

THE RELATIONSHIP BETWEEN THE CHANGE IN PUPIL
CONTROL IDEOLOGY OF STUDENT TEACHERS AND
THE STUDENT TEACHER'S PERCEPTION OF THE
COOPERATING TEACHER'S PUPIL CONTROL
IDEOLOGY

By

RICHARD ARLAND ROBERTS

Bachelor of Arts
University of Missouri
Columbia, Missouri
1960

Master of Education
University of Missouri
Columbia, Missouri
1961

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Thesis Approved:

Jacob H. Blankenship
Thesis Adviser

Herbert E. Wiggins

H. Herbert Bureau

Jerry L. Willem

John Hampton

D. D. Durham
Dean of the Graduate College

730086

PREFACE

The process of organizational socialization in the public schools is receiving increasing attention in educational research with the realization that this process plays a major role in determining the classroom practices of new teachers. This study was designed to examine one aspect of the socialization process, the relationship of change in student teacher pupil control ideology during student teaching and student teacher perception of cooperating teacher pupil control ideology.

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CHAPTER I

NATURE OF THE PROBLEM

Introduction

Extensive curriculum development has occurred during the past decade in the sciences and mathematics. Large-scale curriculum studies such as the Biological Sciences Curriculum Study (BSCS), the School Mathematics Study Group (MSG), the Physical Sciences Study Committee (PSSC), the Elementary Science Study (ESS), and the Science Curriculum Improvement Study (SCIS) have improved the available instructional materials in elementary and secondary science and mathematics. Following the lead of these groups, similar curricular innovations are beginning to appear in the areas of social studies and the language arts.

In a majority of cases, the implementation of new curricula has represented nothing more than replacing one arrangement of content with a newer arrangement. The inherent fallacy of such curriculum reform was presented by Flanders (11) who expressed the opinion that curriculum revision must involve more than a change in content and sequence when he said that:

Genuine curriculum innovation, to be distinct from tinkering with content and sequence, would require that existing faculty members, old and new alike, think differently about their subject matter, act differently while teaching, and relate differently to their students.
(11:251)

The importance of the teacher in the success of new curricula was

further emphasized by Hurd and Rowe (19:287) when they stated that any new science course requires a new teaching style consistent with the purposes of the course. Thus, any attempt at curriculum innovation involves two distinct and equally important foci, updating the content and updating the teaching methods.

The influence of the teacher in effecting the specific outcomes of instruction has been demonstrated by Yager (45) and Rosenthal and Jacobson (33). The critical position of the teacher in the learning process necessitates further research on the ways teachers regard their students.

As was stated earlier, new curriculum materials require a new role for the teacher. The view of teaching as talking and of learning as listening is changing to an approach relying heavily upon the student as an active participant in the learning effort with the teacher in the role of guide and evaluator of student progress. This emphasis results in a classroom which is less formal, one in which children are free to interact with each other and their teacher (37:5).

The implementation of such a new teaching role in the present-day public school system is confronted with many problems. One of these problems was pointed out by Willower, Hoy, and Eidell (43:229) who described concern for pupil control as a "thread running through the cultural fabric of the school," having an influence on norms, status relations, and various faculty behaviors. They contended that this concern arises from the compulsory nature of the teacher-student relationship inherent in public schools where students are required to attend and teachers are required to teach all individuals in attendance. In this situation, the substitution within the student of the

internalized control that is inherent in active student participation for externalized control by the teacher has the effect of reducing the status difference between student and teacher (41:47). Such a change may be perceived by teachers as establishing an undesirable relationship with their students. As a result, these informal norms would function to discourage the proposal and accomplishment of any change, particularly if they were viewed as likely to result in more permissive approaches to the teacher-student relationship (40:258).

As patterns of teaching change gradually over time, Belanger (5:33) hypothesized that a point of maximum change and tolerance for change occur and that these points vary among teachers. If concern for pupil control is one all-pervasive influence in the public schools as the research of Willower and others (7,18,42,43) has perceived, this concern may be a major focal point for resistance to liberalizing change in schools (40:262). This being the case, the teachers' view of pupil control may be delimited as a more specific area of needed research within the general framework of the teachers' views of their students.

Since most teacher-education programs approach the question of pupil control from a liberal or democratic point of view, the question arises as to where and how the classroom teacher's view of control is altered to produce the aforementioned block to liberalizing changes. The student teaching experience, when the pre-service teacher has the chance to compare her college instruction with the views of an experienced teacher, the cooperating teacher, stands out as a possible critical factor in this transition. The general purpose of this study is to examine the influence of the cooperating teacher's views on the

pre-service teacher's view of pupil control.

Statement of the Problem

Two variables have been identified for consideration: the pre-service teacher's views on pupil control and the pre-service teacher's perception of the cooperating teacher's views on pupil control. There is need for a more definitive description of the relationship between these two variables. Therefore, the focus of this study will be upon the relationship between the change in pre-service teacher's views of pupil control during student teaching and the pre-service teacher's perceptions of the cooperating teacher's views on pupil control.

Limitations

A number of limitations exist in this study. First, whenever the design of a study calls for a pre-test and a post-test using the same instrument, there is a danger that the initial pre-test exposure to the instrument will influence the responses obtained on the post-test. While there is a possibility of sensitization to the instrument used, the eleven-week interval between pre-test and post-test administration should be an adequate period of time to effectively reduce the significance of instrument sensitization.

Second, the sample for this study consists of the pre-service student teachers from one university's elementary teacher education program during the spring semester of the 1968-69 academic year. Therefore, inferences based upon the data obtained can be used to generalize about other student teacher populations to the degree that the reader considers the sample population to be typical of other

elementary student teacher populations.

Third, in this study no attempt was made to control other variables which might influence the relationship between the pre-service teacher's views and her perception of the cooperating teacher's views. Among these potential variables could be the factors of the classroom situation, the pre-service teacher's personality, and the influence of the principal of the school where the student teaching was done.

Clarification of Terminology

The basic definitions of important terms used throughout this study are presented below. These and other major concepts will be amplified in the selected review of the literature.

1. Elementary Student Teachers: These are senior-level elementary education majors who have completed all major coursework requirements for the undergraduate degree except an eight-week block of courses called Block A and an eight-week student teaching experience in the public schools. Block A consists of courses in the methods of teaching elementary science, social studies, and language arts and a series of observation experiences in elementary school classrooms. Elementary student teachers complete the methods courses during the first eight weeks of the semester and complete their student teaching during the second eight weeks of the semester.

2. Cooperating Teacher: This term refers to the classroom teacher in the public schools who directs the activities of the student teacher working in her classroom. In the literature, the cooperating teacher is sometimes referred to as the supervising teacher. To avoid possible confusion of this person with the college supervisor, the

term cooperating teacher will be used in this study.

3. Pupil Control Ideology: This term refers to an individual's control ideology as measured by the Pupil Control Ideology Form (PCI Form), a twenty-item instrument developed by Willower, Eidell, and Hoy (44).

4. Perceived Pupil Control Ideology: The control ideology of the cooperating teacher as perceived by the student teacher and measured by a modification of the PCI Form developed by Willower, Eidell, and Hoy (44) is called the Perceived Pupil Control Ideology.

5. Socialization: This term refers to the acquisition by an individual of the requisite orientations for satisfactory functioning in a new role (30:205). The change in student teacher pupil control ideology during student teaching is considered to be due to socialization. (18)

6. Socialization Pressure: This is a measure of the difference between what the student teacher believes concerning pupil control upon entering student teaching and what she perceives her cooperating teacher to believe about pupil control. It is the difference between the student teacher's pre-test PCI Form score and the Perceived PCI Form score of the cooperating teacher.

Significance of the Study

This study should lead to a better understanding of the role of the cooperating teacher in the transition of the student teacher from the status of student to the status of teacher. More specifically, it should shed light upon the influence of the student teacher's perception of the cooperating teacher's pupil control ideology on the

student teacher's view of an "acceptable" pupil control ideology.

The title "student teacher" indicates that there is a transition period in role orientation which lies between the role of college student and that of full-time teacher. This period provides opportunities for the student teacher to learn how to behave in her future status and to prove her right to that status by developing acceptable behaviors (20:73). This acquisition of a set of orientations required for a new role fits the definition of socialization as advanced by Parsons (30:205). Information concerning the relationship of the cooperating teacher to the socialization of new teachers will provide important insights into the question of how norms and values associated with teaching are acquired. Such insights will better enable those persons responsible for curriculum development and implementation to effectively deal with and influence these norms and values in order to permit needed curriculum reform to develop.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

The review of selected literature for this study will be divided into three major sections. The first deals with the phenomenon of socialization, initially considering its function in society and then concentrating on its importance in the public schools. The second major division considers the role of the cooperating teacher in the socialization of teachers who are entering the profession. Finally, the last section examines the importance of pupil control to the school subculture in order to determine how it influences the socialization of beginning teachers.

Socialization

Socialization: An Overview

Compliance, the action of an individual in accordance with the directives of a superior, exists in all social units (10:3). One of the primary means for achieving compliance in a society or in a subdivision of a society is through the influence of socialization. Parsons (30:205) defined socialization as "the acquisition of requisite role orientations for satisfactory functioning in a role." Socialization is composed of two major stages. The first, primary

socialization, is concerned with the formation of the basic personality of the individual and is a function of the orientations of a particular system of roles and values (30:228). The family usually functions as the principal agency of socialization, aided in varying degrees by outside influences such as peer groups and schools (10:142). Primary socialization, which occurs early in the life of the individual, produces the major value orientations which are not subject to large-scale change in later life (18:314). However, because of the general nature of primary socialization, it is necessary for the individual to acquire more specific orientations relative to the specific situations and roles of adult life in a modern society (30:236). This acquisition continues with every change in role or status, particularly with membership in new social units or organizations (10:142). These more specific processes exemplify the second stage of socialization, organizational socialization.

In organizational socialization, the paramount learning mechanism is that of the imitation of those individuals already fulfilling specific roles (30:236). Through imitation the individual is able to acquire the appropriate role orientations of offices, statuses, and positions (18:314). This acquisition is not only valuable to the individual, it is equally important to the organization. Etzioni (10:142) emphasized that this stage of socialization "is concerned with the period before or shortly after a new participant joins the organization, when efforts to induce consensus between the newcomer and the rest of the organization are comparatively intense." Through this process the organization is able to bring the new member's beliefs, norms, and values into correspondence with its own (18:315).

Thus, it allows the individual to function more effectively within the context of the organization which, in turn, permits the organization to function more efficiently. Therefore, organizational socialization provides a mechanism whereby the diversity of basic personalities produced by primary socialization are molded by the influences of various organizations to produce the degree of uniformity typical of our modern society (30:238-239).

In considering the adjustment of an individual's norms and beliefs to match those of a given organization, it follows naturally that the amount of adjustment or organizational socialization required depends upon how much the individual's behaviors learned elsewhere differ from those of the organization (10:146). The degree of this difference will determine what mechanisms of social control must be used to accomplish socialization. Many organizations rely upon an outside agency to provide for considerable socialization of potential organization members, thereby reducing the amount of socialization required by the organization members, thereby reducing the amount of socialization required by the organization (10:146); and teacher education institutions serve this purpose for the teaching profession.

When an individual begins to move from one role to another one in a society, Merton (29:265) observed that this move was facilitated by the individual "adopting the values of the group to which he or she aspires but does not belong." He termed this process anticipatory socialization. Anticipatory socialization can be viewed as a form of organizational socialization which occurs before the individual actually is a member of the organization. For the individual, anticipatory socialization accomplishes two major functions. It aids the

individual's rise into the status of a group member and eases the adjustment by organizational socialization once membership is acquired (29:265). In examining the role of anticipatory socialization in mobility within a society, Lane and Ellis (26:5) expressed the opinion that the way an individual relates himself positively to the group to which he aspires is a key to mobility. In examining Merton's conceptualization of anticipatory socialization, Lane and Ellis (26:6) stated that value assimilation occurs prior to the shift into the new role as a result of the desire to become a member of the group in question. Inherent in this situation is a discontinuous status sequence, the lack of continuity between the different role orientations within a stratified society. Merton (29) and Lane and Ellis (26) supported the idea that the assimilation of the desired group's values leads to social contact with that group which reinforces value assimilation which leads to further social contact which will facilitate the shift in status (26:9). Therefore, anticipatory socialization can be viewed as a mechanism for reducing the influence of discontinuity on a status shift in a stratified society.

Up to this point, the discussion has dealt with anticipatory socialization in terms of the advantages of this process to an individual's change in status; however, Merton (29:266) pointed out that anticipatory socialization is dysfunctional for the group to which the aspiring individual belongs since he or she represents a potential defector from that group. Thus, the group may exert various social controls to prevent the defection. This situation only leads to further detachment of the individual from the group, and this cycle of detachment and increased group social control culminates with the

individual's move to a new group.

Socialization and the Public Schools

In 1932, Waller (39:1) described the public school as "a social world because human beings live in it." This emphasis upon the public school as a social unit or subculture within society has received increasing attention as the theory of and investigation into social organization have become more sophisticated.

Etzioni (10:40) classified the public school as a somewhat atypical normative organization. He defined normative organizations as those in which the major source of control of lower participants is normative powers such as leadership, ritual, manipulation of social and prestige symbols, and resocialization. He felt that schools were less typical normative organizations since coercion does play an important secondary role as a control device (10:41). It should be noted that the role of coercion in modern schools is being increasingly deemphasized with an increase in the reliance upon normative controls such as grades, sarcasm, scolding, and the withholding of privileges (10:45). However, anyone familiar with the operation of a school will realize that coercion still represents a viable alternative method of social control when normative measures are ineffective.

Every organization, the public school being no exception, has a formal structure which is designed to aid in achieving its goals (15:94). Within the formal organization of the school there exists an informal structure consisting of a number of different informal groupings of the faculty based upon age, experience, interests, and concerns (42:107). According to Heller and Willower (15:97), in

elementary schools these informal groups exhibited a high degree of interconnectedness. When compared to the larger secondary school, the elementary school is a smaller organization in which most of the faculty have ample opportunity to know one another. The importance of this close working relationship becomes more obvious when it is considered in light of the writings of Berelson (6). He stated that the more personal contact between members of an organization, the more likely it is that they will agree on opinions, attitudes, and beliefs (6:588). It is his contention that this consensus depends upon how salient or important an issue is to the group (6:568).

An example of the above situation is seen in the general agreement among teachers that no individual teacher has the right to endanger the authority of the other teachers in the school by actions toward students either in or out of the classroom (4:249). Therefore, each teacher is subject to the influence of the feelings of her colleagues in dealing with students, illustrating the power of the normative controls exercised by teachers as a group over the individual teacher. In other words, as Waller described it:

the significant people for a school teacher are other teachers and by comparison with good standing in that fraternity, the good opinion of students is a small thing and of little price. A landmark in one's assimilation to the profession is that moment when he decides that only teachers count. (39:389)

Thus, teachers, in an elementary school, with their consensus on beliefs and norms, represent a group of "significant others" in the organizational socialization of new members of the profession.

New teachers are confronted with requirements for behavior arising both from the formal and informal organization of the school

(41:48). As discussed earlier, one of the principal concerns of teachers is the maintenance of their position of authority over the students. As a result, the new "idealistic" teacher is vulnerable to the pressures of the "significant others" within the school's organizations (41:48). These pressures are designed to induce consensus to group norms, values, and beliefs. Older teachers tend to regard younger teachers as lax in dealing with students, no matter how hard they try to prove themselves to the older group (42:107). This concern of the older teachers is active, for they do not hesitate to bring pressure to bear upon younger teachers to maintain what they consider to be the proper social distance between themselves and the students (41:46).

Hoy (18:315), in studying new teachers as they moved through their student teaching experience and their first year of teaching, advanced the idea that teachers go through a "double socialization" process. The initial stage of socialization occurs during college preparation when the student undergoes socialization to the professional norms and values held by college professors and peers. The second phase begins when the new teacher enters the public school as a full-time member of the profession and is confronted with a set of norms and values which differs greatly from those acquired during her college preparation (18). In other words, the internalized view of the "ideal" teacher gained in college preparation may be in serious conflict with the norms and values of the school subculture.

What function does student teaching perform in the change of roles from those norms and values of the student in a teacher preparation institution to those of a teacher in the subculture of the school? Hoy (18:320) suggested that student teaching provides a transitional

phase in the socialization process which allows prospective teachers to begin to bring their internalized views of how to deal with students into closer agreement with those of classroom teachers. This adjustment serves to reduce the role strain created as the prospective teacher becomes a member of a school faculty. As such, Hoy (18) contended that student teaching provides opportunity for anticipatory socialization. An examination of the function served by student teaching shows that it fulfills Merton's (29) requirement for anticipatory socialization.

Once the prospective teacher enters into the student teaching experience, she cannot return to the status of student nor can she be assured of attaining the goal for which she aspires, that of the status of teacher (20:74). The anxiety of this uncertain situation diminishes as the student teacher begins to perform in the role of teacher, the status for which she is aiming (20:75). Sorenson (36:177) found that most student teachers feel that they must learn to conform to the demands of the system or of a person representing that system, causing the student teacher to give more attention to non-instructional variables than to instructional variables. This results in what Becker (2:36) termed a change in their perspectives, a change in patterns of thought and action which develops as a result of specific institutional pressures and serves as solutions to problems created by these pressures.

Teaching is not just an occupation, it has a status, the attainment of which requires a varying degree of organizational socialization on the part of the new member. When a teacher becomes identified with the formal organization of a school, personal influence is

directed at the maintenance of that organization (39:313). As a result, the school's social order becomes an expanded part of the teacher's social self. Turner (38:98) found that both the success and the performance of a new teacher depend upon the type of institutional context within which the teacher is located. McAulay (28:83) reported that a new teacher, in a teaching situation too dissimilar from that in which she practice taught, is often frustrated and discouraged. When the teaching position is greatly different from the student teaching situation, the anticipatory socialization achieved during student teaching is of reduced value and thereby cannot serve to reduce the role strain inherent in the new position.

The Cooperating Teacher's Influence on Socialization

The beliefs and attitudes of student teachers undergo a pronounced change as a result of the student teaching experience. Jacobs (21), using the Survey of Teaching Practices, found that initial courses in professional education resulted in pre-service teachers moving toward a more liberal-democratic view of teaching practices. However, student teaching resulted in attitude changes from the more liberal-democratic views developed in the professional education courses to a more rigid and formalized set of attitudes toward teaching. In examining the change of attitude during student teaching, Iannaccone (20:74) found that much of the learning that occurs in student teaching seems to be "antithetical to what students have been taught in college." As a result, the student teacher modifies her behavior from what she was taught in college to what seems to be required on the job. Thus, the gap between the content of professional

courses and the activities of the student teacher, creates a situation of conflict (36:177). Using the Minnesota Teacher Attitude Inventory (MTAI), Day (9:327) noted a "slight shift" in the direction of less desirable attitudes for teachers during student teaching and a "rather drastic" shift in the same direction for teachers during their first year of teaching compared to teacher education graduates who did not teach after their graduation. Lipscomb (27) found that significant changes in attitudes occurred during student teaching. Hoy (18), in finding that student teachers became more custodial during student teaching, stated that the observed change was the result of the student teacher being confronted with the realities of teaching and the relatively custodial teacher subculture. Both Iannaccone (20) and Sorenson (36) stressed that a major emphasis in student teaching seemed to be on learning the routines, developing teaching styles which will get the teacher and the class through the lesson in the allotted time. Student teachers in both studies expressed the opinion that the "ball must be kept rolling" even if the techniques used were not educationally sound. Student teachers come to justify actions that had previously disturbed them as being in conflict with what they had learned. The single criterion for accepting and using these techniques is simply that "it works" (20:76). Therefore, it is not surprising that the concern for the individual often is replaced by the concern for getting the class through the lesson.

The significant changes which occur in student teacher attitudes during a student teaching are the results of socialization, the adjustment of the potential teacher to the requirements of the role to which she aspires (18:320). However, the question still remains as to what

factor or factors are related to this change. Horowitz (16:323) expressed the opinion that in the case of some changes in attitudes, specifically the change from an ideographic to a more nomothetic orientation, the total experience may effect the change. Fuller et al. (12:173) stated that, in student teaching, the relationship between the cooperating teacher and the student teacher is the single most critical factor. This "dyadic" relationship of student teacher and cooperating teacher is a social structure unique to student teaching.

Because of the close working relationship of the dyad and because the cooperating teacher occupies the status position to which the student teacher aspires, one would assume that the cooperating teacher should significantly influence the student teacher. Price (31) stated that the correlation between classroom performance of the cooperating and student teachers indicates that the student teacher seems to acquire many of the teaching practices of the cooperating teacher. In examining attitude change in student teachers, Corrigan and Griswold (8) found a significant positive correlation between the amount of attitude change of student teachers and the attitudes held by their cooperating teachers. A study by Johnson (22) demonstrated that change in the degree of student teacher open- or closed-mindedness was a function of the degree of dogmatism of the cooperating teacher with whom the student was placed for student teaching. Price (31) showed that there was a tendency for student teacher attitudes, as measured by the MTAI, to change in the direction of the attitudes held by their respective cooperating teachers. Iannaccone (20) found that the suggestions, information, and evaluations made by the

cooperating teacher tended to change the student teacher's perspectives concerning classroom management and levels of expectation. In an examination of the techniques utilized by new teachers, McAulay (28) noted that generally they seemed to be greatly influenced by their cooperating teacher's methods of teaching, techniques of classroom management, and the relationship with children. Equally important is his finding that the materials and techniques presented in their college methods courses were not noticeably used by new teachers. Through personal interview and the use of questionnaires, Sorenson (36) found that most of the anxiety, hostility, and frustration experienced by student teachers can probably be traced to the assignment of a student teacher with one set of beliefs about instruction to a cooperating teacher with quite a different set of beliefs.

In summary, the cooperating teacher's behaviors, attitudes, and beliefs can be seen to be one significant influence in the socialization of student teachers. In discussing the importance of the cooperating teacher, Horowitz (16) raised one important point which has tremendous bearing on this process when he stated that:

Although the real differences between student teachers and cooperating teachers may be important, what is even more crucial are the assumed differences between what the student expects of elementary school teachers and what he perceives the cooperating teacher to expect. (16:322)

The perceptions of the student teacher may not be accurate measures of the situation. Fuller et al. (12:172) discussed possible inaccuracies of perception, pointing out that unconsciously held attitudes may severely limit or distort the student teacher's perception of happenings in the classroom. Even though these perceptions may not be accurate, they do form the basis upon which situations and individuals

are evaluated and values are changed.

Pupil Control

The educational literature is replete with references to "discipline" and "order" in the classroom (14:14). While these terms continue to be used, in recent years many writers and researchers have begun to use the term "pupil control" instead. The reason for this shift is due to the fact that pupil control more adequately describes those teacher-pupil relationships which ultimately result in a measure of control of the behavior of the student by the teacher. According to Willower (41:41), pupil control, in a broad context, is a form of social control, the process by which social order is established and maintained (25:4).

The gravity of the problem of pupil control in the classroom was described by Waller:

Teachers and pupils 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 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. (39:196)

As schools have become less autocratic, the severity of this conflict has been reduced. However, it still exists as an important influence on teacher-pupil relationships.

Considering the important role of pupil control in the public schools, it is surprising that limited data are available on the subject (23:44). Until recently, the only sources of guidance available to the teacher in matters of pupil control were the advice of more

experienced teachers and the normative prescriptions in writings by influential educators (14:14). The advice from these sources, according to Kounin and Gump (24:417), has rarely, if ever, met the test of experimentation. As a result, most of the practices with regard to pupil control have been based upon a "folklore" of control, passed from one generation of educators to the next. Such a folklore does not readily lend itself to change since it is passed from older and "wiser" members of the teacher subculture to the uninitiated, the new teachers.

The beginning teacher is particularly vulnerable to suggestions concerning discipline or control since it is one of her principal concerns about teaching (23,24,38). The most urgent question which many teachers have is whether or not the students will cooperate with them (32:375). This concern seems to be justified when new teachers can observe that teachers who keep order in the classroom are usually regarded as successful regardless of their instructional success (39:29). In addition, those teachers viewed as weak on control are given only a marginal status within the school subculture (43:229). In studying first-year teachers, Hoy (18:320) found that a majority of both elementary and secondary beginning teachers in his study described their school subculture as one in which good teaching and good discipline were equated. Teachers rate their fellow teachers on the basis of adherence to a "teacher's code" (39:29). Since, according to Waller (39), the teacher-pupil relationship is a form of institutionalized dominance and subordination, the older teachers are concerned that beliefs and views of new teachers be changed to aid in maintaining their position of dominance. Even though new teachers

may be willing to adopt the ways of the school's older teachers, the problem of adjustment is not a simple one because of wide variation as to where the individual teacher will "draw the line" to define control problems (3:457). In other words, the distinction between strong or lax pupil control will vary depending upon the individual and the classroom situation (3:457). This condition can serve only to heighten the new teacher's anxiety about and concern for pupil control.

If a majority of new and experienced teachers are deeply concerned about pupil control, it should follow that the same concern should exist in student teachers. Studies by Fuller et al. (12), Hoy (18), and Shumsky and Murray (34) supported this assumption, for they found pupil control or discipline to be a particularly intense concern of student teachers. Even though techniques of pupil control have undergone extensive democratization in the last thirty years, there still exists an appreciable gap between the democratic theories of pupil control taught by colleges of education and control as it is actually conceived and practiced in the public schools (1:25-6). This difference produces the conflict of ideas and the anxiety which foster the intense concern noted in student teachers. Because of the democratic orientation of teacher education programs, prospective teachers receive little or no instruction in handling pupil control problems that is practical in the classroom setting (1:30). Instead, as pointed out by Shumsky and Murray (34), pre-service education fosters in young teachers a picture of the "ideal" teacher, an individual who in reality does not exist (34:456). Because this is the case, student teachers often seek to achieve the ideal and, in doing so, fail to make realistic adjustments in light of their own abilities and

situations. This unrealistic orientation may result in a disciplinary crisis which causes the student teacher to become disillusioned with the ideal and to resort to more authoritarian and punitive measures of control (34:457). Thus, the key to this problem can be seen in the teacher-education institution helping the prospective teacher to develop reasonable and workable humanistic control techniques so they can achieve their potential as teachers.

Carlson (7), in examining the organizational environment of the public schools, developed an interesting typology for organizations based upon the control the organization can exert over the selection of its clients and the control the clients have over participation. In this typology, the public school occupies a unique category since it is a service organization which has no control over student admission and the student has no choice but to participate. The problems created by having to attempt to teach all the students have dramatic effects on the school environment. One of these is the increased significance attached to pupil control. To the teacher who thinks of herself as primarily a mediator of learning, anything which compels the teacher to change this perception may decrease her confidence in her competency (14:11). Willower, Hoy, and Eidell (43:229) suggested that, because the teacher is charged with dealing directly with a large number of unselected pupil clients, many of whom have no interest in her efforts, the pupils represent a serious potential threat to her status as a teacher. As the age, size, and maturity of the pupils increase, the potential threat to teacher status represented by these pupils increases (44:7). This results in secondary school teachers having a significantly more custodial pupil control ideology than

elementary teachers (44:20). Because of the importance of pupil control to teacher status, emphasis on pupil control can detract from the school's primary function, teaching, and become a major integrative theme within the public school (42:107). This shift in emphasis from teaching to control is an excellent example of goal displacement.

Hoy (18:312) noted that teachers' orientations toward pupil control may be studied in terms of behavior or in terms of ideology. The concept of pupil control as an ideology has been selected for use as an integrative theme in the examination of public school organization by a number of researchers, (14, 17, 41, 44).

Theoretical Framework

Rationale for the Hypotheses

The literature establishes that, with regard to pupil control there are extreme differences between beliefs and behaviors developed in students by colleges of education and those held by teachers in the public schools. These differences can produce anxiety and conflict when the college student becomes a teacher, for it is at this time that her beliefs and behaviors will undergo an adjustment to agree more closely with those of the school subculture. The strain produced by this adjustment may be reduced by the student teaching experience which allows the college student to begin to acquire some of the role orientations and skills of a classroom teacher before actually occupying the role. This bridging of the gap between the role orientations of a student and those of a teacher is regarded as one type of anticipatory socialization. The acquisition of new role orientations by the

student is evidenced by significant changes in attitudes and beliefs which occur during student teaching.

Undoubtedly, many factors influence this anticipatory socialization. In the review of the literature, the dyadic relationship of the student teacher and the cooperating teacher was shown to be a significant influence on the adjustment of student teachers to the public schools. While real differences between the beliefs of the members of this dyad may be important, the most crucial factor is the assumed difference between what the student teacher believes and what she perceives her cooperating teacher to believe. Whether or not the student teacher's perceptions of the cooperating teacher's beliefs are accurate, they form the baseline against which the student teacher will compare her beliefs in order to bring about the necessary adjustment of her beliefs to those of the school.

Hypotheses

Based upon the literature and the rationale presented above, the following statements were advanced concerning the pupil control ideology of elementary student teachers.

1. If the school subculture is, as a whole, significantly more custodial than teacher education programs, then the pupil control ideology of elementary student teachers, as a group, should change, becoming more custodial as a result of student teaching.
2. Four factors within the scope of this study could be significantly related to the above change. They are:
 - a. the grade level of the student teaching experience,

- b. the pupil control ideology of the student teacher upon entering student teaching (her pre-test PCI Form score),
- c. the student teacher's perception of her cooperating teacher's pupil control ideology, and
- d. the socialization pressure of the student teaching experience as measured by the difference between the student teacher's pre-test PCI Form score and her perception of her cooperating teacher's pupil control ideology as measured by the Perceived PCI Form.

If there is a significant relationship between any of these factors and the change in the student teacher's pupil control ideology, then it should be revealed by an examination of each of these factors for those student teachers showing no increase in custodialism and for an equal number of those student teachers showing the greatest increase in custodialism.

- 3. If the factor of socialization pressure is a measure of the pressure on the student teacher to change her pupil control ideology, then the greater the socialization pressure, the greater the change in pupil control ideology during student teaching.

These statements were then used to construct the following hypotheses stated in the null form.

- H. 1. The mean post-test PCI Form score for the elementary student teachers will not differ significantly from their mean pre-test PCI Form score.
- H. 2. There will be no significant difference between the

distribution of student teaching grade levels of those elementary student teachers showing no increase in custodialism and of an equal number of those elementary student teachers showing the greatest increase in custodialism.

- H. 3. There will be no significant difference between the mean pre-test PCI Form score of those elementary student teachers showing no increase in custodialism and of an equal number of those elementary student teachers showing the greatest increase in custodialism.
- H. 4. There will be no significant difference between the mean Perceived PCI Form score of those elementary student teachers showing no increase in custodialism and of an equal number of those elementary student teachers showing the greatest increase in custodialism.
- H. 5. There will be no significant difference between the mean socialization pressure experienced by those elementary student teachers showing no increase in custodialism and by those elementary student teachers showing the greatest increase in custodialism.
- H. 6. There will be no significant difference between the change in the pupil control ideology of student teachers in situations of low socialization pressure, medium socialization pressure, and high socialization pressure.

CHAPTER III

DESIGN AND METHODOLOGY

Description of the Sample

The subjects in this study were drawn from the population of senior elementary education majors who, during the spring semester of 1968-69, were enrolled in both Block A and student teaching. Using data collected on sex, age, marital status, location of student teaching school, grade level of student teaching, and sex of the cooperating teacher, the sample was selected. All female elementary majors between twenty and twenty-three years of age who would do their student teaching with a female cooperating teacher in kindergarten or grades one, two, three, four, five, or six in the state of Oklahoma were included in the sample. These criteria eliminated from consideration two males, six females over twenty-three, one student teacher with a male cooperating teacher, and one student teacher doing her student teaching outside Oklahoma. Each of the eliminated categories was represented by so small a number of individuals as to make statistical consideration inadvisable. In addition, three special education student teachers were not included in the sample because of the uniqueness of their training and student teaching experiences. After this screening, the sample consisted of one hundred and twelve subjects. This number was reduced to one hundred and eight by the failure

of four subjects to respond to the post-test instrument.

Methodology

Instrumentation

1. The Pupil Control Ideology Form. In their study of mental hospital structure and staff ideology, Gilbert and Levinson (13) conceptualized a continuum of patient control ideology ranging from "custodialism" at one extreme to "humanism" at the other. Although the instrument which Gilbert and Levinson developed to measure patient control ideology was unsuitable for use in schools, their custodial-humanistic continuum provided a useful conceptual scheme for considering pupil control. It was this scheme which Willower, Eidell, and Hoy (44) adapted in their conceptualization of pupil control ideology. Pure types of the custodial and humanistic pupil control orientations of teachers were conceived and described as follows:

a. 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. (44:5)

b. Humanistic Pupil Control Ideology. Student's 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. (44:5-6)

A twenty-item instrument called the Pupil Control Ideology Form (PCI Form) was developed as an operational measure of pupil control ideology (44:10). (See Appendix A.) Responses to each item were made on a five-point Likert-type scale composed of "strongly agree," "agree," "undecided," "disagree," and "strongly disagree" and scored from 5 ("strongly agree") to 1 ("strongly disagree"); and the higher the total score, the more custodial the respondent (18:316-317).

Reliability of the PCI Form was determined using a split-half reliability coefficient calculated by correlating even-item subscores with odd-item subscores. This technique produced a Pearson product-moment coefficient of .91, and with the application of the Spearman-Brown formula a corrected coefficient of .95 was obtained (44:12).

The primary procedure used in validating the PCI Form was to ask principals to identify a specified number of their teachers whom they felt were most like the descriptions of the custodial and the humanistic viewpoints. Approximately fifteen per cent of the faculty of each school was identified with each category. The PCI Form was then administered to these teachers. The mean scores for each group were compared using a t-test of the difference of the means. A one-tailed

test produced a calculated t value of 2.639, indicating a difference in expected direction at a .01 level of significance. A cross validation, using the same technique with a different sample, was significant at the .001 level (44:14-15).

2. Perceived Pupil Control Ideology Form. In an effort to gain a better insight into the student teacher's perception of the cooperating teacher's pupil control ideology, the PCI Form was modified slightly. This modification involved adding the introductory phrase "my cooperating teacher would feel that..." to each of the form's twenty items. For example, the item which read "pupils can be trusted to work without supervision" was modified to read "my cooperating teacher would feel that pupils can be trusted to work without supervision." The decision to modify each item in this way was made in an effort to prevent the student teacher from forgetting to respond to the instrument as she felt that her cooperating teacher would respond. The method of responding and scoring for the Perceived Pupil Control Ideology Form (Perceived PCI Form) were the same as for the PCI Form. (See Appendix B.)

Method of Procedure

The PCI Form was administered to all senior elementary education majors during the fifth week of their on-campus course work in Block A. Since the researcher was teaching in one of the Block A methods courses, every effort was made to see that the instruments and procedures used in this study were not associated with the researcher or the Block A methods course work. To accomplish this, Dr. J. W. Blankenship, a member of the Department of Education faculty who was

not involved in elementary teacher training, handled the pre-test administration of the PCI Form. In addition to this procedure, all correspondence with the subjects of the study bore Dr. Blankenship's signature, and the completed copies of the post-test PCI Form and Perceived PCI Form were returned by mail to him.

Upon the completion of the eight weeks of Block A instruction, the student teachers immediately began eight weeks of student teaching in the public schools. Their only formal contact with the University during this period was through their college supervisor who visited and evaluated each student teacher on the average of three times during the eight-week student teaching experience.

During the eighth week of student teaching, each student teacher in the sample was sent a letter requesting her continued participation in the study. (See Appendix C.) Enclosed with this letter were the PCI Form and the Perceived PCI Form in separate, stamped, self-addressed envelopes. On a paper band around these two envelopes were special instructions on the procedure to be used in completing the two instruments. (See Appendix D.)

Method of Statistical Analysis

- H. 1. The mean post-test PCI Form score for the elementary student teachers will not differ significantly from their mean pre-test PCI Form score.

Statistical analysis of this hypothesis was used to establish the presence of significant change in the pupil control ideology of the sample being studied. A t-test of the difference of the means for pre-test and post-test PCI Form scores was used.

- H. 2. There will be no significant difference between the distribution of student teaching grade levels of those elementary student teachers showing no increase in custodialism and of an equal number of those elementary student teachers showing the greatest increase in custodialism.

The analysis of this hypothesis was used to determine if there was a significant difference in the distribution of student teaching grade levels between the two groups being considered. The Kolmogorov-Smirnov two-sample test was used to determine if the grade level distribution of the two groups was significantly different (35:127-130).

- H. 3. There will be no significant difference between the mean pre-test PCI Form score of those elementary student teachers showing no increase in custodialism and of an equal number of those elementary student teachers showing the greatest increase in custodialism.
- H. 4. There will be no significant difference between the mean Perceived PCI Form score of those elementary student teachers showing no increase in custodialism and of an equal number of those elementary student teachers showing the greatest increase in custodialism.
- H. 5. There will be no significant difference between the mean socialization pressure experienced by those elementary student teachers showing no increase in custodialism and by those elementary student teachers showing the greatest increase in custodialism.

Statistical analysis of these three hypotheses was used to ascertain if any or all of the three factors were significantly related to change in pupil control ideology. A single classification analysis of variance was used on the data to test each of the hypotheses.

- H. 6. There will be no significant difference between the change in the pupil control ideology of student teachers in situations of low socialization pressure, medium socialization pressure, and high socialization pressure.

This hypothesis was first tested by subjecting the data to a single classification analysis of variance to determine if any significant difference existed between the three groups. Sheffé tests were used to determine exactly where significant differences were located. The analysis of this hypothesis was used to establish the relationship of varying degrees of socialization pressure and change in pupil control ideology.

CHAPTER IV

RESULTS OF THE STUDY

The results of the statistical analysis of the six hypotheses are reported in this chapter. A summary of the data for subjects in this sample is found in Appendix E.

- H. 1. The mean post-test PCI Form score for the elementary student teachers will not differ significantly from their mean pre-test PCI Form score.

In Table I the results of a t-test of the difference between the means of pre-test and post-test PCI Form scores are shown. The computed t value of 6.9763 called for rejection of the null hypothesis at the .01 level of confidence. Examination of group means reveals an increase in custodialism from pre-test to post-test.

In addition, it was noted that while the sample, as a whole, did show a significant increase in custodialism, thirty-two of the one hundred and eight subjects showed no increase in custodialism.

The testing of the next four hypothesis involved comparing those subjects showing no increase in custodialism with an equal number of subjects showing the greatest increase in custodialism. In the discussion which follows, Group A refers to the thirty-two subjects showing no increase in custodialism, and Group B refers to the thirty-two subjects with the greatest increase in custodialism.

- H. 2. There will be no significant difference between the distribution of student teaching grade levels of those

elementary student teachers showing no increase in custodialism and of an equal number of those elementary student teachers showing the greatest increase in custodialism.

TABLE I

A COMPARISON OF THE MEAN PRE-TEST AND POST-TEST PCI FORMS SCORES OF 108 ELEMENTARY STUDENT TEACHERS

Mean PCI Form Score					
Pre-Test		Post-Test		t	
Mean	Standard Deviation	Mean	Standard Deviation	Calculated	Tabulated (P=.01)
40.7315	5.3819	45.7315	7.9103	6.9763	2.626

The Kolmogorov-Smirnov two-sample test was used to determine the significance of any differences in the distribution of student teaching grade levels in Group A and Group B. In Table II the number of student teachers working at each grade level is indicated. Results of the Kolmogorov-Smirnov test are shown in Table III. The computed D value was not large enough to be significant at a .05 level of confidence; therefore, the null hypothesis could not be rejected.

- H. 3. There will be no significant difference between the mean pre-test PCI Form score of those elementary student teachers showing no increase in custodialism and of an equal number of those elementary student teachers showing the greatest increase in custodialism.

TABLE II
DISTRIBUTION OF STUDENT TEACHERS
IN GROUP A AND GROUP B

	K	<u>Grade Level</u>					
		1	2	3	4	5	6
Group A	4	8	2	7	5	6	0
Group B	1	9	7	6	4	3	2

TABLE III
KOLMOGOROV-SMIRNOV TEST FOR DIFFERENCES BETWEEN
THE DISTRIBUTION OF GRADE LEVELS IN GROUP A AND GROUP B

	K	<u>Grade Level</u>					
		1	2	3	4	5	6
Cumulative Frequency Group A	4/32	12/32	14/32	21/32	26/32	32/32	32/32
Cumulative Frequency Group B	1/32	10/32	17/32	23/32	27/32	30/32	32/32
Deviation	3/32	2/32	3/32	2/32	1/32	2/32	0

Maximum Deviation (D) = 3/32.

The value of D required for significance at .05 level is 11/32.

The mean pre-test PCI Form score for Group A was 42.1875, and for Group B it was 38.8438. A single classification analysis of variance to determine the significance of the difference in mean pre-test PCI Form scores of Group A and Group B determined that the null hypothesis should be rejected at the .05 level of confidence. (Table IV)

TABLE IV
AN ANALYSIS OF VARIANCE OF MEAN PRE-TEST PCI FORM SCORES
FOR GROUP A AND GROUP B

Source of Variation	df	Sum of Squares	Mean Square	F	
				Calculated	Tabulated (P=.05)
Total	63	1891.9844			
Between	1	178.8906	178.8906		
Within	62	1713.0973	27.6305	6.4744	3.996

- H. 4. There will be no significant difference between the mean Perceived PCI Form score of those elementary student teachers showing no increase in custodialism and of an equal number of those elementary student teachers showing the greatest increase in custodialism.

The mean Perceived PCI Form score was 50.0313 for Group A and 57.8438 for Group B. A single classification analysis of variance to determine the significance of the difference in the mean Perceived PCI Form scores of Group A and Group B indicated that the null hypothesis should be rejected at the .05 level of confidence. (Table V)

TABLE V

AN ANALYSIS OF VARIANCE OF MEAN PERCEIVED PCI FORM SCORES
FOR GROUP A AND GROUP B

Source of Variation	df	Sum of Squares	Mean Square	F	
				Calculated	Tabulated (P=.05)
Total	63	9687.7461			
Between	1	976.5625	976.5625		
Within	62	8711.1836	140.5030	6.9505	3.996

- H. 5. There will be no significant difference between the mean socialization pressure experienced by those elementary student teachers showing no increase in custodialism and by those elementary student teachers showing the greatest increase in custodialism.

The mean socialization pressure was 8.5312 for Group A and 19.000 for Group B. A single classification analysis of variance to determine the significance of the difference in the mean socialization pressure for Group A and Group B indicated that the null hypothesis should be rejected at the .01 level of confidence. (Table VI)

- H. 6. There will be no significant difference between the change in the pupil control ideology of student teachers in situations of low socialization pressure, medium socialization pressure, and high socialization pressure.

In order to test this hypothesis, three groups were selected from the sample, using the range of socialization scores. Group 1, composed of the ten student teachers with scores of 0 and below represented low socialization pressure. Group 2, composed of the thirty-four student teachers with scores of 10 to 19, represented medium socialization

pressure. Group 3, composed of the twelve student teachers with scores of 30 and above, represented high socialization pressures.

TABLE VI
AN ANALYSIS OF VARIANCE OF MEAN SOCIALIZATION PRESSURE
FOR GROUP A AND GROUP B

Source of Variation	df	Sum of Squares	Mean Square	F	
				Calculated	Tabulated (P=.01)
Total	63	9511.4844			
Between	1	1753.5156	1753.5156		
Within	62	7757.9687	125.1285	14.0137	7.064

The mean change in pupil control ideology was -3.6000 for Group 1, 7.0000 for Group 2, and 9.5833 for Group 3. A single classification analysis of variance to determine the significance of the differences between the three group means determine that the null hypothesis should be rejected at the .01 level of confidence. (Table VII)

A Scheffé test was applied to the analysis of variance data to determine the location of significant difference between the three group means. The differences between the means of Group 1 and 2 and Group 1 and 3 were significant. The difference between the means of Group 2 and Group 3 was not significant. (Table VIII)

TABLE VII

AN ANALYSIS OF VARIANCE OF MEAN CHANGE IN
PUPIL CONTROL IDEOLOGY
FOR THREE GROUPS BASED ON SOCIALIZATION PRESSURE

Source of Variation	df	Sum of Squares	Mean Square	F	
				Calculated	Tabulated (P=.01)
Total	55	3314.5532			
Between	2	1103.2383	551.6191		
Within	53	2211.3149	41.7229	13.2210	7.140

TABLE VIII

SCHEFFE TEST TO DETERMINE THE LOCATION OF SIGNIFICANT
DIFFERENCES BETWEEN THREE GROUP MEANS

Comparison of Group Means	F	Level of Significance
1 and 2	20.8097	p <.01
1 and 3	23.1865	p <.01
2 and 3	1.4187	N.S

The F^1 value for significance at the .01 level with 2 and 55 degrees of freedom is 10.02.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The objective of this study was to examine the relationship between the elementary student teacher's change in pupil control ideology during student teaching and her perception of her cooperating teacher's pupil control ideology. One hundred and eight female elementary student teachers comprised the sample. To determine change in pupil control ideology during student teaching, the PCI Form was administered before and after student teaching. A measure of each student teacher's perception of her cooperating teacher's pupil control ideology was obtained using the Perceived PCI Form, a modification of the PCI Form. Data from all one hundred and eight subjects were used to establish that a significant change in pupil control ideology had occurred during student teaching. Then Group A, thirty-two subjects showing no increase in custodialism, was compared with Group B, thirty-two subjects making the greatest gains in custodialism, to determine the relationship of change in pupil control ideology to (1) student teaching grade level, (2) pupil control ideology upon entering student teaching, (3) the perceived pupil control ideology of the cooperating teacher, and (4) the socialization pressure of the student teaching experience. Finally, those student teachers with low, medium, and high socialization pressure values were compared for differences in change in pupil

control ideology.

The results of this study are summarized by reviewing the tests of six hypotheses.

The mean post-test PCI Form score was significantly greater than the mean pre-test PCI Form score.

The distribution of student teaching grade levels for Group A was not significantly different from the distribution for Group B.

The mean pre-test PCI Form score for Group A was significantly greater than the mean pre-test score of Group B.

The mean Perceived PCI Form score of Group B was significantly greater than the mean Perceived PCI Form score of Group A.

Group B had a significantly greater mean socialization pressure value than Group ~~A~~.

There was a significant difference in the mean change in PCI Form scores for the following groups: Group 1 (low socialization pressure) and Group 2 (medium socialization pressure), Group 1 and Group 3 (high socialization pressure). There was no significant difference in the mean change in PCI Form scores for Group 2 and Group 3.

Conclusions from the Study

Within the organization of the public schools, various individuals may play a significant role in the modification of the views toward control held by new teachers. It has been stated that, with regard to the change in a student teacher's pupil control ideology, the relationship of the cooperating teacher may be significant. This belief is based upon the fact that the student teacher first confronts the

problem of pupil control in the classroom where her cooperating teacher sets the acceptable level of behavior.

It should be emphasized that the use of the term relationship in this discussion is not meant to imply cause and effect. While a cause and effect relationship could exist between the variables being examined, this study was concerned only with ascertaining if the variables were related, not in determining cause and effect.

In Chapter II of this study, three statements were made concerning the pupil control ideology of student teachers. Six hypotheses were developed to test to see if the statements were correct. The conclusions below are organized around these three statements.

The first statement predicted that the pupil control ideology of student teachers would become more custodial during student teaching. The results of this study indicated that, as a group, the elementary student teachers of this sample became more custodial during student teaching.

The next statement proposed that there were four factors within the scope of this study which could be related to the change in pupil control ideology of student teachers; and they are (1) student teaching grade level, (2) the student teacher's pupil control ideology upon entering student teaching, (3) the student teacher's perception of her cooperating teacher's pupil control ideology, and (4) the socialization pressure of the student teaching experience. The findings indicate that, for this sample, grade level and change in pupil control ideology were not significantly related. Analysis of the mean pre-test PCI Form score showed that Group A, student teachers showing no increase in custodialism, was significantly more custodial upon

entering student teaching than was Group B, student teachers showing the greatest gain in custodialism. Based on the mean Perceived PCI Form scores, the cooperating teachers of Group A were perceived as being significantly less custodial than the cooperating teachers of Group B. Therefore, in Group A the student teacher's initial pupil control ideology and her perception of her cooperating teacher's pupil control ideology were less divergent than those of the student teacher in Group B. This being the case, the mean socialization pressure for Group A would be expected to be significantly lower than that for Group B. Analysis of the data shows that Group A did indeed have a significantly lower mean socialization pressure than did Group B. In summary of the four factors proposed as possibly being related to change in pupil control ideology, only grade level proved not to be significant.

The third statement predicted that, if socialization pressure is a measure of the pressure on the student teacher to change her pupil control ideology, then the greater the socialization pressure, the greater the change in student teacher pupil control ideology. Using low, medium, and high levels of socialization pressure, it was found that the mean change in PCI Form scores did increase as predicted. The differences between the mean changes in PCI Form scores of the low and medium socialization pressure levels and the low and high socialization pressure levels were significant. The difference between the mean change in PCI Form scores of the medium and high levels of socialization pressure was not significant.

From the results of this study, several conclusions can be drawn.

1. The concept of perceived pupil control ideology, as

measured using the Perceived PCI Form, appears to have value in the study of socialization in the public schools. It provides a quick measure of the control ideology of one individual as perceived by a second individual.

2. Etzioni (8) expressed the opinion that, the smaller the difference between an organization's beliefs and those of a new member, the smaller the organizational socialization required to bring the new member's views into line with those of the organization. The concept of socialization pressure, as used in this study, provides a way for measuring the difference referred to by Etzioni in terms of pupil control ideology. Admittedly, the measure is a crude one, but the degree of significance achieved in this study is such that it appears to be useful.
3. Even though there was an increase in the mean change in pupil control ideology at each progressively higher level of socialization pressure, there was no significant difference between the mean change in pupil control ideology of the medium and high levels of socialization pressure. In the data presented in this study, there has been a direct relationship between socialization pressure and change in pupil control ideology; as socialization pressure increased, the amount of change in pupil control ideology increased. It may be, however, that there is a point for each sample at which increased socialization pressure will bring about a decrease in the amount of change in pupil control ideology. The reason suggested for this inverse relationship is a

simple one, the difference between the student teacher's pupil control ideology and her perception of her cooperating teacher's pupil control ideology is so great as to make adjustments on the part of the student teacher difficult if not impossible.

Recommendations

Since this study was concerned only with elementary student teachers, an expanded study, including both elementary and secondary student teachers, is suggested to provide further data with which to evaluate the appropriateness of using perceived pupil control ideology and socialization pressure in examining the socialization of student teachers.

It is suggested that attention be given to improving the measurement of perceived pupil control ideology and socialization pressure by refining the techniques used in this study. In addition, an effort should be made to identify other instruments which would be used to measure socialization pressure.

In order to determine if there is a point in the relationship between socialization pressure and change in pupil control ideology at which the relationship changes from direct to inverse, it is suggested that further studies in this area be conducted.

When considering socialization in the public schools, examination of the difference between an individual's beliefs and his perception of the beliefs of those he respects may have implications beyond the study of student teachers. This approach may be useful in determining if the perceived beliefs of colleagues and superiors are significantly

related to the beliefs of the individual teacher.

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APPENDIX A
PUPIL CONTROL IDEOLOGY FORM

FORM PCI

INSTRUCTIONS*

NAME: _____

On the following pages a number of statements about teaching are presented. Our purpose is to gather information regarding the actual attitudes of pre-service teachers 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.

All responses to these statements will be coded and placed on computer data cards with no reference to the individual providing the information. In this way your responses will remain confidential, and no individual will be identified in the report of this study. Your cooperation is greatly appreciated.

*These instructions were on the front page of the pre-test PCI Form booklet administered to the subjects in this study.

FORM PCI

INSTRUCTIONS*

CODE: _____

Inside this folder there are twenty statements about schools, teachers, and pupils. 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.

Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

To assure that your responses to these statements will remain confidential, please do not sign your name to this instrument.

*These instructions were on the front page of the post-test PCI Form booklet mailed to the subjects in this study.

INFORMATION CHECK*

1. I am presently student teaching at _____
(School)
2. Grade Level: K 1 2 3 4 5 6 (circle the appropriate level)
3. My cooperating teacher is a: Man Woman (circle one)

*This information check was included at the bottom of the post-test PCI Form.

FORM PCI*

INSTRUCTIONS

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

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

FORM PCI* (Continued)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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

FORM PCI (MODIFIED)

PERCEIVED PUPIL CONTROL IDEOLOGY FORM

FORM PCI (MODIFIED)

INSTRUCTIONS*

CODE: _____

You have been working closely with your cooperating teacher for almost eight weeks. During this time you have had an opportunity to observe how she dealt with the children in her class and how she regarded the children in the school.

Inside this folder there are twenty statements about schools, teachers, and pupils. You will recognize that the statements are of such a nature that there are no correct or incorrect answers.

Based on your observations of your cooperating teacher, indicate, to the best of your ability, how you think SHE would react to each statement by circling the appropriate response at the right of the statement.

To assure that your responses to these statements will remain confidential, please do not sign your name to this instrument.

*These instructions were on the front page of the modified PCI Form (Perceived PCI Form) booklet mailed to the subjects in this study.

FORM PCI (MODIFIED)*

INSTRUCTIONS

Following are twenty statements about schools, teachers and pupils. Please indicate how you think your cooperating teacher would react to each statement by circling the appropriate response to the right of the statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. My cooperating teacher would feel it is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	U	D	SD
2. My cooperating teacher would feel pupils are usually not capable of solving their problems through logical reasoning.	SA	A	U	D	SD
3. My cooperating teacher would feel directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	U	D	SD
4. My cooperating teacher would feel beginning teachers are not likely to maintain strict enough control over their pupils.	SA	A	U	D	SD
5. My cooperating teacher would feel teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	U	D	SD
6. My cooperating teacher would feel the best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7. My cooperating teacher would feel pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD

FORM PCI (MODIFIED)*(Continued)

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
8. My cooperating teacher would feel 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. My cooperating teacher would feel too much pupil time is spent on guidance and activities and too little on academic preparation.	SA	A	U	D	SD
10. My cooperating teacher would feel being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11. My cooperating teacher would feel it is more important for pupils to learn to obey rules than that they make their own decisions	SA	A	U	D	SD
12. My cooperating teacher would feel student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13. My cooperating teacher would feel pupils can be trusted to work together without supervision.	SA	A	U	D	SD
14. My cooperating teacher would feel if a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	U	D	SD
15. My cooperating teacher would feel if pupils are allowed to use the laboratory without getting permission, this privilege will be abused.	SA	A	U	D	SD
16. My cooperating teacher would feel a few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD

FORM PCI (MODIFIED)*(Continued)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17. My cooperating teacher would feel it is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18. My cooperating teacher would feel a pupil who destroys school material or property should be severely punished.	SA	A	U	D	SD
19. My cooperating teacher would feel pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20. My cooperating teacher would feel pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD

THANK YOU FOR TAKING THE TIME TO RESPOND TO THESE TWO INSTRUMENTS.

REMEMBER TO MAIL THEM NO LATER THAN WEDNESDAY OF THIS WEEK.

*PCI Form modified with permission granted by Dr. Wayne K. Hoy.

APPENDIX C
LETTER TO STUDENT TEACHERS

**OKLAHOMA STATE UNIVERSITY • STILLWATER**College of Education
(405) 372-6211, Ext. 275

74074

May 9, 1969

Student Teacher's Name
and School Address

Dear :

During your classwork in Block A you were asked to participate in a research study of teacher attitudes by filling out an instrument. You will recall that the purpose of this study, which is now in its fourth year, is to gather data on the attitudes and feelings of pre-service teachers so as to help improve the quality of our teacher education program at Oklahoma State University.

The purpose of this letter is to request your further cooperation in the Teacher Attitude Study. We would like for you to fill out the two instruments included in the packet marked "Teacher Attitude Study." This should take approximately twenty minutes of your time. As in the case of your earlier participation, all responses will be coded and placed on computer data cards with no reference to the individual providing the information. In this way, your responses will remain confidential.

Thank you for your continued cooperation in this study.

Sincerely,

Dr. J. W. Blankenship
Associate Professor

JWB:ct

Enclosure

APPENDIX D

SPECIAL INSTRUCTIONS FOR COMPLETION OF PCI FORM
AND PERCEIVED PCI FORM MAILED TO STUDENT TEACHERS

TEACHER ATTITUDE STUDY

CODE: _____

Enclosed in this packet you will find two stamped, self-addressed envelopes, one marked A and one marked B. Each envelope contains an instrument for you to complete. Before proceeding, please read the following instructions carefully.

1. To assure that your responses will remain confidential, please respond to the two instruments at home after school. Do not discuss your responses with any other student teacher or cooperating teacher.
2. Open envelope A and remove the enclosed instrument. Read the instructions carefully and then fill out the instrument. When finished, place it back in envelope A and seal the envelope.
3. Open envelope B and remove the enclosed instrument. Read the instructions carefully and then fill out the instrument to the best of your ability. When finished, place it back in envelope B and seal the envelope.
4. PLEASE MAIL THE COMPLETED INSTRUMENTS NO LATER THAN WEDNESDAY OF THIS WEEK.

THANK YOU FOR YOUR PROMPT COOPERATION

APPENDIX E
SUMMARY OF THE DATA

SUMMARY OF THE DATA

Student Teacher	Grade Level	Pre-Test PCI	Post-Test PCI	Change in PCI	Perceived PCI	Social Pressure
1	2	39	37	-2	36	-3
2	4	36	40	4	60	24
3	4	41	45	4	60	19
4	4	37	48	11	56	19
5	3	36	32	-4	40	4
6	3	34	26	-8	37	3
7	3	42	50	8	68	26
8	2	45	55	10	54	9
9	K	39	57	18	52	13
10	4	45	53	8	57	12
11	5	45	58	13	56	11
12	1	38	43	5	45	7
13	5	41	55	14	92	51
14	3	47	45	-2	49	2
15	K	35	34	-1	38	3
16	1	31	31	0	52	21
17	2	36	37	1	46	10
18	1	48	42	-6	52	4
19	1	39	37	-2	64	25
20	3	42	44	2	49	7
21	1	34	48	14	51	17
22	1	56	61	5	56	0
23	1	45	39	-6	48	3
24	2	48	43	-5	45	-3
25	5	34	41	7	44	10
26	6	40	35	-5	48	8
27	1	46	47	1	70	24
28	5	35	47	12	56	21
29	2	48	47	-1	64	16
30	5	38	50	12	48	10
31	1	38	45	7	62	22
32	2	40	39	-1	69	29
33	2	44	44	0	52	8
34	1	42	42	0	74	32

Student Teacher	Grade Level	Pre-Test PCI	Post-Test PCI	Change in PCI	Perceived PCI	Social Pressure
35	1	42	45	3	48	6
36	6	41	44	3	76	35
37	K	34	45	11	43	9
38	3	45	63	18	70	25
39	2	38	48	10	44	6
40	6	42	45	3	59	17
41	2	41	47	6	53	12
42	3	47	53	6	56	9
43	5	37	41	4	61	24
44	1	43	57	14	59	16
45	2	51	50	-1	53	2
46	1	35	54	19	53	18
47	2	37	39	2	43	6
48	5	39	45	6	46	7
49	1	48	38	-10	48	0
50	5	31	48	17	54	23
51	1	37	40	3	57	20
52	3	37	41	4	63	26
53	3	34	44	10	64	30
54	2	37	37	0	69	32
55	K	36	46	10	39	3
56	1	33	42	9	47	14
57	3	45	56	11	74	29
58	4	49	63	14	53	4
59	1	43	39	-4	43	0
60	3	45	61	16	68	23
61	2	34	41	7	51	17
62	4	32	31	-1	32	0
63	4	34	46	12	44	10
64	1	41	52	11	59	18
65	4	43	45	2	73	30
66	1	52	53	1	57	5
67	3	40	49	9	59	19
68	1	39	50	11	47	8
69	6	35	38	3	48	13
70	4	40	67	27	70	30
71	6	51	53	2	68	17
72	6	45	39	-6	55	10
73	3	50	60	10	62	12
74	1	46	45	-1	43	-3

Student Teacher	Grade Level	Pre-Test PCI	Post-Test PCI	Change in PCI	Perceived PCI	Social Pressure
75	3	36	42	6	74	38
76	1	45	45	0	38	-7
77	5	41	39	-2	43	2
78	4	39	37	-2	51	12
79	4	37	48	11	64	27
80	3	41	46	5	46	5
81	2	47	53	6	62	15
82	1	34	57	23	64	30
83	5	43	33	-10	52	9
84	2	40	48	8	54	14
85	2	41	47	6	69	28
86	5	32	53	21	60	28
87	1	30	42	12	58	28
88	3	42	37	-5	62	20
89	3	38	52	14	75	37
90	K	37	48	11	48	11
91	K	44	50	6	58	14
92	4	46	41	-5	72	26
93	3	41	46	5	51	10
94	1	37	46	9	67	30
95	1	42	47	5	57	25
96	5	45	47	2	53	8
97	3	51	50	-1	64	13
98	2	41	48	7	59	18
99	3	38	23	-15	25	-13
100	5	39	38	-1	57	18
101	1	50	55	5	58	8
102	3	38	49	11	49	11
103	3	41	42	1	42	1
104	4	48	45	-3	48	0
105	2	34	41	7	73	39
106	3	49	52	3	72	23
107	6	35	37	2	52	17
108	1	44	58	14	65	21

VITA 3

Richard Arland Roberts

Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIP BETWEEN THE CHANGE IN PUPIL CONTROL IDEOLOGY OF STUDENT TEACHERS AND THE STUDENT TEACHER'S PERCEPTION OF THE COOPERATING TEACHER'S PUPIL CONTROL IDEOLOGY

Major Field: Higher Education

Biographical:

Personal Data: Born in St. Joseph, Missouri, August 19, 1938, the son of Raymond and Helen Roberts.

Education: Attended public school in St. Joseph, Missouri and Jefferson City, Missouri; graduated from Jefferson City High School, Jefferson City, Missouri in 1956; received the Bachelor of Arts degree from the University of Missouri, Columbia, Missouri in 1960 with a major in zoology; received the Master of Education degree from the University of Missouri, Columbia, Missouri in 1961 with a major in educational administration; attended a BSCS Biology Institute at Indiana University, Bloomington, Indiana, sponsored by the National Science Foundation during the summer of 1964; attended Oklahoma State University, Stillwater, Oklahoma from June, 1966 until July, 1969; completed requirements for the Doctor of Education degree at Oklahoma State University in August, 1969.

Professional Experience: Lieutenant in the United States Army, 1961-1963; high school biology teacher at North Kansas City High School and Oak Park High School, North Kansas City, Missouri Public Schools, 1963-1966; graduate assistant, College of Education, and graduate teaching assistant, College of Arts and Science, Oklahoma State University, Stillwater, Oklahoma, 1966-1967; part-time instructor, College of Education, Oklahoma State University, Stillwater, Oklahoma, 1967-1969.

Member of the Oklahoma Academy of Science, National Science Teachers Association, National Association of Biology

Teachers, Phi Delta Kappa, Oklahoma Education Association,
National Education Association.