. Five schools of this group and two alternate schools were selected, using a table of random numbers. Nine schools judged to be most typical of the middle SES

level were then suggested. Four of these and two alternates were chosen, as before. The high SES list of suggestions consisted of only six schools, all of which were used in the sample.

## Methodology

### Instrumentation

1. The Pupil Control Ideology Form. The Gilbert and Levinson[5] study of the patient control ideology held by mental hospital staff members stimulated Willower, Eidell, and Hoy to conceptualize a similar scheme for schools.[6] Prototypes of the custodial and humanistic pupil control orientations of teachers were developed. These were conceived of as pure types at opposite ends of a continuum.

Operationalizing a measure of pupil control orientation was accomplished through a twenty item instrument called the Pupil Control Ideology Form (PCI Form).[7] (See Appendix A.) Teachers responded to each item on the basis of strongly agree, agree, undecided, disagree, or strongly disagree. For scoring purposes, these were given numerical values ranging from 1 to 5. The higher the score the more custodial the pupil control ideology of the respondent.

Validity of the PCI Form was established by asking principals to identify a specified number of teachers considered to be highly custodial or highly humanistic. Approximately 15 per cent of the faculty was identified with each type. Mean scores for each group were compared using a T test of the difference of means. A one-tailed test produced a T value of 2.639, indicating a difference in the expected direction at a .01 level of significance. A cross-

validation using a new sample and similar techniques was significant at the .001 level.

By correlating even with odd-item subscores, a split-half reliability was calculated. The Pearson product-moment coefficient was .91 and the Spearman-Brown corrected coefficient was .95.

2. The NORC Occupational Prestige Scale. The NORC Scale was an outgrowth of work done by Alba Edwards in classifying occupations for the Bureau of the Census. North and Hatt chose ninety occupations and asked a quota sample of 2,920 people in the United States to rank these in order of prestige. Two items were given alternate titles, so 88 occupations were actually listed.[8] These occupations were rated as poor, somewhat below average, average, good, and excellent.[9] Numerical values 1 through 5 respectively were assigned to these ratings. The frequencies for each rating were reduced to percentages and averaged for all five ratings. "Don't know" responses were excluded. The highest average score was ranked as the number one prestige occupation. (See Appendix B.)

The reliability of the NORC Scale was established in 1963 when Hodge, Siegel, and Rossi replicated the 1947 NORC study. They found a .99 correlation on the rank order of occupational listings.[10]

This listing of occupations was divided into five categories by Kahl.[11] For the purposes of this study the groups including semi-skilled and unskilled workers were grouped together under the title low SES. The semi-professional and professional groups composed the high SES group, and the skilled workers made up the middle SES group.

Method of Procedure

The PCI Form was personally administered to 335 teachers and 15 principals in 15 elementary schools in Oklahoma City. Three hundred teacher responses were then selected, using a table of random numbers. These were chosen so as to create three groups of 100 teachers each. Each group was representative of teachers in schools of one SES level.

The information regarding occupations of parents of children in the selected schools was obtained by random sampling the schools' student registration files. Twenty per cent of the occupations in each school file was obtained. These were then classified according to the NORC Scale. When an occupation was not found on the NORC Scale, it was interpolated to the NORC Scale from the Duncan Scale.[12] This scale lists 425 occupations and includes a scale of equivalent NORC rankings. In a number of instances an occupation was found on neither the NORC or the Duncan Scales. The Dictionary of Occupational Titles[13] was then used. Occupational title descriptions generally indicate whether an occupation is in the professional ranks, managerial, technical, and so on. Each description is assigned a code number which indicates its ranking. These descriptions were then used to fit these occupations onto the NORC Scale.

The median of the occupational sampling of a school was used to establish its SES ranking. (See Appendix E.) The PCI Form scores of the 100 teachers in each of these SES groups were averaged, and comparison of these mean group scores was made.

All teachers who responded to the PCI Form were also asked to complete the personal data form shown in Appendix C. The following

information--age, sex, marital status, level of assignment, level of education, experience in the present school, and total years of experience--was gathered from the personal data sheets.

Method of Analysis

This study involved the testing of the relationship between one independent variable, the SES of a school's student body, and one dependent variable, the pupil control ideology of teachers. The schools were divided into three SES groups. Since more than two groups were involved in comparisons, and since two hypotheses were stated in research form, it was appropriate to use, first of all, a one-way (single classification) analysis of variance. This computation resulted in an F statistic which may be used to determine significant differences among group means.

Following the computing of an F score, two Scheffé tests were done between pairs of groups to identify specific significant differences. Kerlinger had this to say about the Scheffé test.

> There are tests that can be used to test the differences between any pairs of means after an analysis of variance, two of which are Tukey's and Scheffé's. . . . The Scheffé test, which the author prefers, is a very conservative test. If used with discretion, however, it is a general test that can be conveniently applied to all comparisons of means after an analysis of variance.[14]

Ferguson, in referring to the Scheffé procedure, stated that it ". . . is more rigorous than other procedures, and will lead to fewer significant results."[15]

Two hypotheses presented in Chapter II were first tested by subjecting the data collected to a single classification analysis of variance. This was done to determine whether any significant

difference in means were found in the data. This was followed by two Scheffé tests--one for each pair of means--to determine exactly where the significant differences lay.

The demographic data, collected for this research, were subjected to several statistical procedures. First each variable was subjected to a chi square test to determine the homogeneity of the three SES groups. A second procedure was to perform a single classification analysis of variance for each variable within each SES group.

The .05 level of significance was arbitrarily selected for this research since it is a common level accepted for research in the behavioral sciences.

## Summary

This chapter explains the design under which this study was constructed. The design was said to be an ex post facto design. This meant that the variables had already occurred prior to observation.

One section of this chapter deals with the sample from which the data were collected, and another refers to the instrumentation used. Both validity and reliability of the PCI Form and the reliability of the NORC Scale have been mentioned here.

The method of procedure describes how the data were collected, and the concluding portion of this chapter deals with the procedures followed in analyzing the data.

FOOTNOTES

[1]Fred N. Kerlinger, Foundations of Behavioral Research (New York, 1965), p. 360.

[2]Ibid., p. 365.

[3]Ibid., p. 371.

[4]Ibid., pp. 372-373.

[5]Doris C. Gilbert and Daniel J. Levinson, "'Custodialism' and 'Humanism' in Mental Hospital Structure and in Staff Ideology," The Patient and the Mental Hospital, Milton Greenblatt, Daniel J. Levinson, and Richard H. Williams, ed. (Glencoe, Illinois, 1957), pp. 20-35.

[6]Donald J. Willower, Terry L. Eidell, and Wayne K. Hoy, "The School and Pupil Control Ideology," The Pennsylvania State Studies No. 24 (University Park, 1967), p. 5.

[7]Ibid., p. 10.

[8]Albert J. Reiss, Jr., Occupations and Social Status (New York, 1961), p. 47.

[9]Ibid., p. 53.

[10]Robert W. Hodge, Paul M. Siegel, and Peter H. Rossi, "Occupational Prestige in the United States 1925-1963," The American Journal of Sociology, LXX (1964), pp. 286-304.

[11]Joseph A. Kahl, The American Class Structure (New York, 1957), pp. 76-77.

[12]Reiss, Appendix B, Table BI.

[13]U. S. Department of Labor, W. Willard Wirtz, Secretary, Dictionary of Occupational Titles (Washington, D.C., 1965).

[14]Kerlinger, p. 199.

[15]George A. Ferguson, Statistical Analysis in Psychology and Education (New York, 1966), p. 297.

# CHAPTER IV

## PRESENTATION AND ANALYSIS OF THE DATA

The primary objective of this chapter is to present, in summary form, the data pertinent to this study, and to determine if any significant difference in mean PCI scores of the three SES groups may be found.

A secondary objective is to present some of the demographic data collected in this investigation, and to test for its relationship to PCI scores.

In terms of organization, the demographic data will first be presented, followed by the testing of the hypotheses stated in Chapter II of this study.

### Presentation and Analysis of Demographic Data

The initial part of this discussion will center on the chi square tests performed on the data. These tests will determine the homogeneity of the three SES groups on the demographic variables.

Table I, page 49, presents the summaries of the chi square tests which were not significant. In each case the .05 level of significance was used.

The age variable $\chi^2$ approached significance. The required $\chi^2$ for 8 df is 15.507. The calculated $\chi^2$ was 14.54.

TABLE I

CHI SQUARE ANALYSES
OF NON SIGNIFICANT VARIABLES

| Factor | Cell Distribution | | | Chi Square |
|---|---|---|---|---|
| | Low SES | Middle SES | High SES | |
| Age | | | | |
| 20-29 | 23 | 24 | 29 | |
| 30-39 | 20 | 31 | 23 | |
| 40-49 | 35 | 16 | 19 | |
| 50-59 | 13 | 21 | 20 | |
| 60-69 | 9 | 8 | 9 | 14.54 |
| Significant at the .05 level and 8 df if $\chi^2 \geq$ 15.51. | | | | |
| Marital Status | | | | |
| Single | 10 | 12 | 12 | |
| Married | 73 | 75 | 77 | |
| Widow | 10 | 9 | 4 | |
| Divorced | 7 | 4 | 7 | 4.05 |
| Significant at the .05 level and 6 df if $\chi^2 \geq$ 12.59. | | | | |
| Years of Experience in This School | | | | |
| 0 - 5 | 56 | 57 | 70 | |
| 6 - 10 | 22 | 21 | 17 | |
| 11 - 15 | 11 | 11 | 6 | |
| Beyond 15 | 8 | 6 | 6 | 4.77 |
| Significant at the .05 level and 6 df if $\chi^2 \geq$ 12.59. | | | | |
| Total Years of Experience | | | | |
| 0 - 10 | 41 | 55 | 51 | |
| 11 - 20 | 32 | 25 | 23 | |
| 21 - 30 | 18 | 8 | 18 | |
| Beyond 30 | 7 | 10 | 8 | 8.82 |
| Significant at the .05 level and 6 df if $\chi^2 \geq$ 12.59. | | | | |

For the other three variables presented in Table I, the required $\chi^2$ for 6 df is 12.592. Each calculated $\chi^2$ was well below the required $\chi^2$. For the variable marital status, the calculated $\chi^2$ was 4.05. For years of experience in this school, the calculated $\chi^2$ was 4.77, and for total years of experience, it was 8.82.

The chi square test results presented above suggest that in terms of age, marital status, years of experience in this school, and total years of experience, the three SES groups are not significantly different from each other in composition.

The analyses of the chi square tests for three other variables are shown in Table II, page 51. Again the .05 level of significance was used. For the sex variable, the table $\chi^2$ with 2 df is 5.991. The calculated $\chi^2$ exceeded the required $\chi^2$, and was therefore significant. The calculated $\chi^2$ was 10.11.

Both of the other two variables have 6 df and require an $\chi^2$ of 12.592 for significance. The calculated $\chi^2$ for educational level was 20.27, and for the level of assignment it was 24.29.

On the basis of the three foregoing chi square tests, it is concluded that the three SES groups are not homogeneous in terms of sex distribution, educational level, and level of assignment.

It is relatively simple to find some probable causes of these significances. The reader may note (supra p. 41) that the low SES schools are all Title I schools. This means that federal funds are available for these schools to provide special personnel.

As shown in Table II, page 51, there is a decidedly larger number of males in the low SES group than in the other two groups. A look at the raw data in Appendix D reveals that seven of the fourteen males

TABLE II

CHI SQUARE ANALYSES
OF SIGNIFICANT VARIABLES

| Factor | Cell Distribution | | | Chi Square |
|---|---|---|---|---|
| | Low SES | Middle SES | High SES | |
| Sex | | | | |
| Male | 14 | 5 | 3 | |
| Female | 86 | 95 | 97 | 10.11 |
| Significant at the .05 level and 2 df if $\chi^2 \geq 5.99$. | | | | |
| Educational Level | | | | |
| BA Degree or Less | 19 | 36 | 29 | |
| BA Degree Plus | 26 | 30 | 39 | |
| MA Degree | 27 | 24 | 16 | |
| MA Degree Plus | 28 | 10 | 16 | 20.27 |
| Significant at the .05 level and 6 df if $\chi^2 \geq 12.59$. | | | | |
| Level of Assignment | | | | |
| K - 2 | 33 | 39 | 41 | |
| 3 and 4 | 26 | 30 | 27 | |
| 5 and 6 | 19 | 29 | 25 | |
| Multilevel and Special | 22 | 2 | 7 | 24.29 |
| Significant at the .05 level and 6 df if $\chi^2 \geq 12.59$. | | | | |

in the low SES schools are special teachers.

The analysis of the level of assignment data in Table II, page 51, shows a possible cause of significance to be the multilevel and special assignment cells. Fifteen of twenty-two teachers in the low SES cell are special teachers.

Relating both of the above variables to educational level, it is found that four of the seven male special teachers hold a masters degree or a masters degree plus. Eight of the total group of males have similar educational preparation. Of the 15 special teachers in the low SES group, ten hold a masters degree and nine of these have credits beyond the masters degree.

Another variable which may be observed in relation to educational preparation is age. Analysis of the raw data shows that nineteen of twenty-two teachers, or approximately 86 per cent, in the 50-59 and 60 and over age groups have at least a masters degree in the low SES group. Eleven of the nineteen fit the masters plus category. In the middle SES group, sixteen of twenty-nine, or approximately 55 per cent, have at least a masters degree. Six of these sixteen have preparation beyond the masters degree. In the high SES group there are twelve of twenty-nine, or approximately 41 per cent, with at least a masters degree, and six of these have reached the masters plus level.

It would appear that the demographic composition of a school faculty may be influenced rather strongly by the federal funds available to that school.

The second treatment of demographic data involves a single classification analysis of variance for each demographic variable against the group PCI scores. The method of data collection and

limitations of computer processes at the Oklahoma State University Computer Center, prevented the exploration of interaction between the variables. Kerlinger suggests that designs with more than four variables become cumbersome and impractical.[1] This is attributed in part to the excessively large number of subjects required to adequately fill each cell. The single classification analysis of variance was therefore used to determine whether any variable of itself significantly influenced the PCI scores.

Shown in Table III, page 54, are the statistical data for the age groupings of teachers. Teachers were asked to check into which of five ten-year age groupings they fit. The first group included ages 20-29, the second 30-39, the third 40-49, the fourth 50-59, and the fifth 60-69. In Table III the mean PCI scores for each age group within an SES group are compared for significance. An F of 2.47 or greater is needed at the .05 level, for any significance to exist in any of the three SES groups. The calculated F scores of the three SES groups respectively from low to high SES are 0.1734, 0.1490, and 0.8225. Since none of these calculated F scores is greater than the table F, no significant differences of mean PCI scores, on the basis of age divisions, are found within SES groups.

The data relating to the sex variable are found in Table IV, page 55. In the case of each group based on 1 and 98 degrees of freedom, at the .05 level an F of 3.94 or greater is necessary to be significant. The calculated F scores are 0.0531 for the low SES group, 0.0966 for the middle SES group, and 0.7039 for the high SES group. Since none of these scores exceeds or equals the table F, it is to be concluded that the mean PCI scores of males do not differ significantly

TABLE III

ANALYSES OF VARIANCE OF MEAN PCI SCORES
AMONG TEACHER AGE GROUPS WITHIN SES LEVELS

Low SES

| Source of Variation | df | Sum of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 97 | 6462.6953 | | |
| Between | 4 | 47.8555 | 11.9639 | |
| Within | 93 | 6414.8398 | 68.9768 | 0.1734* |

Middle SES

| Source of Variation | df | Sum of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 97 | 4319.3496 | | |
| Between | 4 | 27.5078 | 6.8770 | |
| Within | 93 | 4291.8418 | 46.1488 | 0.1490* |

High SES

| Source of Variation | df | Sum of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 98 | 6270.5469 | | |
| Between | 4 | 212.0410 | 53.0103 | |
| Within | 94 | 6058.5059 | 64.4522 | 0.8225* |

* The required value for significance at the .05 level is 2.47.

TABLE IV

ANALYSES OF VARIANCE OF MEAN PCI SCORES
OF MALES AND FEMALES WITHIN SES LEVELS

Low SES

| Source of Variation | df | Sum of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 99 | 6638.9141 | | |
| Between | 1 | 3.5977 | 3.5977 | |
| Within | 98 | 6635.3161 | 67.7073 | 0.0531* |

Middle SES

| Source of Variation | df | Sum of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 99 | 4924.2422 | | |
| Between | 1 | 4.8516 | 4.8516 | |
| Within | 98 | 4919.3906 | 50.1979 | 0.0966* |

High SES

| Source of Variation | df | Sum of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 99 | 6272.9121 | | |
| Between | 1 | 44.7363 | 44.7363 | |
| Within | 98 | 6228.1758 | 63.5528 | 0.7039* |

* The required value for significance at the .05 level is 3.94.

from the mean PCI scores of females within an SES group.

The F score required for significance at the .05 level and 3 and 96 degrees of freedom is 2.70 to show significant difference in mean PCI scores in the marital status divisions. As shown in Table V, page 57, the F score of the low SES group is 0.0987, the middle SES group has an F of 0.9633, and the F of the high SES group is 0.4734. In each case the calculated F falls below the table F and therefore marital status is judged as not significant in influencing the mean PCI score of each group.

The analysis of variance data for another variable--level of assignment--are shown in Table VI, page 58. Level of assignment is the grade level at which a teacher is placed. In this study the range of assignments was from kindergarten through sixth grade, and multi-level and special assignments. The low SES group has a calculated F of 1.2686. For 8 and 91 degrees of freedom and a significance level of .05 the required F is 2.04. The middle SES group has a calculated F of 0.6544. With 7 and 92 degrees of freedom and a significance level of .05 the table F is 2.11. The high SES group has a calculated F of 1.0350. The table F for 8 and 89 degrees of freedom and a significance level of .05 is 2.04. In each group the calculated F is below the level required for significance. The conclusions drawn from this are that the mean PCI scores of a group are not significantly influenced by the level of assignment.

A final variable for which F scores are presented is the educational level of teachers. Shown in Table VII, page 59, is the summary of the statistical analysis of data relating to the educational level of teachers. The low SES group data show a computed F of 0.8055.

TABLE V

ANALYSES OF VARIANCE OF MEAN PCI SCORES
OF MARITAL STATUS GROUPS WITHIN SES LEVELS

Low SES

| Source of Variation | df | Sum of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 99 | 6638.9141 | | |
| Between | 3 | 20.4102 | 6.8034 | |
| Within | 96 | 6618.5039 | 68.9427 | 0.0987* |

Middle SES

| Source of Variation | df | Sum of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 99 | 4924.2422 | | |
| Between | 3 | 143.8965 | 47.9655 | |
| Within | 96 | 4780.3457 | 49.7953 | 0.9633* |

High SES

| Source of Variation | df | Sum of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 99 | 6272.9121 | | |
| Between | 3 | 91.4512 | 30.4837 | |
| Within | 96 | 6181.4609 | 64.3902 | 0.4734* |

* The required value for significance at the .05 level is 2.70.

TABLE VI

ANALYSES OF VARIANCE OF MEAN PCI SCORES
OF LEVEL OF ASSIGNMENT WITHIN SES LEVELS

Low SES

| Source of Variation | df | Sum of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 99 | 6638.9141 | | |
| Between | 8 | 666.1016 | 83.2627 | |
| Within | 91 | 5972.8125 | 65.6353 | 1.2686* |

* The required value for significance at the .05 level is 2.04.

Middle SES

| Source of Variation | df | Sum of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 99 | 4924.2422 | | |
| Between | 7 | 233.5527 | 33.3647 | |
| Within | 92 | 4690.6895 | 50.9858 | 0.6544* |

* The required value for significance at the .05 level is 2.11.

High SES

| Source of Variation | df | Sum of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 97 | 6131.5527 | | |
| Between | 8 | 521.8711 | 65.2339 | |
| Within | 89 | 5609.6816 | 63.0301 | 1.0350* |

* The required value for significance at the .05 level is 2.04.

TABLE VII

ANALYSES OF VARIANCE OF MEAN PCI SCORES
OF EDUCATIONAL LEVEL GROUPS WITHIN SES LEVELS

Low SES

| Source of Variation | df | Sum of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 99 | 6638.9141 | | |
| Between | 4 | 217.7656 | 54.4414 | |
| Within | 95 | 6421.1484 | 67.5910 | 0.8055* |

* The required value for significance at the .05 level is 2.46.

Middle SES

| Source of Variation | df | Sum of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 99 | 4924.2422 | | |
| Between | 3 | 194.0664 | 64.6888 | |
| Within | 96 | 4730.1758 | 49.2727 | 1.3129* |

* The required value for significance at the .05 level is 2.70.

High SES

| Source of Variation | df | Sum of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 99 | 6272.9121 | | |
| Between | 3 | 395.3984 | 131.7995 | |
| Within | 96 | 5877.5137 | 61.2241 | 2.1527* |

* The required value for significance at the .05 level is 2.70.

The table F for 4 and 95 degrees of freedom and a significance level of .05 is 2.46. The middle SES group has a computed F of 1.3129. For 3 and 96 degrees of freedom at the .05 level of significance the table F is 2.70. The high SES group has a computed F of 2.1527. At the .05 level of significance with 3 and 96 degrees of freedom the table F is 2.70. The calculated F in each SES group is less than that required for significance. This indicates that the level of education does not significantly influence the mean PCI score within an SES group.

Data relative to total years of experience and years of experience in the present school are presented in graph form in Figures 1 and 2 respectively, pages 61 and 62. These graphs indicate that the SES groups are quite similar.

Seventy-eight teachers in the low SES group have taught not more than ten years in the present school. This compares with 78 in the middle SES, and 87 in the high SES group. A total of 243 teachers of 291 teachers reporting have been in the present school ten or fewer years. From Table I, page 49, it is obvious that well over one-half of the teachers in this study have not spent more than five years in the present school.

The graph for total years of experience shows that approximately one-half of the teachers reporting have ten or fewer years of experience.

It may be noted that these two variables were not subjected to a single classification analysis of variance, because each variable would have had approximately thirty experience categories. Many categories would have had an extremely small number of subjects, and a number of cells would have had no subjects at all.

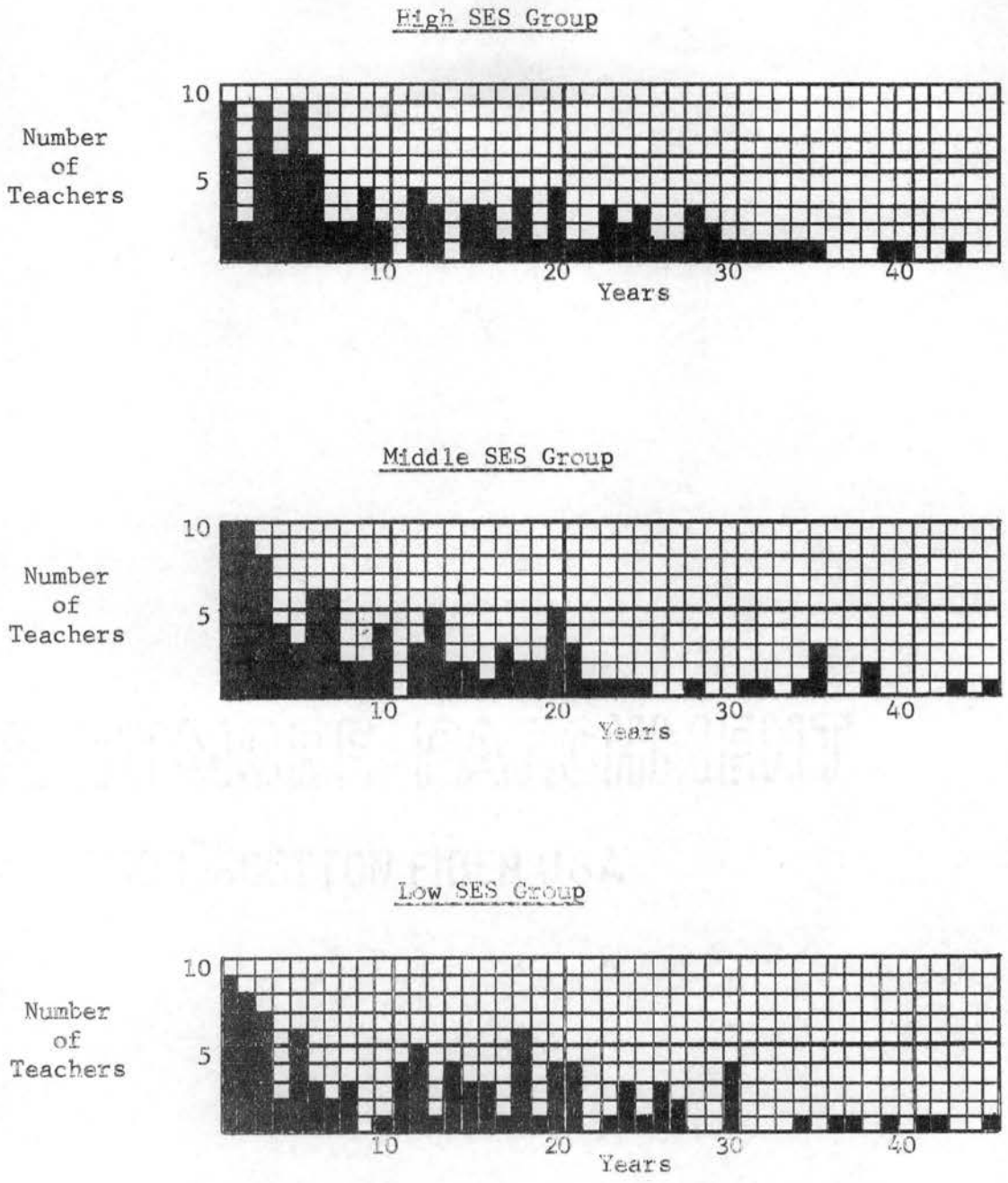


Figure 1. Total Years of Experience of Teachers by SES Groups

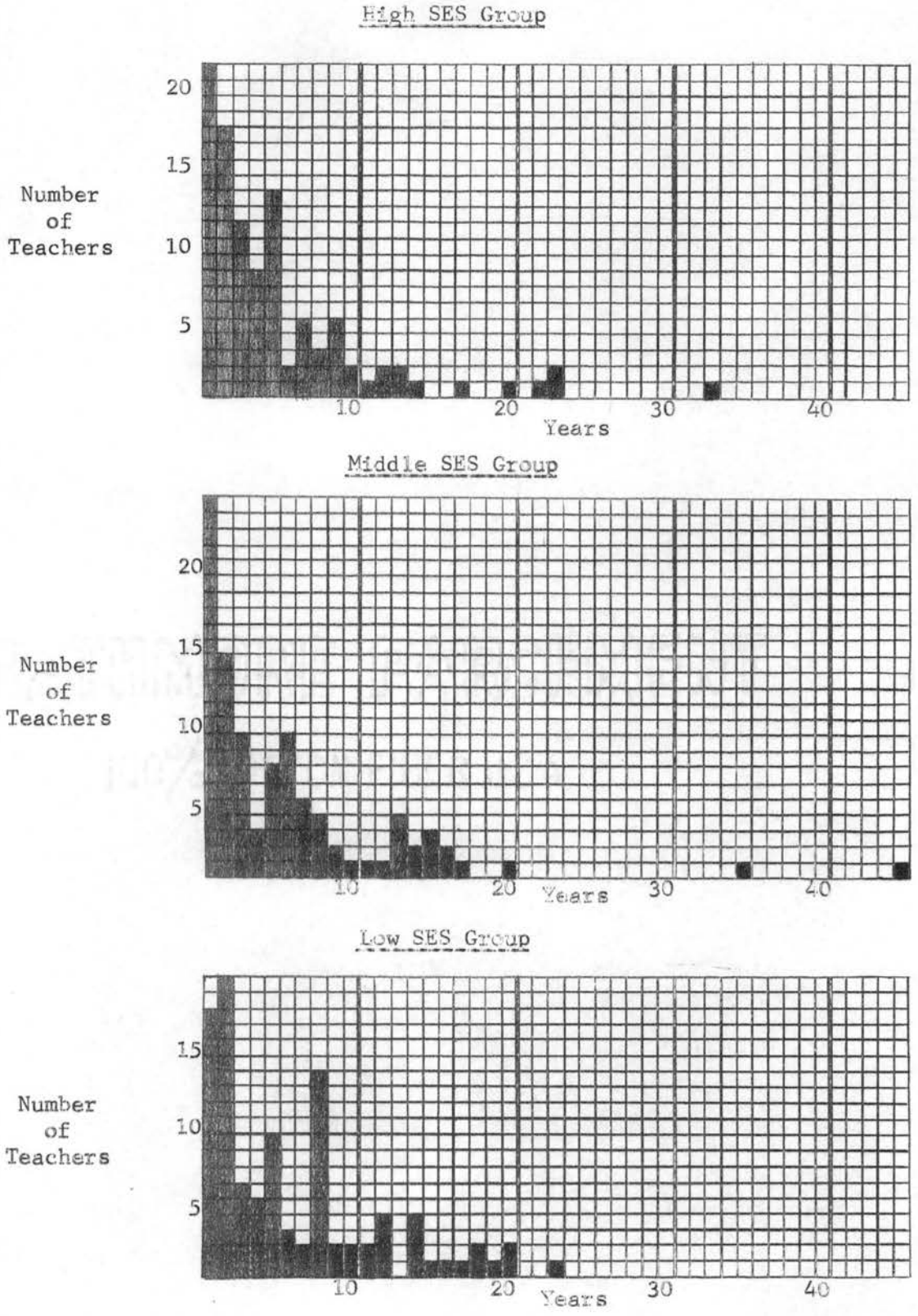


Figure 2. Years of Experience of Teachers in Present School by SES Groups

## Testing the Hypotheses

This study was conceived for the express purpose of testing two hypotheses. These were stated in Chapter II. They are now restated together with a summary of the analysis of variance and Scheffé tests performed on the data. The hypotheses are:

H. 1. Teachers in schools of low SES will tend to hold a more custodial pupil control ideology than will be held by teachers in schools of middle SES.

H. 2. Teachers in schools of low SES will tend to hold a more custodial pupil control ideology than will be held by teachers in schools of high SES.

The PCI scores of the three SES groups were first subjected to an analysis of variance. A summary of the results is shown in Table VIII, page 64.

The F required for significance at the .05 level with 2 and 297 degrees of freedom is 3.03. The computed F value is 21.7128. Since the computed F is greater than the table F, the conclusion drawn is that there are significant relationships somewhere in the data. The next step is to perform a Scheffé test on the data of pairs of groups.

Scheffé has devised a test which uses information already computed for the analysis of variance. In it an F value is calculated by multiplying the squared difference between two means by the product of the n's in each group, and dividing by the product of the sum of the squares within groups and the sum of the n's. This may be shown in the following form:

TABLE VIII

AN ANALYSIS OF VARIANCE OF MEAN PCI SCORES OF SES GROUPS

| Source of Variation | df | Sums of Squares | Mean Square | F |
|---|---|---|---|---|
| Total | 299 | 20378.6797 | | |
| Between | 2 | 2542.6094 | 1271.3047 | |
| Within | 297 | 17836.0703 | 60.0541 | 21.7128* |

* The required value for significance at the .05 level is 3.03.

$$F = \frac{(\bar{X}_1 - \bar{X}_2)^2}{\frac{\bar{SS}_w (n_1 + n_2)}{(n_1)(n_2)}}$$

Using the mean PCI scores of the low and middle SES groups, the following F is computed:

$$F = \frac{(56.02999 - 50.23999)^2}{\frac{60.05410 (100 + 100)}{(100)(100)}}$$

$$F = \frac{(5.79000)^2}{\frac{60.05410 (200)}{10,000}}$$

$$F = \frac{33.5241}{\frac{12018.82}{10,000}}$$

$$F = \frac{33.5241}{1.2011}$$

$$F = 27.9112$$

For this F to be significant it must be equal to or greater than $F^1$. $F^1$ is computed by multiplying an F value for a given significance level and a given number of degrees of freedom by (k-1) where k is the total number of groups. For 2 and 299 degrees of freedom and a significance level of .05 the table F is 3.03. Therefore,

$$F^1 = 3.03 (k-1)$$

$$F^1 = 3.03 (3-1)$$

$$F^1 = 3.03 (2)$$

$$F^1 = 6.06$$

Comparing the computed F which is 27.9112 and $F^1$ which is 6.06, it is evident that the computed F is larger than $F^1$. Therefore a significant difference exists which is evidence supporting the first hypothesis.

Following this same procedure, using the mean PCI scores of the

low and high SES groups, another F is computed. The $F^1$ value remains the same for both procedures.

$$F = \frac{(56.02999 - 49.52999)^2}{\frac{60.05410\ (100 + 100)}{(100)(100)}}$$

$$F = \frac{(6.5)^2 \quad (100)^2}{60.05410\ (200)}$$

$$F = \frac{(42.25)(10{,}000)}{12018.82}$$

$$F = \frac{422{,}500}{12018.82}$$

$$F = 35.1761$$

Since this is greater than the $F^1$ value, the second hypothesis must be accepted.

## Summary

Demographic data were presented first in this chapter. On each variable a chi square test was first performed to determine the homogeneity of the SES groups on these variables. These tests showed that the composition of the groups was similar with respect to age, marital status, years of experience in this school, and total years of experience. At the same time, the groups appeared to be quite different from each other in terms of educational level of teachers, level of assignment, and group composition related to sex.

A second procedure was to subject the data to analysis of variance processes. The purpose of this step was to determine whether, if taken individually, these demographic variables would significantly influence the mean PCI scores of a group. Since none of the F scores was significant for the five variables on which an analysis of variance

was performed, it is concluded that these demographic variables do not, of themselves, influence the PCI scores of the teachers selected for this study.

In the second portion of this chapter, the statistical analysis of the data pertinent to the two hypotheses of this study was presented. A significant difference was found to exist between the mean PCI scores of the low and middle SES groups, and also between the mean PCI scores of the low and high SES groups.

The next and final chapter will contain a summary of this study, and the conclusions drawn.

FOOTNOTES

[1]Fred N. Kerlinger, Foundations of Behavioral Research (New York, 1965), p. 227.

# CHAPTER V

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this final chapter is to present a summary of the study, to draw some conclusions from the findings, and to make some recommendations for further study.

### Summary

This study began with the supposition that problems facing school teachers and administrators are given priority rankings. It was further suggested that a high priority problem facing both teachers and principals at all times is the need to develop pupil-teacher relationships which will be conducive to maximum teaching on the part of the teacher, and maximum learning on the part of the student.

The central issue of this study was to discover the pupil control ideology of teachers, and then to attempt to single out factors which might have a special bearing on these ideologies. The writer hypothesized that one factor which would significantly influence this pupil control ideology of teachers would be the socioeconomic status of the school in which these teachers taught.

The general statement of the problem, therefore, was presented in the first chapter in the following terms: Is the pupil control ideology of teachers in low socioeconomic status schools more custodial as compared with the pupil control ideology of teachers in middle and

high socioeconomic status schools?

The stage was then set for defining some concepts which were of importance for this study. Two types of pupil control ideologies--custodial and humanistic pupil control--were first defined. Then the meaning of socioeconomic status was explained and three subgroups of socioeconomic status were outlined. These were high, middle, and low socioeconomic status.

Next followed the traditional phase of reviewing the literature. This portion of the study revealed that a theory based approach to research in pupil control by teachers is relatively new and therefore, obviously, not found in abundance in the literature. Whereas little was to be found concerning pupil control, the very opposite held true with respect to socioeconomic status. A vast number of people have researched this concept from a great many approaches.

The general organizational pattern of this study was established in the latter part of the second chapter and in the third chapter. First the SES of a school was established on the basis of the occupations of the heads of households, for families sending children to the selected schools. With the help of the NORC Occupational Prestige Scale, these schools were categorized as belonging to the low, middle, or high SES group.

Teachers in the selected schools were asked to respond to the PCI Form. This instrument is designed to yield a measure of the attitudes of teachers relative to control of pupils in the school. The more the teacher conceives of control of pupils as being externally imposed, the more custodial is that teacher's PCI classification. The more the teacher conceives of pupil control as emanating from

within the pupil, the more humanistic the PCI of that teacher. In general then, a teacher's PCI may be placed on a continuum from humanistic to custodial.

The review of literature led to two hypotheses about the relationship of the SES level of a school and the PCI scores of teachers. These were stated in the second chapter as:

H. 1. Teachers in schools of low SES will tend to hold a more custodial pupil control ideology than will be held by teachers in schools of middle SES.

H. 2. Teachers in schools of low SES will tend to hold a more custodial pupil control ideology than will be held by teachers in schools of high SES.

The rationale for these hypotheses was based mainly on the following related suggestions gleaned from the review of literature.

The low SES group differs from the middle and high SES groups in value patterns held by group members. This is manifested in various forms. It may be seen in the different approaches used by these groups in child rearing. Physical punishment is readily used by the low SES parent, while the middle and high SES parents tend to withhold love and privileges. These means of control are then projected to and expected of the teacher. At the same time, teachers given a choice on methods of pupil control, and given the social license to use custodial measures, may well find custodialism the road of least resistance and may also find a great measure of security in a custodial approach. In the middle and high SES schools, such a choice may not be available to the teachers.

Another differentiating factor is that the low SES child is

taught, by the example of his parents, to demand immediate gratification, while the middle or high SES child is taught to expect postponed gratification. The school, which is recognized as an institution espousing middle SES values, will therefore not meet the needs, in fact it will tend to block the needs of the low SES child. Therefore, the low SES child will not be motivated, through achievement, as will the middle and high SES child, in his school work, and the unmotivated child may well develop into a discipline problem. Nor is the achievement of the parents an example which will inspire the low SES child to exert initiative of his own in his studies.

The PCI Form was administered to teachers in schools of each SES level. One hundred teachers' responses were then randomly selected for each SES group. The group mean PCI scores were then compared by way of an analysis of variance. It should be reported here that the mean PCI scores and ranges of individual scores were quite similar to those found in a study by Appleberry.[1]

In passing, it may be noted that PCI scores were obtained for the principals of schools used in this study. Five principals in the low SES schools had a mean PCI score of 39.6. This compares with a 56.0 mean PCI score for teachers in the same SES level. The mean PCI score of the five principals in the middle SES group, in contrast with the score of principals in the low SES group, was quite similar to the mean PCI score of their teachers. These principals had a mean PCI score of 50.4, while that of their teachers was 50.2. The difference between mean PCI scores of principals and teachers in the high SES group was also decidedly less than that found in the low SES group. The mean scores, in this group, were 46.0 for the principals and 49.5

for the teachers.

The analysis of variance performed on the data produced an F value which was highly significant. This information simply indicated that a significance existed somewhere in the data. To discover where the significance was to be found, Scheffe tests were performed on pairs of means. These tests showed that the mean PCI score of teachers in the low SES schools was significantly higher, and hence more custodial, than the mean PCI scores of the teachers in both the middle and high SES schools. On the basis of sample size, a difference in means of between 2.6 and 2.7 must be found for a Scheffe test to show significance at the .05 level. Although no hypothesis was presented concerning possible significant differences in PCI means between the middle and high SES groups, the difference in means between these groups was only .71, and therefore these means would not be significantly different.

Certain demographic data were also statistically treated to ascertain any influence these might exert on the PCI scores. Chi square tests were first performed to determine the homogeneity of the groups. These tests showed that the three SES groups were similar with respect to age, marital status, years of experience in this school, and total years of experience. However, these groups were quite different in terms of sex, educational level, and level of assignment.

Because the chi square tests exposed some differences in group compositions, the demographic variables were then subjected to single classification analysis of variance tests. These were performed for the data within an SES group. For example, an analysis of variance

was done for sex and mean PCI scores within each group. Thus, if the scores of males were not significantly different from the scores of females in each group, then it could be held that in this study the sex variable, of itself, did not influence the PCI scores. None of the demographic variables so tested revealed any significant F scores.

On the basis of the foregoing findings, it may be concluded that for the schools tapped for information in this study, there is a measure of support for the hypotheses mentioned earlier in this chapter. Stated more precisely, it may be said that the weight of the evidence supports the hypotheses that teachers in low SES schools will have a more custodial pupil control ideology than will be held by teachers in schools of middle and high SES.

## Conclusions

The writer is aware that in a study such as this, in which data were collected in only one school system, it is hazardous to attempt to generalize to the greater population. Keeping this limitation in mind, some conclusions drawn from the findings are now presented.

### A General Conclusion

Information gleaned from the raw data points to the similarity of PCI score ranges among the three SES levels. This suggests that within the framework of one school, some teachers may be quite custodial while others may be quite humanistic. From this may be concluded that SES is not the only variable influencing a teacher's pupil control ideology. Possibly a very influential factor in this matter of pupil control ideology is the personality of the teacher.

Conclusions About Low SES Schools

From the findings one can see that the mean educational preparation of teachers in low SES schools is higher as compared with the preparation of teachers in the other two SES levels. A conclusion based on this information is that the additional college courses credited to the teachers in low SES schools apparently have not greatly influenced their pupil control ideology.

The data collected also lead the writer to conclude that there are major differences in the teacher-role perceptions of teachers and principals in low SES schools. The teachers, in contrast to the principals, see themselves as disciplinarians. The principals view their roles more in terms of leadership and guidance. The potential threat of a low SES student to a teacher, operating in a system designed to further middle SES values, may account for these differences. The principal is in a position which is not subject to these threats.

From this same information in the data, may also be concluded that the goals of the school accomplished by the teachers and their students are not congruent with those visualized by the principals as being the ideal goals. Teachers will tend to view goals in relation to their judgment of the student's potential. The principal is evidently not aware of goal displacement occurring in his school. For teachers, keeping control of pupils may be a primary goal, while the principal is considering the learning process as the primary goal.

Another conclusion reached in considering the differences in PCI scores of teachers and principals in low SES schools, is that parents and teachers share similar child control ideologies. If the teachers

did not have this support, then it is likely that, with pressure from parents, the principal would be able to effect changes which would result in a faculty with pupil control ideologies more comparable to his own.

### A Conclusion About Middle and High SES Schools

The data concerning occupations of parents suggest that none of the middle and high SES schools is purely middle or high SES. Each of these school districts seemed to have a pocket of low SES families. From this one might conclude that a classroom teacher may "wear two pupil control hats". She may control low SES children with more custodial means than the other children. She may control children according to what she assumes the pattern of control to be in their homes. Thus children who are accustomed to assuming responsibility for their own actions will be more humanistically controlled than their low SES classmates.

### A Conclusion About Special Teachers

The findings in this study lead one to conclude that special teachers, regardless of the special training they may have received, are quite similar to the average classroom teacher with respect to their pupil control ideologies.

## Recommendations for Further Study

The number of variables which can be controlled or dealt with in a given study limit the probability of researching all related areas of a problem. Therefore, recommendations for further study follow:

1. One variable, not considered in this study, which may influence the pupil control ideology of teachers, is the human density factor of a school or classroom. It is possible that conditions of crowding in a classroom contribute to the degree of custodialism or humanism practiced by a teacher. It is therefore recommended that further study be done to determine the significance of the relation of human density to the pupil control ideology of teachers.

2. A second suggestion is to enlarge the sample size so a reliable study of principals' PCI scores could be compared with those of their teachers and with those of principals in other SES levels.

Since there appears to be an unusually large difference in the mean PCI scores of principals and teachers in the low SES group, it seems proper to suggest further study to determine whether this was a chance finding.

3. Another recommendation which may be implied from the pattern of principal and teacher mean PCI scores presented above, is to suggest study of the relationships between the SES, the PCI scores, and the organizational climate of a school. Since the principals and teachers in the low SES group apparently have quite different outlooks with respect to pupil control, these schools may have the same pattern of organizational climate.

4. A fourth suggestion pertains to a replication of this study in particular. The suggestion would be to select and match subjects from each SES group so the statistical processes for studying the interaction between variables could be implemented.

5. A fifth recommendation is that a longitudinal study be done to discover possible relationships of student drop-outs and school

PCI of elementary teachers in low SES schools. Possibly students who eventually drop out of school develop such a bent because of teacher attitudes.

6. Another recommendation is that a study be done to discover aspects of teacher preparation programs which may contribute to a more custodial approach to pupil control in the low SES schools. It is possible that unknowingly certain values are espoused which will later be a block to the new teacher trying to cope with the value patterns of the low SES child. It is also likely that a completely different set of pupil control skills needs to be developed by the teacher who plans to teach in the low SES school. Since many schools first place beginning teachers in low SES schools, it is also possible that it would be advantageous for an emphasis to be placed on developing an understanding of the low SES child in the educational program of every prospective teacher.

7. A seventh suggestion is to study the possibility that sheer size of enrollment of a school could affect the pupil control ideology of teachers. This suggestion is made because it seems logical that as organizational size increases more emphasis is placed on adherence to rules and regulations. Under such circumstances there is greater opportunity for breaking a rule which may bring about a confrontation of teacher and pupil.

8. It is further recommended that a replication of this study be done using a different measure of SES. Other measures which could be used are family income, housing type, education of parents, or a combination of these factors.

9. A ninth recommendation is to study the SES backgrounds of

teachers. A study such as this might reveal such patterns as teachers of low SES background gravitating to low SES schools. It would seem natural for teachers to seek employment in schools where they can understand and effectively relate to the children.

10. Another suggestion for further study is to research the career orientations of teachers. This could be done as a comparative study, where the career orientations of teachers with relatively high PCI scores would be compared with the career orientations of teachers with relatively low PCI scores. It might prove useful to consider career orientations from the dichotomous approach of locals and cosmopolitans.

11. A further recommendation is to study the levels of professionalism associated with high and low PCI scores. What would constitute high or low PCI scores would need to be arbitrarily established. This recommendation is closely related to the one stated above. It is different from the preceding recommendation in that it is much broader in scope.

12. A final recommendation is to study the effects of racial mix on the pupil control ideology of teachers. It may be that teachers anticipate pupil control problems in classrooms where different races are well represented. Teachers who have misgivings about pupil control are likely to feel security in using custodial pupil control techniques.

FOOTNOTES

[1]Raw data used by James B. Appleberry for an unpublished doctoral dissertation, The Oklahoma State University, August, 1968.

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# APPENDIX A

FORM PCI*

Information

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

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

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

Instructions

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

Key: SA - Strongly Agree
A - Agree
U - Undecided
D - Disagree
SD - Strongly Disagree

| | | |
|---|---|---|
| 1. | It is desirable to require pupils to sit in assigned seats during assemblies. | SA A U D SD |
| 2. | Pupils are usually not capable of solving their problems through logical reasoning. | SA A U D SD |
| 3. | Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique. | SA A U D SD |
| 4. | Beginning teachers are not likely to maintain strict enough control over their pupils. | SA A U D SD |
| 5. | Teachers should consider revision of their teaching methods if these are criticized by their pupils. | SA A U D SD |
| 6. | The best principals give unquestioning support to teachers in disciplining pupils. | SA A U D SD |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7. | Pupils should not be permitted to contradict the statements of a teacher in class. | SA | A | U | D | SD |
| 8. | It is justifiable to have pupils learn many facts about a subject even if they have no immediate application. | SA | A | U | D | SD |
| 9. | Too much pupil time is spent on guidance and activities and too little on academic preparation. | SA | A | U | D | SD |
| 10. | Being friendly with pupils often leads them to become too familiar. | SA | A | U | D | SD |
| 11. | It is more important for pupils to learn to obey rules than that they make their own decisions. | SA | A | U | D | SD |
| 12. | Student governments are a good "safety valve" but should not have much influence on school policy. | SA | A | U | D | SD |
| 13. | Pupils can be trusted to work together without supervision. | SA | A | U | D | SD |
| 14. | If a pupil uses obscene or profane language in school, it must be considered a moral offense. | SA | A | U | D | SD |
| 15. | If pupils are allowed to use the lavatory without getting permission, this privilege will be abused. | SA | A | U | D | SD |
| 16. | A few pupils are just young hoodlums and should be treated accordingly. | SA | A | U | D | SD |
| 17. | It is often necessary to remind pupils that their status in school differs from that of teachers. | SA | A | U | D | SD |
| 18. | A pupil who destroys school material or property should be severely punished. | SA | A | U | D | SD |
| 19. | Pupils cannot perceive the difference between democracy and anarchy in the classroom. | SA | A | U | D | SD |
| 20. | Pupils often misbehave in order to make the teacher look bad. | SA | A | U | D | SD |

* Used with permission granted by Dr. Wayne K. Hoy.

# APPENDIX B

DISTRIBUTIONS OF PRESTIGE RATINGS, UNITED STATES, 1963*

| Occupation | NORC Score | Rank |
|---|---|---|
| U.S. Supreme Court Justice | 94 | 1 |
| Physician | 93 | 2 |
| Nuclear physicist | 92 | 3.5 |
| Scientist | 92 | 3.5 |
| Government scientist | 91 | 5.5 |
| State governor | 91 | 5.5 |
| Cabinet member in the Federal Government | 90 | 8 |
| College professor | 90 | 8 |
| U.S. Representative in Congress | 90 | 8 |
| Chemist | 89 | 11 |
| Lawyer | 89 | 11 |
| Diplomat in the U.S. Foreign Service | 89 | 11 |
| Dentist | 88 | 14 |
| Architect | 88 | 14 |
| County judge | 88 | 14 |
| Psychologist | 87 | 17.5 |
| Minister | 87 | 17.5 |
| Member of the board of directors of a large corporation | 87 | 17.5 |
| Mayor of a large city | 87 | 17.5 |
| Priest | 86 | 21.5 |
| Head of a department in a state government | 86 | 21.5 |
| Civil engineer | 86 | 21.5 |
| Airline pilot | 86 | 21.5 |
| Banker | 85 | 24.5 |
| Biologist | 85 | 24.5 |
| Sociologist | 83 | 26 |
| Instructor in public schools | 82 | 27.5 |
| Captain in the regular army | 82 | 27.5 |
| Accountant for a large business | 81 | 29.5 |
| Public school teacher | 81 | 29.5 |
| Owner of a factory that employs about 100 people | 80 | 31.5 |
| Building contractor | 80 | 31.5 |
| Artist who paints pictures that are exhibited in galleries | 78 | 34.5 |
| Musician in a symphony orchestra | 78 | 34.5 |
| Author of novels | 78 | 34.5 |
| Economist | 78 | 34.5 |
| Official of an international labor union | 77 | 37 |
| Railroad engineer | 76 | 39 |
| Electrician | 76 | 39 |
| County agricultural agent | 76 | 39 |

| Occupation | NORC Score | Rank |
|---|---|---|
| Owner-operator of a printing shop | 75 | 41.5 |
| Trained machinist | 75 | 41.5 |
| Farm owner and operator | 74 | 44 |
| Undertaker | 74 | 44 |
| Welfare worker for a city government | 74 | 44 |
| Newspaper columnist | 73 | 46 |
| Policeman | 72 | 47 |
| Reporter on a daily newspaper | 71 | 48 |
| Radio announcer | 70 | 49.5 |
| Bookkeeper | 70 | 49.5 |
| Tenant farmer - one who owns livestock and machinery and manages the farm | 69 | 51.5 |
| Insurance agent | 69 | 51.5 |
| Carpenter | 68 | 53 |
| Manager of a small store in a city | 67 | 54.5 |
| A local official of a labor union | 67 | 54.5 |
| Mail carrier | 66 | 57 |
| Railroad conductor | 66 | 57 |
| Traveling salesman for a wholesale concern | 66 | 57 |
| Plumber | 65 | 59 |
| Automobile repairman | 64 | 60 |
| Playground director | 63 | 62.5 |
| Barber | 63 | 62.5 |
| Machine operator in a factory | 63 | 62.5 |
| Owner-operator of a lunch stand | 63 | 62.5 |
| Corporal in the regular army | 62 | 65.5 |
| Garage mechanic | 62 | 65.5 |
| Truck driver | 59 | 67 |
| Fisherman who owns his own boat | 58 | 68 |
| Clerk in a store | 56 | 70 |
| Milk route man | 56 | 70 |
| Streetcar motorman | 56 | 70 |
| Lumberjack | 55 | 72.5 |
| Restaurant cook | 55 | 72.5 |
| Singer in a nightclub | 54 | 74 |
| Filling station attendant | 51 | 75 |
| Dockworker | 50 | 77.5 |
| Railroad section hand | 50 | 77.5 |
| Night watchman | 50 | 77.5 |
| Coal miner | 50 | 77.5 |
| Restaurant waiter | 49 | 80.5 |
| Taxi driver | 49 | 80.5 |
| Farm hand | 48 | 83 |
| Janitor | 48 | 83 |
| Bartender | 48 | 83 |
| Clothes presser in a laundry | 45 | 85 |
| Soda fountain clerk | 44 | 86 |
| Share cropper - one who owns no livestock or equipment and does not manage farm | 42 | 87 |
| Garbage collector | 39 | 88 |

| Occupation | NORC Score | Rank |
|---|---|---|
| Street sweeper | 36 | 89 |
| Shoe shiner | 34 | 90 |

* Used with permission granted by the National Opinion Research Center, University of Chicago.

# APPENDIX C

INFORMATION SHEET

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

1. Sex: ( ) Male ( ) Female

2. Marital status: ( ) Single ( ) Married ( ) Widow(er)
( ) Separated or Divorced

3. Age: ( ) 20-29 years ( ) 30-39 years ( ) 40-49 years
( ) 50-59 years ( ) 60-69 years

4. Present position (specify as indicated):

( ) Elementary Teacher (please specify grade _____)
( ) Other (please specify position _____)

5. Number of years of experience in this school including present ____

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

_____ years as a teacher

_____ years as a principal, supervising principal, or superintendent

_____ years as a guidance counselor

_____ years, other (please specify position _____)

7. Amount of education

( ) Less than Bachelor's degree

( ) Bachelor's degree

( ) Bachelor's degree plus additional credits

( ) Master's degree

( ) Master's degree plus additional credits

( ) Doctor's degree

# APPENDIX D

# CODE SHEET

| | | |
|---|---|---|
| Sex | 1 | Male |
| | 2 | Female |
| Marital Status | 1 | Single |
| | 2 | Married |
| | 3 | Widow |
| | 4 | Divorced |
| Age | 1 | 20-29 |
| | 2 | 30-39 |
| | 3 | 40-49 |
| | 4 | 50-59 |
| | 5 | 60-69 |
| Level of Assignment | 00 | Kindergarten |
| | 01 | First Grade |
| | 02 | Second Grade |
| | 03 | Third Grade |
| | 04 | Fourth Grade |
| | 05 | Fifth Grade |
| | 06 | Sixth Grade |
| | 10 | Special Areas |
| | 11 | Multilevel Assignment |
| | 12 | Principal |
| Educational Level | 1 | Less than Bachelor's Degree |
| | 2 | Bachelor's Degree |
| | 3 | Bachelor's Degree plus additional credits |
| | 4 | Master's Degree |
| | 5 | Master's Degree plus additional credits |
| | 6 | Doctor's Degree |

PCI ANALYSIS FOR GROUP 1
LOW SES SCHOOLS

| Ind. No. | Sex | Age | Marital Status | Educ. Level | Level of Assignment | Years Exp. This School | Total Yrs. Exp. | Total PCI |
|---|---|---|---|---|---|---|---|---|
| 2 | 1 | 3 | 2 | 5 | 10 | 2 | 6 | 47 |
| 3 | 2 | 4 | 2 | 4 | 2 | 4 | 14 | 59 |
| 4 | 2 | 4 | 3 | 4 | 3 | 18 | 23 | 47 |
| 5 | 2 | 3 | 2 | 4 | 1 | 10 | 21 | 50 |
| 6 | 2 | 4 | 3 | 3 | 4 | 5 | 30 | 61 |
| 7 | 2 | 2 | 2 | 3 | 5 | 2 | 5 | 71 |
| 8 | 2 | 1 | 1 | 2 | 4 | 1 | 1 | 53 |
| 9 | 2 | 1 | 2 | 3 | 1 | 3 | 4 | 65 |
| 10 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 52 |
| 11 | 2 | 3 | 2 | 5 | 2 | 9 | 18 | 69 |
| 12 | 2 | 3 | 2 | 4 | 4 | 3 | 10 | 55 |
| 13 | 2 | 5 | 2 | 4 | 0 | 16 | 39 | 51 |
| 14 | 2 | 3 | 2 | 3 | 1 | 2 | 2 | 48 |
| 15 | 2 | 3 | 2 | 4 | 6 | 14 | 27 | 50 |
| 16 | 2 | 5 | 2 | 5 | 10 | 9 | 24 | 67 |
| 17 | 2 | 3 | 1 | 2 | 6 | 1 | 21 | 54 |
| 18 | 2 | 2 | 2 | 2 | 3 | 5 | 15 | 58 |
| 19 | 2 | 1 | 2 | 2 | 3 | 2 | 2 | 61 |
| 20 | 2 | 3 | 2 | 5 | 3 | 20 | 20 | 45 |
| 21 | 2 | 3 | 2 | 4 | 11 | 8 | 14 | 47 |
| 22 | 2 | 3 | 2 | 5 | 10 | 12 | 12 | 65 |
| 23 | 1 | 1 | 2 | 2 | 10 | 1 | 1 | 71 |
| 24 | 2 | 1 | 1 | 2 | 3 | 1 | 1 | 65 |
| 25 | 1 | 5 | 2 | 4 | 6 | 23 | 41 | 60 |
| 27 | 2 | 2 | 2 | 3 | 0 | 6 | 6 | 55 |
| 28 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 64 |
| 29 | 2 | 1 | 2 | 3 | 1 | 1 | 2 | 56 |
| 30 | 2 | 5 | 2 | 3 | 1 | 2 | 30 | 47 |
| 31 | 2 | 3 | 2 | 4 | 1 | 2 | 16 | 70 |
| 32 | 2 | 2 | 1 | 3 | 2 | 2 | 3 | 65 |
| 33 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 63 |
| 34 | 2 | 3 | 2 | 4 | 2 | 6 | 26 | 53 |
| 35 | 2 | 2 | 1 | 5 | 3 | 8 | 8 | 63 |
| 36 | 2 | 1 | 2 | 2 | 3 | 1 | 1 | 51 |
| 37 | 2 | 3 | 2 | 4 | 3 | 5 | 15 | 64 |
| 38 | 2 | 1 | 2 | 3 | 3 | 2 | 7 | 61 |
| 39 | 2 | 2 | 2 | 3 | 4 | 2 | 2 | 57 |
| 40 | 2 | 1 | 2 | 3 | 4 | 5 | 5 | 48 |
| 41 | 1 | 1 | 2 | 2 | 5 | 2 | 3 | 52 |
| 42 | 2 | 1 | 1 | 3 | 5 | 2 | 2 | 53 |
| 43 | 1 | 3 | 2 | 3 | 5 | 2 | 3 | 71 |

| Ind. No. | Sex | Age | Marital Status | Educ. Level | Level of Assignment | Years Exp. This School | Total Yrs. Exp. | Total PCI |
|---|---|---|---|---|---|---|---|---|
| 44 | 2 | 3 | 2 | 5 | 5 | 12 | 15 | 59 |
| 45 | 2 | 3 | 2 | 3 | 6 | 2 | 5 | 62 |
| 46 | 2 | 2 | 2 | 5 | 6 | 12 | 12 | 47 |
| 47 | 2 | 1 | 2 | 5 | 6 | 12 | 12 | 73 |
| 48 | 2 | 5 | 2 | 5 | 10 | 7 | 18 | 57 |
| 50 | 1 | 1 | 2 | 5 | 10 | 1 | 6 | 53 |
| 51 | 2 | 1 | 2 | 4 | 1 | 2 | 3 | 40 |
| 52 | 2 | 2 | 2 | 5 | 2 | 5 | 13 | 47 |
| 53 | 2 | 1 | 2 | 2 | 0 | 1 | 1 | 63 |
| 54 | 2 | 1 | 2 | 3 | 2 | 3 | 3 | 57 |
| 55 | 1 | 3 | 2 | 4 | 10 | 7 | 7 | 61 |
| 56 | 2 | 2 | 2 | 4 | 11 | 8 | 11 | 48 |
| 57 | 2 | 4 | 3 | 5 | 0 | 17 | 37 | 48 |
| 58 | 2 | 3 | 2 | 5 | 5 | 8 | 20 | 51 |
| 59 | 2 | 3 | 2 | 4 | 3 | 8 | 19 | 68 |
| 60 | 2 | 3 | 2 | 2 | 11 | 1 | 8 | 62 |
| 61 | 2 | 2 | 2 | 3 | 4 | 1 | 12 | 51 |
| 62 | 2 | 3 | 2 | 5 | 1 | 18 | 20 | 63 |
| 63 | 2 | 3 | 4 | 5 | 6 | 10 | 21 | 61 |
| 64 | 2 | 4 | 2 | 3 | 4 | 20 | 24 | 78 |
| 65 | 1 | 5 | 2 | 4 | 5 | 1 | 45 | 55 |
| 67 | 2 | 3 | 4 | 3 | 11 | 1 | 1 | 47 |
| 68 | 2 | 3 | 3 | 4 | 2 | 8 | 18 | 57 |
| 69 | 2 | 4 | 4 | 4 | 3 | 14 | 26 | 58 |
| 70 | 2 | 3 | 2 | 4 | 11 | 11 | 21 | 57 |
| 71 | 2 | 3 | 2 | 5 | 2 | 4 | 5 | 57 |
| 72 | 1 | 2 | 2 | 3 | 10 | 5 | 11 | 65 |
| 73 | 2 | 5 | 4 | 5 | 2 | 14 | 20 | 52 |
| 74 | 2 | 5 | 3 | 5 | 5 | 15 | 30 | 70 |
| 75 | 2 | 1 | 4 | 3 | 11 | 4 | 4 | 52 |
| 76 | 2 | 3 | 2 | 4 | 2 | 3 | 5 | 46 |
| 77 | 2 | 2 | 2 | 4 | 0 | 4 | 14 | 45 |
| 78 | 2 | 3 | 2 | 4 | 3 | 14 | 16 | 68 |
| 79 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 50 |
| 80 | 1 | 2 | 2 | 4 | 11 | 11 | 11 | 42 |
| 81 | 2 | 4 | 2 | 5 | 6 | 2 | 30 | 56 |
| 82 | 2 | 3 | 3 | 3 | 4 | 1 | 16 | 41 |
| 83 | 2 | 1 | 1 | 3 | 4 | 3 | 3 | 47 |
| 84 | 2 | 2 | 2 | 1 | 1 | 5 | 5 | 59 |
| 85 | 2 | 1 | 2 | 3 | 0 | 1 | 3 | 51 |
| 87 | 2 | 2 | 3 | 2 | 10 | -- | 27 | 51 |
| 88 | 2 | 4 | 2 | 4 | 1 | 8 | 26 | 51 |
| 89 | 2 | 2 | 3 | 5 | 4 | 8 | 8 | 57 |
| 90 | 1 | 4 | 3 | 4 | 5 | 8 | 36 | 62 |
| 91 | 2 | 4 | 2 | 5 | 1 | 4 | 14 | 45 |
| 92 | 2 | 2 | 4 | 4 | 2 | 8 | 18 | 49 |
| 93 | 2 | 3 | 2 | 5 | 10 | 3 | 24 | 52 |
| 94 | 1 | 1 | 1 | 2 | 10 | 2 | 2 | 53 |
| 95 | 1 | 4 | 2 | 5 | 10 | -- | -- | 43 |
| 96 | 2 | 3 | 2 | 3 | 4 | 5 | -- | 61 |
| 97 | 2 | 2 | 1 | 3 | 2 | 2 | 11 | 52 |

| Ind. No. | Sex | Age | Marital Status | Educ. Level | Level of Assignment | Years Exp. This School | Total Yrs. Exp. | Total PCI |
|---|---|---|---|---|---|---|---|---|
| 98 | 2 | 3 | 4 | 3 | 5 | 2 | 17 | 70 |
| 99 | 2 | 3 | 2 | 5 | 3 | 8 | 12 | 55 |
| 100 | 2 | 4 | 3 | 5 | 10 | 6 | 25 | 54 |
| 101 | 2 | 5 | 2 | 5 | 10 | 19 | 42 | 51 |
| 102 | 2 | 2 | 2 | 1 | 10 | -- | 2 | 52 |
| 103 | 1 | 3 | 2 | 2 | 6 | 5 | 18 | 56 |
| 104 | 2 | 3 | 2 | 4 | 3 | 8 | 18 | 41 |
| 105 | 2 | 4 | 1 | 5 | 4 | 8 | 34 | 60 |

PCI ANALYSIS FOR GROUP 2
MIDDLE SES SCHOOLS

| Ind. No. | Sex | Age | Marital Status | Educ. Level | Level of Assignment | Years Exp. This School | Total Yrs. Exp. | Total PCI |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 1 | 1 | 2 | 5 | 1 | 1 | 40 |
| 2 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 39 |
| 4 | 2 | 5 | 2 | 3 | 2 | 17 | 25 | 56 |
| 5 | 2 | 4 | 2 | 2 | 6 | 8 | 20 | 47 |
| 6 | 2 | 4 | 4 | 4 | 1 | 15 | 15 | 53 |
| 7 | 2 | 5 | 3 | 4 | 3 | 45 | 45 | 43 |
| 8 | 2 | 4 | 2 | 3 | 2 | 15 | 20 | 58 |
| 9 | 2 | 1 | 2 | 3 | 4 | 3 | 3 | 45 |
| 10 | 2 | 4 | 2 | 2 | 4 | -- | 20 | 50 |
| 11 | 2 | 4 | 2 | 4 | 3 | 20 | 20 | 36 |
| 12 | 2 | 2 | 2 | 4 | 4 | 2 | 10 | 56 |
| 13 | 2 | 4 | 3 | 4 | 5 | 12 | 12 | 44 |
| 14 | 2 | 3 | 2 | 2 | 3 | 2 | 7 | 45 |
| 15 | 2 | 4 | 3 | 5 | 1 | 1 | 28 | 44 |
| 16 | 2 | 4 | 2 | 4 | 5 | 7 | 17 | 45 |
| 17 | 2 | 4 | 1 | 5 | 6 | 5 | 35 | 51 |
| 18 | 2 | 5 | 2 | 4 | 6 | 35 | 35 | 37 |
| 19 | 2 | 2 | 2 | 3 | 0 | 1 | 7 | 43 |
| 20 | 2 | 4 | 1 | 5 | 0 | 15 | 34 | 49 |
| 21 | 2 | 3 | 2 | 5 | 2 | 16 | 31 | 54 |
| 22 | 2 | 5 | 2 | 2 | 5 | 13 | 35 | 57 |
| 23 | 2 | 2 | 2 | 5 | 10 | -- | 5 | 49 |
| 24 | 2 | 4 | 2 | 5 | 3 | 14 | 24 | 42 |
| 25 | 2 | 2 | 2 | 3 | 1 | 5 | 17 | 43 |
| 26 | 2 | 2 | 2 | 2 | 0 | 3 | 7 | 57 |
| 27 | 2 | 2 | 2 | 2 | 4 | 3 | 6 | 50 |
| 28 | 2 | 3 | 1 | 5 | 5 | -- | 20 | 40 |
| 29 | 2 | 3 | 2 | 2 | 0 | 13 | 21 | 48 |
| 30 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 51 |
| 31 | 2 | 4 | 2 | 3 | 4 | -- | 14 | 53 |
| 32 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 51 |
| 33 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 43 |
| 34 | 2 | 4 | 3 | 5 | 3 | 6 | 17 | 42 |
| 35 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 50 |
| 36 | 2 | 2 | 2 | 4 | 3 | 7 | 7 | 49 |
| 37 | 2 | 3 | 2 | 3 | 3 | 10 | 19 | 56 |
| 38 | 1 | 1 | 1 | 2 | 6 | 1 | 1 | 59 |
| 39 | 2 | 1 | 4 | 2 | 6 | 6 | 6 | 50 |
| 40 | 1 | 2 | 2 | 3 | 6 | 2 | 2 | 45 |
| 41 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 37 |
| 42 | 2 | 2 | 2 | 3 | 5 | 6 | 7 | 59 |

| Ind. No. | Sex | Age | Marital Status | Educ. Level | Level of Assignment | Years Exp. This School | Total Yrs. Exp. | Total PCI |
|---|---|---|---|---|---|---|---|---|
| 43 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 47 |
| 44 | 2 | 3 | 2 | 4 | 3 | 16 | 23 | 49 |
| 45 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 34 |
| 46 | 2 | 3 | 2 | 3 | 5 | 9 | 13 | 56 |
| 47 | 2 | 2 | 2 | 3 | 2 | 5 | 13 | 48 |
| 48 | 2 | 2 | 2 | 3 | 5 | 1 | 8 | 51 |
| 49 | 2 | 4 | 2 | 3 | 0 | 6 | 19 | 48 |
| 50 | 2 | 3 | 2 | 4 | 6 | -- | 21 | 45 |
| 51 | 2 | 2 | 2 | 4 | 5 | 1 | 15 | 52 |
| 52 | 2 | 4 | 3 | 3 | 4 | 6 | 6 | 59 |
| 53 | 2 | 2 | 2 | 3 | 4 | 1 | 4 | 53 |
| 55 | 2 | 2 | 2 | 3 | 1 | 5 | 5 | 45 |
| 56 | 2 | 3 | 2 | 3 | 4 | 5 | 6 | 46 |
| 57 | 2 | 1 | 2 | 2 | 2 | 1 | 3 | 55 |
| 58 | 2 | 1 | 1 | 3 | 4 | 3 | 3 | 49 |
| 59 | 2 | 1 | 2 | 2 | 4 | 4 | 4 | 63 |
| 60 | 2 | 4 | 3 | 3 | 0 | 1 | 18 | 42 |
| 61 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 52 |
| 62 | 2 | 2 | 2 | 3 | 1 | 1 | 2 | 61 |
| 63 | 2 | 5 | 2 | 3 | 2 | 1 | 18 | 59 |
| 64 | 2 | 2 | 2 | 4 | 4 | 4 | 9 | 59 |
| 65 | 2 | 4 | 3 | 3 | 3 | 1 | 4 | 57 |
| 66 | 2 | 5 | 1 | 4 | 6 | 3 | 38 | 50 |
| 67 | 2 | 3 | 2 | 3 | 1 | 8 | 22 | 73 |
| 68 | 2 | 3 | 4 | 4 | 6 | 3 | 10 | 54 |
| 69 | 2 | 1 | 2 | 3 | 2 | 2 | 3 | 43 |
| 70 | 2 | 3 | 2 | 2 | 5 | 1 | 1 | 59 |
| 71 | 2 | 5 | 3 | 4 | 1 | 8 | 38 | 57 |
| 72 | 2 | 3 | 2 | 4 | 5 | 4 | 12 | 51 |
| 74 | 2 | 2 | 4 | 4 | 0 | 5 | 9 | 54 |
| 75 | 1 | 1 | 2 | 2 | 10 | 1 | 1 | 47 |
| 76 | 2 | 4 | 2 | 2 | 1 | 7 | 21 | 54 |
| 77 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 58 |
| 78 | 2 | 3 | 2 | 2 | 2 | 6 | 16 | 58 |
| 79 | 2 | 3 | 2 | 2 | 3 | 6 | 6 | 54 |
| 80 | 2 | 2 | 2 | 2 | 3 | 9 | 13 | 51 |
| 81 | 1 | 2 | 2 | 3 | 6 | 1 | 2 | 54 |
| 82 | 2 | 2 | 2 | 2 | 0 | 6 | 10 | 59 |
| 83 | 2 | 2 | 2 | 4 | 6 | 6 | 13 | 40 |
| 84 | 2 | 2 | 2 | 4 | 3 | 1 | 5 | 55 |
| 85 | 2 | 2 | 2 | 4 | 6 | 13 | 13 | 45 |
| 86 | 2 | 1 | 2 | 5 | 5 | 3 | 3 | 63 |
| 87 | 2 | 1 | 2 | 2 | 4 | 2 | 4 | 65 |
| 88 | 1 | 2 | 2 | 3 | 6 | 5 | 6 | 51 |
| 89 | 2 | 1 | 2 | 4 | 5 | 7 | 7 | 50 |
| 90 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 42 |
| 92 | 2 | 3 | 1 | 4 | 4 | 7 | 10 | 48 |
| 93 | 2 | 4 | 2 | 4 | 2 | 2 | 32 | 56 |
| 94 | 2 | 1 | 1 | 3 | 6 | 1 | 1 | 48 |
| 95 | 2 | 2 | 2 | 2 | 2 | 8 | 8 | 44 |
| 96 | 2 | 5 | 2 | 5 | 4 | 14 | 43 | 40 |

| Ind. No. | Sex | Age | Marital Status | Educ. Level | Level of Assignment | Years Exp. This School | Total Yrs. Exp. | Total PCI |
|---|---|---|---|---|---|---|---|---|
| 97 | 2 | 2 | 2 | 2 | 5 | 2 | 3 | 52 |
| 98 | 2 | 1 | 1 | 2 | 4 | 1 | 1 | 55 |
| 99 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 54 |
| 100 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 55 |
| 101 | 2 | 1 | 2 | 2 | 2 | 3 | 3 | 40 |
| 102 | 2 | 1 | 1 | 3 | 4 | 2 | 2 | 47 |
| 103 | 2 | 4 | 3 | 4 | 4 | 13 | 14 | 46 |
| 104 | 2 | 4 | 2 | 3 | 5 | 11 | 12 | 56 |

PCI ANALYSIS FOR GROUP 3
HIGH SES SCHOOLS

| Ind. No. | Sex | Age | Marital Status | Educ. Level | Level of Assignment | Years Exp. This School | Total Yrs. Exp. | Total PCI |
|---|---|---|---|---|---|---|---|---|
| 2 | 1 | 3 | 1 | 5 | 10 | -- | 16 | 57 |
| 3 | 1 | 2 | 2 | 3 | 6 | 4 | 12 | 52 |
| 4 | 2 | 5 | 3 | 3 | 6 | 12 | 32 | 56 |
| 5 | 2 | 4 | 2 | 3 | 6 | 6 | 28 | 49 |
| 6 | 2 | 3 | 2 | 3 | 5 | 2 | 23 | 58 |
| 7 | 2 | 1 | 2 | 3 | 5 | 1 | 1 | 62 |
| 8 | 2 | 1 | 2 | 2 | 5 | 2 | 3 | 31 |
| 9 | 2 | 5 | 2 | 2 | 5 | 8 | 18 | 53 |
| 10 | 2 | 5 | 2 | 2 | 5 | 5 | 15 | 54 |
| 11 | 2 | 3 | 2 | 3 | 4 | 7 | 13 | 47 |
| 12 | 2 | 4 | 2 | 5 | 4 | 4 | 18 | 40 |
| 13 | 2 | 3 | 2 | 2 | 3 | 5 | 18 | 59 |
| 14 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 46 |
| 15 | 2 | 1 | 4 | 4 | 3 | 2 | 5 | 46 |
| 16 | 2 | 4 | 2 | 4 | 3 | 9 | 21 | 56 |
| 17 | 2 | 3 | 2 | 5 | 2 | 2 | 24 | 45 |
| 18 | 2 | 1 | 4 | 3 | 2 | 7 | 7 | 47 |
| 19 | 2 | 1 | 2 | 3 | 2 | 2 | 4 | 57 |
| 20 | 2 | 1 | 2 | 2 | 2 | 4 | 4 | 41 |
| 21 | 2 | 5 | 3 | 3 | 2 | 4 | 30 | 52 |
| 22 | 2 | 2 | 2 | 4 | 1 | 5 | 17 | 34 |
| 23 | 2 | 1 | 1 | 3 | 1 | 2 | 5 | 43 |
| 24 | 2 | 1 | 2 | 3 | 1 | 2 | 5 | 39 |
| 25 | 2 | 1 | 2 | 3 | 1 | 3 | 3 | 39 |
| 26 | 2 | 2 | 2 | 3 | 1 | 3 | 12 | 57 |
| 27 | 2 | 5 | 2 | 5 | 0 | 9 | 23 | 56 |
| 28 | 2 | 2 | 2 | 2 | 0 | 8 | 8 | 49 |
| 30 | 2 | 5 | 2 | 3 | 2 | 20 | 24 | 46 |
| 31 | 2 | 4 | 2 | 4 | 5 | 10 | 29 | 51 |
| 32 | 2 | 1 | 2 | 2 | 5 | 1 | 4 | 36 |
| 33 | 2 | 4 | 2 | 4 | 3 | 11 | 34 | 47 |
| 34 | 2 | 5 | 2 | 3 | 4 | 22 | 25 | 59 |
| 35 | 2 | 4 | 2 | 3 | 0 | 23 | 23 | 47 |
| 36 | 2 | 2 | 2 | 4 | 2 | 1 | 12 | 44 |
| 37 | 2 | 5 | 4 | 3 | 1 | 9 | 43 | 54 |
| 38 | 2 | 2 | 2 | 2 | 0 | 3 | 3 | 38 |
| 39 | 2 | 2 | 2 | 2 | 6 | 4 | 7 | 59 |
| 40 | 2 | 3 | 2 | 4 | 4 | 10 | 22 | 57 |
| 41 | 2 | 4 | 3 | 3 | 3 | 2 | 25 | 53 |
| 42 | 2 | 4 | 2 | 2 | 3 | 17 | 25 | 45 |

| Ind. No. | Sex | Age | Marital Status | Educ. Level | Level of Assignment | Years Exp. This School | Total Yrs. Exp. | Total PCI |
|---|---|---|---|---|---|---|---|---|
| 43 | 2 | 1 | 2 | 3 | 5 | 1 | 8 | 60 |
| 44 | 2 | 2 | 2 | 2 | 5 | 2 | 2 | 52 |
| 45 | 2 | 2 | 2 | 5 | 4 | 9 | 9 | 52 |
| 46 | 2 | 1 | 2 | 2 | 4 | 1 | 4 | 41 |
| 47 | 2 | 1 | 2 | 2 | 3 | 1 | 1 | 59 |
| 48 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 59 |
| 50 | 2 | 2 | 1 | 5 | 0 | 1 | 16 | 51 |
| 51 | 1 | 1 | 2 | 3 | 6 | 5 | 5 | 51 |
| 52 | 2 | 4 | 1 | 3 | 6 | 5 | 20 | 59 |
| 53 | 2 | 1 | 1 | 3 | 3 | 3 | 3 | 47 |
| 54 | 2 | 1 | 1 | 3 | 3 | 3 | 3 | 50 |
| 55 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 59 |
| 56 | 2 | 2 | 2 | 5 | 0 | 5 | 15 | 53 |
| 57 | 2 | 1 | 2 | 3 | 1 | 3 | 3 | 49 |
| 58 | 2 | 3 | 2 | 5 | 1 | 5 | 18 | 55 |
| 60 | 2 | 4 | 3 | 4 | 5 | 3 | 40 | 42 |
| 61 | 2 | 3 | 2 | 3 | 10 | 1 | 5 | 62 |
| 62 | 2 | 3 | 2 | 2 | 1 | 5 | 5 | 50 |
| 63 | 2 | 2 | 2 | 2 | 10 | 5 | 6 | 37 |
| 64 | 2 | 3 | 2 | 4 | 5 | 2 | 6 | 60 |
| 65 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 40 |
| 66 | 2 | 2 | 2 | 4 | 6 | 5 | 15 | 46 |
| 67 | 2 | 3 | 2 | 2 | 3 | 5 | 20 | 48 |
| 68 | 2 | 2 | 2 | 2 | 1 | 2 | 9 | 47 |
| 69 | 2 | 2 | 2 | 3 | 2 | 3 | 5 | 52 |
| 70 | 2 | 4 | 2 | 3 | 4 | 1 | 16 | 54 |
| 71 | 2 | 1 | 2 | 4 | 1 | 1 | 4 | 54 |
| 72 | 2 | 2 | 4 | 3 | 4 | 4 | 10 | 56 |
| 73 | 2 | 3 | 2 | 3 | 3 | 3 | 5 | 63 |
| 74 | 2 | 1 | 1 | 2 | 6 | 1 | 1 | 49 |
| 75 | 2 | 1 | 2 | 2 | 2 | 2 | 6 | 45 |
| 76 | 2 | 4 | 4 | 5 | 5 | 2 | 20 | 43 |
| 77 | 2 | 2 | 2 | 4 | 6 | 1 | 13 | 43 |
| 78 | 2 | 1 | 2 | 2 | 3 | 2 | 5 | 43 |
| 80 | 2 | 3 | 2 | 2 | 4 | 1 | 4 | 36 |
| 81 | 2 | 4 | 2 | 4 | 2 | 7 | 28 | 63 |
| 82 | 2 | 2 | 2 | 4 | 0 | 4 | 9 | 47 |
| 83 | 2 | 2 | 2 | 3 | 6 | 6 | 10 | 60 |
| 84 | 2 | 4 | 2 | 5 | 4 | 7 | 31 | 47 |
| 85 | 2 | 4 | 2 | 4 | 1 | 7 | 39 | 30 |
| 86 | 2 | 2 | 4 | 2 | 1 | 3 | 3 | 50 |
| 87 | 2 | 1 | 1 | 3 | 5 | 1 | 1 | 43 |
| 88 | 2 | 3 | 2 | 5 | 4 | 5 | 19 | 52 |
| 89 | 2 | 4 | 2 | 5 | 3 | 2 | 29 | 41 |
| 90 | 2 | 2 | 2 | 3 | 11 | 12 | 12 | 45 |
| 92 | 2 | 5 | 2 | 3 | 3 | 8 | 26 | 39 |
| 93 | 2 | 3 | 2 | 5 | 5 | 5 | 6 | 43 |
| 94 | 2 | 4 | 2 | 5 | 11 | 2 | 13 | 50 |
| 95 | 2 | 4 | 2 | 3 | 1 | 13 | 28 | 60 |
| 96 | 2 | 3 | 2 | 5 | 11 | 1 | 6 | 47 |
| 97 | 2 | 2 | 2 | 3 | 2 | 9 | 9 | 55 |

| Ind. No. | Sex | Age | Marital Status | Educ. Level | Level of Assignment | Years Exp. This School | Total Yrs. Exp. | Total PCI |
|---|---|---|---|---|---|---|---|---|
| 98 | 2 | 3 | 2 | 3 | 4 | 23 | 27 | 51 |
| 99 | 2 | 4 | 2 | 3 | 5 | 14 | 35 | 73 |
| 100 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 59 |
| 101 | 2 | 3 | 2 | 3 | 1 | 13 | 20 | 36 |
| 102 | 2 | 3 | 2 | 5 | 11 | 4 | 6 | 43 |
| 103 | 2 | 2 | 4 | 4 | 1 | 1 | 1 | 43 |
| 104 | 2 | 1 | 1 | 2 | 10 | 1 | 1 | 47 |
| 105 | 2 | 4 | 2 | 2 | 0 | 33 | 33 | 55 |
| 106 | 2 | 1 | 2 | 3 | 2 | 2 | 3 | 46 |

APPENDIX E

OCCUPATIONS OF PARENTS OF SCHOOL CHILDREN
SCHOOL 1A - LOW SES

| No. | Occupation - Explanation for Placement | NORC Rank |
|---|---|---|
| 1 | Pharmacist - Duncan, Professional, Pharmacist | 27.5 |
| 1 | Policeman - NORC | 47 |
| 1 | Postal Clerk - Duncan, Clerical, Mail Carriers | 48 |
| 1 | Lab Technician (Hospital) - Duncan, Professional, Technician, Medical | 49.5 |
| 1 | Owner (Small Business) - Duncan, Manager, Self Employed, n.e.c. | 49.5 |
| 3 | Fireman - Duncan, Service Worker, Fireman | 54.5 |
| 1 | Butcher - Duncan, Operatives, Meat Cutters | 62.5 |
| 1 | Barber - NORC | 62.5 |
| 1 | Bell Captain (Hotel) - Duncan, Service Worker, Attendants, Professional and Personal Services | 65.5 |
| 1 | Bricklayer - Duncan, Craftsmen, Brickmason | 65.5 |
| 1 | Electrical Appliance Repairman - Duncan, Craftsmen, Mechanics and Repairmen, n.e.c. | 65.5 |
| 1 | Welder - Duncan, Operatives, Welder | 66 |
| 2 | Plasterers - Duncan, Craftsmen, Plasterer | 66 |
| 1 | Upholsterer - Duncan, Craftsmen, Upholsterer | 66.5 |
| 1 | Freight Clerk - Duncan, Clerical, Shipping Clerk | 66.5 |
| 2 | Tailor - Duncan, Craftsmen, Tailor | 66.5 |
| 5 | Truck Drivers - NORC | 67 |
| 1 | Metal Polisher - Duncan, Operatives, Filers, Grinders, Polishers, Metal | 67 |
| 2 | Lift Operator - Duncan, Operatives, Nonmanufacturing, Construction | 69 |
| 2 | Painter - Duncan, Craftsmen, Painters | 69 |
| 5 | Cooks - NORC | 72.5 |
| 2 | Tire Repair Shop Workers - Duncan, Laborer, Nondurable Goods, Rubber | 75 |
| 4 | Service Station Attendants - NORC | 75 |
| 1 | City Employee - Duncan, Service Workers, n.e.c. | 77.5 |
| 1 | Warehouseman - NORC as Dockworker | 77.5 |
| 1 | Dishwasher - Duncan, As Charwomen and Cleaners | 83 |
| 6 | Janitors - NORC | 83 |
| 6 | Construction Worker - Duncan, Laborer, Nonmanufacturing, Construction | 86.5 |
| 8 | Laborer - Duncan, Laborer, Nonmanufacturing, All Other Industries | 87.5 |
| 5 * | Porter - Duncan, Service Workers, Porters | 89 |

| No. | Occupation - Explanation for Placement | NORC Rank |
|---|---|---|
| 4 | Parking Lot Attendant - Duncan, Service Workers, As Porter | 89 |
| 57 | A.D.C. | |

* Median falls into this group.

OCCUPATIONS OF PARENTS OF SCHOOL CHILDREN
SCHOOL 2A - MIDDLE SES

| No. | Occupation - Explanation for Placement | NORC Rank |
|---|---|---|
| 1 | Minister - NORC | 17.5 |
| 1 | Lt. Colonel - Placed in Relation to Captain on NORC | 20.7 |
| 1 | Air Force Major - Placed in Relation to Captain on NORC | 24.1 |
| 1 | Engineer - Duncan, Professional, Engineer, n.e.c. | 24.5 |
| 2 | Savings and Loan Officer - Duncan, Manager, Salaried, Banking and Other Finance | 25 |
| 1 | Insurance Sales Supervisor - Duncan, Manager, Salaried, Insurance and Real Estate | 26 |
| 1 | Civil Engineer - Duncan, Professional, Engineer, Civil | 26 |
| 1 | Project Engineer (Steel) - Duncan, Professional, Engineer, Mechanical | 26 |
| 1 | Internal Revenue Agent - Duncan, Official Federal Public Administration | 26 |
| 2 | Pharmacist - Duncan, Professional, Pharmacist | 27.5 |
| 1 | Teacher - NORC | 27.5 |
| 1 | Management Analyst - Duncan, Manager, Salaried, Business Services | 29.5 |
| 5 | Certified Public Accountant - NORC | 29.5 |
| 1 | Budget Analyst - Duncan, Manager, Salaried, Business Services | 29.5 |
| 2 | Credit Manager - Duncan, Managers, Officials, and Proprietors, Salaried, Credit Men | 33 |
| 1 | Design Engineer - Duncan, Professional, Designer | 33 |
| 1 | FAA Records Examiner - Duncan, Manager, Inspection, Federal Public Administration | 34.5 |
| 1 | License Manager (Truck Line) - Duncan, Manager, Salaried, Transportation | 34.5 |
| 1 | Advertising Executive - Duncan, Managers, Officials, and Proprietors, n.e.c. | 37 |
| 1 | Draftsmen - Duncan, Professional, Draftsmen | 39 |
| 1 | Electrician - NORC | 39 |
| 1 | Sales Engineer - DOT I:615 (Professional and Kindred) Duncan - Professional, n.e.c. | 41.5 |
| 1 | Program Planner (FAA) - DOT I:567 (Professional and Kindred) Duncan - Professional, n.e.c. | 41.5 |
| 1 | Juvenile Parole Officer - DOT I:105 (Professional and Kindred) Duncan - Professional, Social and Welfare workers | 41.5 |
| 1 | Machinist - NORC | 41.5 |
| 1 | Jewelry Manufacturer - Duncan, Manager, Self employed, Manufacturing | 44 |

| No. | Occupation - Explanation for Placement | NORC Rank |
|---|---|---|
| 1 | Production Control (Tinker) - Duncan, Professional, Technician, n.e.c. | 44 |
| 1 | Electronic Technician - Duncan, Professional, Technician, n.e.c. | 44 |
| 1 | Circulation Director (Magazine) - Duncan, Manager, Salaried, Retail, Other Retail Trades | 44 |
| 2 | Accounting Supervisor - DOT I:713 - Duncan, Craftsmen, Foremen, Telecommunications | 46 |
| 1 | Lab Technician (Water Department) - Duncan, Professional, Technician, Testing | 47 |
| 1 | Policeman - NORC | 47 |
| 6 | Sales Manager - Duncan, Manager, Salaried, Retail Trade | 47 |
| 2 | Layout Operator (Western Electric) - DOT I:415 - Duncan, Craftsmen, Toolmakers and Die Makers | 48 |
| 3 | Paint Contractor - Duncan, Manager, Self Employed, Construction | 48 |
| 1 | Fire Department Administrator - Duncan, Manager, Salaried, Personal Services | 48 |
| 2 | Aircraft Mechanics - Duncan, Craftsmen, Mechanics, Airplane | 49.5 |
| 2 | Small Business (Owner) - Duncan, Manager, Self Employed, Retail, Other Retail Trades | 49.5 |
| 1 | Bookkeeper - NORC | 49.5 |
| 1 | Printer - Duncan, Craftsmen, Pressmen, Etc. | 49.5 |
| 4 | Insurance Agent - NORC | 51.5 |
| 2 * | Carpenter - NORC | 53 |
| 1 | Car Salesman - Duncan, Sales Workers, Retail Trade | 54.5 |
| 1 | Bookbinder - Duncan, Craftsmen, Bookbinder | 54.5 |
| 1 | Claims Adjuster - Duncan, Craftsmen, Inspector, Other Industries | 54.5 |
| 7 | Firemen - Duncan, Service Workers, Firemen | 54.5 |
| 1 | O.G. and E. Employee - Duncan, Operative, Apprentices, Electrician | 54.5 |
| 3 | Postal Employee - NORC | 57 |
| 9 | Salesmen - NORC | 57 |
| 1 | Typewriter Repairman - Duncan, Craftsmen, Mechanic, Office Machines | 57 |
| 1 | Business Machine Repairman - Duncan, Craftsmen, Mechanic, Office Machines | 57 |
| 1 | Appliance Repairman - Duncan, Craftsmen, Mechanic, Radio and TV | 57 |
| 5 | Plumber - NORC | 59 |
| 1 | U.S. Marine Recruiter, Equivalent to Sergeant | 59 |
| 2 | Garage Mechanic - NORC | 60 |
| 1 | Barber - NORC | 62.5 |
| 1 | Welder - Duncan, Operative, Welder | 66 |
| 1 | Stonecutter - Duncan, Craftsmen, Stonecutter | 66 |
| 1 | Crane Operator - Duncan, Craftsmen, Cranemen | 67 |
| 1 | Dairy Employee - Duncan, Operative, Nondurable Goods, Dairy | 67 |

| No. | Occupation - Explanation for Placement | NORC Rank |
|---|---|---|
| 7 | Trucker - NORC | 67 |
| 2 | Army and Navy - Duncan, Craftsmen, Member of Armed Forces | 70 |
| 6 | Factory Workers - Duncan, Operatives, Manufacturing | 70 |
| 1 | Grocery Store Checker - NORC as Clerk | 70 |
| 1 | Maintenance Man - Duncan, Laborer, Gardener and Groundskeeper | 77.5 |
| 1 | Warehouse Checker - NORC as Dockworker | 77.5 |
| 1 | Dry Cleaner Employee - NORC | 85 |
| 1 | Construction Worker - Duncan, Laborer, Nonmanufacturing, Construction | 86.5 |
| 1 | Laborer - Duncan, Laborer, Nonmanufacturing, All Other Industries | 87.5 |
| 4 | A.D.C. | |

* Median falls into this group.

OCCUPATIONS OF PARENTS OF SCHOOL CHILDREN
SCHOOL 3A - HIGH SES

| No. | Occupation - Explanation for Placement | NORC Rank |
|---|---|---|
| 2 | Physician - NORC | 2 |
| 5 | College Professor - NORC | 8 |
| 2 | Dentist - NORC | 14 |
| 6 | Minister - NORC | 17.5 |
| 8 | Pilot - NORC | 21.5 |
| 2 | Engineer - Duncan, Professional, Technical, and Kindred, n.e.c. | 24.5 |
| 1 | Banker - NORC | 24.5 |
| 2 | Bank Official - NORC | 24.5 |
| 2 | Manager of Loan Company - Duncan, Manager, Salaried, Banking and Other Finance | 25 |
| 1 | Engineer (O.G. & E.) - Duncan, Professional, Technical and Kindred, Electrical | 26 |
| 1 | Computer Analyst FAA - DOT, Engineering Analyst, Electronics | 26 |
| 1 | Field Engineer (Mobil) - Duncan, Professional, Technical, and Kindred, Mining | 26 |
| 1 | Construction Engineer (Tinker AFB) - Duncan, Professional, Technical, and Kindred, Mechanical | 26 |
| 1 | U.S. Department of Agriculture Official - Duncan, Federal Public Administration | 26 |
| 1 | Civil Engineer (Board of Education) - Duncan, Professional, Technical and Kindred, Civil | 26 |
| 2 | School Principals - Arbitrarily Ranked Above Teachers | 26 |
| 1 | Claims Manager (Allstate) - Duncan, Manager, Salaried, Insurance | 26 |
| 1 | Field Engineer (Tinker AFB) - Duncan, Engineer, Technical | 26 |
| 1 | Industrial Relations Analyst - DOT, Professional and Kindred, Personnel and Labor Relations | 26 |
| 1 | Internal Revenue Agent - DOT II:416, Some Law Training, Office, Federal Public Administration | 26 |
| 1 | Captain USAF - NORC | 27.5 |
| 4 | Pharmacist - Duncan, Professional, Technical, Kindred | 27.5 |
| 14 | Teacher - NORC | 27.5 |
| 6 | Accountant - NORC | 29.5 |
| 1 | Manager (Western Electric) - Duncan, Manager, Salaried, Manufacturing | 29.5 |
| 2 | Owner, Home Construction Company - NORC | 31.5 |
| 6 | Realtor - Duncan, Manager, Official, and Proprietor, Self Employed, Insurance and Real Estate | 31.5 |
| 1 | Auditor - Duncan, Professional, Technical and Kindred | 31.5 |
| 4 | Building Contractor - NORC | 31.5 |

| No. | Occupation - Explanation for Placement | NORC Rank |
|---|---|---|
| 1 | Chiropractor - Duncan, Professional, Technical and Kindred | 32 |
| 2 | Interior Decorator - Duncan, as Designer | 33 |
| 1 | Staff Administration Specialist, National Guard - Duncan, Federal Public Administration | 34.5 |
| 1 | Government Meat Inspector - Duncan, Federal Public Administration | 34.5 |
| 1 | U.S. Food and Drug Administration - Duncan, Federal Public Administration | 34.5 |
| 1 | Department Store Manager - Duncan, Manager, Official and Proprietor | 34.5 |
| 3 | Electronics Instructor - Duncan, as Teacher, n.e.c. | 34.5 |
| 3 | FAA Instructor - Duncan, as Teacher, n.e.c. | 34.5 |
| 1 | Radar Instructor - Duncan, as Teacher, n.e.c. | 34.5 |
| 1 | President (World Wide Motor Club) - Duncan, Manager, Transportation | 34.5 |
| 1 | Owner Auto Parts Store - Duncan, Manager and Proprietor, Self Employed, Motor Vehicle and Accessories | 37 |
| 1 | Assistant Manager (Humpty Dumpty) - Duncan, Manager, Salaried, Retail, General Merchandise | 37 |
| 1 * | IBM Operator (Tinker AFB) - Duncan, Same Level as Professional, Technical and Kindred Radio Operator | 37 |
| 2 | Owner (Truck Lines) - Duncan, Manager, Official, and Proprietor, Self Employed, Motor Vehicle and Accessories | 37 |
| 2 | Owner, Used Car Lot - Duncan, Manager, Official and Proprietor, Self Employed, Motor Vehicle and Accessories | 37 |
| 1 | Transportation Agent - DOT, Freight and Passenger, Duncan - Clerical Agents, n.e.c. | 37 |
| 1 | Sales Manager (Distilling Company) - Duncan, Manager, Salaried, Wholesale Trade | 37 |
| 2 | State Bureau of Investigation - Duncan, State Public Administration | 39 |
| 1 | State Department of Health - Duncan, State Public Administration | 39 |
| 3 | Draftsmen - Duncan, Professional, Technical and Kindred | 39 |
| 1 | Electrician - NORC | 39 |
| 1 | Case Worker State Department of Welfare - Duncan, Professional, etc., Social and Welfare | 41.5 |
| 1 | U.S. Weather Bureau Official - DOT, Meteorologist, Duncan - Professional, etc., n.e.c. | 41.5 |
| 1 | Manager, City Plywood Company - Duncan, Manager, Official and Proprietor, Salaried, Building Materials | 41.5 |
| 1 | Sales Representative (General Motors) - Duncan, Sales, Manufacturing | 41.5 |
| 2 | Lithographer - Duncan, Professional, Technical and Kindred, n.e.c. | 41.5 |
| 1 | Engraver (Daily Oklahoman) Photo - Duncan, Professional, Technical and Kindred, n.e.c. | 41.5 |
| 2 | Master Sergeant (Army) - Divided Distance Between Captain and Corporal by 6 - then Subtract 3 Units from Captain | 43.7 |

| No. | Occupation - Explanation for Placement | NORC Rank |
|---|---|---|
| 1 | Master Sergeant (Air Force) - Divided Distance Between Captain and Corporal by 6, then Subtract 3 Units from Captain | 43.7 |
| 1 | Salesman (Jewel Tea Company) - Duncan, Sales, Wholesale | 44 |
| 1 | Owner (Acme Paint) - Duncan, Manager, Official and Proprietor, Self Employed, Hardware and Building Material | 44 |
| 2 | Teletype Operator - Duncan, Professional, Technical, etc., Technician, n.e.c. | 44 |
| 1 | Flight Inspection Technician - Duncan, Professional, Technical, etc., Technician, n.e.c. | 44 |
| 1 | Owner, Refrigerator and Air Conditioning - Duncan, Manager, Official and Proprietor, Self Employed, Hardware and Building Materials | 44 |
| 1 | Owner (H & H Floor Company) - Duncan, Manager, Official and Proprietor, Self Employed, Hardware and Building Materials | 44 |
| 1 | Owner (United Electric) - Duncan, Manager, Official and Proprietor, Self Employed, Hardware and Building Materials | 44 |
| 5 | Electrical Technician - Duncan, Professional, Technical and Kindred, Technician, n.e.c. | 44 |
| 1 | Post Office Supervisor - Duncan, Manager, Official, Proprietor, as Postmaster | 44 |
| 1 | Salesman (Gerber's) - Duncan, Wholesale Salesman | 44 |
| 2 | Avionics Equipment Specialist - Duncan, Professional, Technical and Kindred, Technician, n.e.c. | 44 |
| 1 | Owner (Washer Sales) - Duncan, Manager, Official, Proprietor, Self Employed, Home Furnishings | 46 |
| 5 | Policeman - NORC | 47 |
| 3 | Postal Clerk - Duncan, Mail Carrier (Clerical) | 48 |
| 1 | Drywall Contractor - Duncan, Manager, Official, Proprietor, Self Employed, Construction | 48 |
| 1 | Photographer - Duncan, Professional, Photographer | 48 |
| 2 | Brick Contractor - Duncan, Manager, Self Employed, Construction | 48 |
| 1 | International Harvester Salesman - Duncan, Sales Workers, Other Industries | 48 |
| 1 | Truck Rental (Owner) - Duncan, Manager, Self Employed, Other Industries | 49.5 |
| 3 | Aircraft Electricians - DOT I:10 - Duncan, Craftsmen, Mechanics, Airplane | 49.5 |
| 1 | Radio Announcer (KOCY) - NORC | 49.5 |
| 1 | Dental Technician - Duncan, Professional, Technician, Dental | 49.5 |
| 3 | Bookkeeper - NORC | 49.5 |
| 1 | Optical Company (Owner) - Duncan, Manager, Self Employed, All Other Industries | 49.5 |
| 2 | Medical Technician - Duncan, Professional, Technician, Medical | 49.5 |
| 1 | Neon Sign Company (Owner) - Duncan, Manager, Self Employed, All Other Industries | 49.5 |

| No. | Occupation - Explanation for Placement | NORC Rank |
|---|---|---|
| 1 | Taxi Company Manager - Duncan, Manager, Self Employed, Transportation | 51.5 |
| 3 | Insurance Salesmen - NORC | 51.5 |
| 1 | Foreman (Aircraft Mechanic FAA) - Duncan, Craftsman, Foreman, Transportation | 51.5 |
| 1 | Bearing Inspector - Duncan, Craftsman, Foreman and Kindred, Inspector, n.e.c. | 51.5 |
| 1 | Local Union Official - NORC | 54.5 |
| 2 | Firemen - Duncan, Service Workers, Firemen | 54.5 |
| 2 | New Car Salesmen - Duncan, Sales Workers, Retail | 54.5 |
| 1 | Insurance Adjuster - Duncan, Craftsmen, Inspectors, Other Industries | 54.5 |
| 1 | Paint and Body Shop (Owner) - Duncan, Manager, Self Employed, Auto Repair | 57 |
| 1 | Plumber - NORC | 59 |
| 1 | DX Oil Agent - Duncan, Manager, Self Employed, Retail Gas Service | 59 |
| 1 | Butcher - Duncan, Operatives, Meat Cutters | 62.5 |
| 1 | Guide (Spring Lake) - NORC, as Playground Director | 62.5 |
| 1 | Barber - NORC | 62.5 |
| 1 | Welder - Duncan, Operative, Welder | 66 |
| 1 | Oil Transport Driver - NORC | 67 |
| 1 | Aircraft Spray Painter, Duncan, Operatives, Painters | 69 |

* Median falls into this group.

VITA

3

Harvey Alfred Gossen

Candidate for the Degree of

Doctor of Education

Thesis: AN INVESTIGATION OF THE RELATIONSHIP BETWEEN SOCIOECONOMIC STATUS OF ELEMENTARY SCHOOLS AND THE PUPIL CONTROL IDEOLOGY OF TEACHERS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Waldheim, Saskatchewan, Canada, May 19, 1931, the son of Peter and Margaret Gossen.

Education: Attended public school in Waldheim, Saskatchewan; graduated from Waldheim High School, Waldheim, Saskatchewan, in 1950; attended Saskatoon Normal School, Saskatoon, Saskatchewan; received the Bachelor of Arts degree from Tabor College, Hillsboro, Kansas, in 1954, with a major in elementary education; received the Master of Science degree from Kansas State Teachers College, Emporia, Kansas, in 1958, with a major in educational administration; received the Specialist in Education degree from Kansas State Teachers College, Emporia, Kansas, in 1965, with a major in educational administration; attended Oklahoma State University, Stillwater, Oklahoma, from June, 1967 until May, 1968; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1969.

Professional Experience: Elementary teacher at Danzig Public School, Waldheim, Saskatchewan, 1951-1952; elementary teacher at Countryside School, Lehigh, Kansas, 1954-1955; elementary principal at Galva, Kansas, 1957-1961; elementary superintendent at Moundridge Elementary School, Moundridge, Kansas, 1961-1966; elementary principal at Allen Grade School, Hutchinson, Kansas, 1966-1967; graduate teaching assistant, College of Education, Oklahoma State University, Stillwater, Oklahoma, 1967-1969.