This dissertation has been
microfilmed exactly as received 66-14,207

DOBSON, Russell Lee, 1932-

THE PERCEPTION AND TREATMENT BY TEACHERS OF THE BEHAVIORAL PROBLEMS OF ELEMENTARY SCHOOL CHILDREN IN CULTURALLY DEPRIVED AND MIDDLE-CLASS NEIGHBORHOODS.

The University of Oklahoma, Ed.D., 1966
Education, theory and practice

University Microfilms, Inc., Ann Arbor, Michigan

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/2073

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE PERCEPTION AND TREATMENT BY TEACHERS OF THE BEHAVIORAL PROBLEMS OF ELEMENTARY SCHOOL CHILDREN IN CULTURALLY DEPRIVED AND MIDDLE-CLASS NEIGHBORHOODS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

RUSSELL LEE DOBSON

Norman, Oklahoma

1966

THE PERCEPTION AND TREATMENT BY TEACHERS OF THE BEHAVIORAL PROBLEMS OF ELEMENTARY SCHOOL CHILDREN IN CULTURALLY DEPRIVED AND MIDDLE-CLASS NEIGHBORHOODS

APPROVED BY

Fred A. Storm, Jr.

Eleanor B. Snyder

Mary Clare Petty

M. B. Ragan

DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

A very sincere expression of appreciation is extended to the many people who contributed to this study. The writer is especially indebted to his major advisor, Dr. Fred A. Sloan, who deserves the first special thanks for the helpful guidance that he provided during all phases of the project. The other members of the writer's committee, Dr. Mary Clare Petty, Dr. William B. Ragan, and Dr. Glenn R. Snider provided encouragement and suggestions during the entire doctoral program. The cooperating teachers and administrators in the Oklahoma City Schools and the writer's family deserve a special thanks for their contributions. Much needed inspiration, encouragement, and cooperation was provided by Mary Elizabeth Dobson, the writer's wife.

R. L. D.

TABLE OF CONTENTS

		Page
ACKNOWLEDGMENTS		iii
LIST OF TABLES		iv
Chapter		
I.	INTRODUCTION	1
	Justification for the Study	5
	Statement of the Problem	6
	Basic Hypothesis	7
	Definition of Terms	8
	Major Assumptions	9
	Procedures and Analysis of Data	10
	Data and Instrumentation	11
	Format for Succeeding Chapters	14
II.	REVIEW OF RELATED RESEARCH AND LITERATURE	16
	Teacher Attitudes Toward Pupil Behavior	17
	Conflicting Attitudes Toward Discipline	21
	The Phenomenon of Social Structure and Its Influence on the Behavior of Children from Varying Socio-Economic Levels	28
	Attitude Measurement	39
III.	INSTRUMENTATION OF THE STUDY	44
	The Behavioral Problems Inventory	45
	The Behavioral Treatment Response Sheet	49
IV.	AN ANALYSIS AND TREATMENT OF DATA	55
	The Behavioral Problems Inventory	57
	The Behavioral Treatment Response Sheet	83
	Theoretical Considerations	91

Page

V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS 96

Summary 96
Findings 98
Conclusions 100
Recommendations 103
Recommendations for Further Research 104

BIBLIOGRAPHY 107

APPENDIX 113

LIST OF TABLES

Table		Page
1.	Total Responses on the Behavioral Problems Inventory Reflecting Teachers' Attitudes Toward the Seriousness of Behavioral Acts Performed by Elementary School Children in Grades 4, 5, and 6	59
2.	Rank Order Arrangement of Teacher Perception of the Seriousness of Behavioral Acts Performed by Children in Grades 4, 5, and 6 and Listed on the Behavioral Problems Inventory	60
3.	Items from the Behavioral Problems Inventory Which Showed Nonsignificant Differences in Perception of the Seriousness of Behavioral Acts Between Teachers of Culturally Deprived Children and Teachers of Middle-Class Children	65
4.	Acts from the Behavioral Problems Inventory Which Showed Significant Differences in Perception of the Seriousness of Behavioral Acts Between Teachers of Culturally Deprived Children and Teachers of Middle-Class Children	66
5.	Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Physical Attack on Teachers	67
6.	Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Defacing School Property	68
7.	Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Willful Disobedience	69

Table Page

8. Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Lying and Untruthfulness. 69

9. Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Obscene Notes and Talk. 70

10. Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Cruelty and Bullying. 71

11. Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Committing Petty Thievery 72

12. Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Rudeness and Impudence to Teachers. 72

13. Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Masturbation. 73

14. Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Cheating on Class Assignments and/or Tests. 74

15. Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Playing with Genitalia. 75

16. Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Rudeness and Inconsideration for Other Students. 75

17. Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Smoking 76

18. Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Tattling on Others. 77

19. Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Quarrelsomeness 77

Table Page

20. Total Responses on the Behavioral Problems Inventory by Designated Teacher Groups for Slovenly Appearance 78

21. Chi-Square Scores Derived from the Total Responses on the Behavioral Problems Inventory Which Reflect a Difference in Perception of the Seriousness of Behavioral Problems of Elementary School Children in Grades 4, 5, and 6 by Designated Groups of Teachers 79

22. Chi-Square Scores of Designated Groups of Teachers Based on Years of Experience Derived from Total Responses on the Behavioral Problems Inventory 82

23. Total Number of Responses by Designated Teacher Groups for the Treatments Listed on the Behavioral Treatment Response Sheet. 84

24. Total Responses by Designated Teacher Groups and Chi-Square Scores Obtained from the Behavioral Treatment Response Sheet. 88

25. Chi-Square Results Based on Years-of-Experience Differential Obtained from the Behavioral Treatment Response Sheet by Designated Groups of Teachers. 90

THE PERCEPTION AND TREATMENT BY TEACHERS OF THE BEHAVIORAL PROBLEMS OF ELEMENTARY SCHOOL CHILDREN IN CULTURALLY DEPRIVED AND MIDDLE-CLASS NEIGHBORHOODS

CHAPTER I

INTRODUCTION

In recent years much research in social psychology has pointed to the fact that teachers experience difficulty in dealing with children from varying socio-economic backgrounds. The literature in this field implies that most teachers are of middle-class heritage; consequently, they are hampered in teaching culturally deprived children. The literature further suggests that each social class has specific characteristics distinct only to itself. McCandless supported this viewpoint when he stated:

> Not only do social classes differ in preferences for beverages, food, clothing, and manner of speaking, they also differ in values, religion, intellectual interests, and social beliefs. These differences are exceedingly likely to lead to breakdowns in interclass communications; members of one class almost literally do not understand what members of another class are talking about, what they are striving for, or why their goals are important to them.[1]

---

[1] Boyd R. McCandless, Children and Adolescents: Behavior and Development (New York: Holt, Rinehart and Winston, 1961), p. 451.

Some authors go as far as to infer that it is impossible for today's teachers to teach culturally deprived children effectively. Shaw seemed to infer this when he stated:

> The number one problem faced by urban teachers today is how to offer culturally deprived children an education that meets their needs.[1]

As pointed out in the Educational Policies Commission publication, Education and the Disadvantaged American, the United States, like the rest of the world is remaking itself.[2] Since education is both reflective and reconstructive in nature, educators must be cognizant of societal changes in order to adjust the educational program accordingly. This premise was supported by Passow when he indicated that the child is a reflection of his environment.[3] If this environment is in a state of dynamic change, then again it is necessary to know what the societal changes are.

Evidence revealed in literature in the fields of social psychology and education reflect the reality of the dynamic changes our society has undergone in the past ten years. In light of this evidence, educators are forced to ask: To

---

[1]Frederick Shaw, "Educating Culturally Deprived Youth in Urban Centers," Phi Delta Kappan, XLV (November, 1963), 91.

[2]Educational Policies Commission, Education and the Disadvantaged American (Washington, D. C.: National Education Association, 1962), p. 1.

[3]A. Harry Passow, Education in Depressed Areas, Report of Work Conference on Curriculum and Teaching in Depressed Urban Areas (New York: Bureau of Publications, Teachers College, Columbia University, 1963), pp. 20-31.

what degree has the cultural gap been lessened between desirable practices revealed by research as compared to everyday practices of teachers in dealing with child behavior?

Descriptive research findings support the conclusion that the elementary school teacher of today is much better prepared than was her counterpart of a decade ago. On the basis of this information it can be assumed that recently prepared teachers are more sophisticated in their approaches to and treatments of behavioral problems of all pupils. Ragan supported this fact when he stated:

> The amount and kind of preparation required for elementary school teachers has been changing rapidly in recent decades. The length of college preparation required for an elementary teaching certificate has increased during the last few decades from two years to a full four years.
>
> The student who seeks admission to a teacher-education program in most colleges and universities must present satisfactory grades and, after she is admitted to the program, she must maintain an even higher scholastic average. Instead of spending a great deal of time on professional education courses during her first two years in college, as students in normal schools did, she spends her first two years in a program of liberal education and continues this preparation along with courses in professional education during the remaining two years. The program of general or liberal education provides the elementary-school teacher with a cultural background that gives her status in the community and enables her to teach the many subjects that are a part of the elementary-school curriculum.[1]

Finances are not as much a determinant of college attendance as they once were because of the availability of

---

[1]William B. Ragan, Modern Elementary Curriculum (New York: Holt, Rinehart and Winston, 1961), p. 482.

additional scholarships, student government loans, and the G. I. Bill of Rights. As a result of these student benefits it is quite possible that teachers are no longer predominantly of middle-class backgrounds, but that they come from multi-class backgrounds.

Our system of economy has changed, in that more people of all classes have attained increased purchasing power through installment buying. Many material possessions that were once available only to the middle and upper classes are now known and enjoyed by the lower classes.

Because of an increase in mass communication media, culturally deprived children now have access via television to many vicarious experiences that were once limited to middle- and upper-class children. No doubt this trend has modified the value system of the culturally deprived child.

Widespread publicity reflecting the role of the culturally deprived child in our society has no doubt had some effect on teacher attitudes toward treatment of behavioral problems of these children.

The changes identified indicate that there is a need to analyze prevailing attitudes of teachers toward behavioral problems of culturally deprived and middle-class children. An attempt will be made to gain new insight into how teachers react to the misbehavior of all pupils.

Justification for the Study

This research project is an attempt to analyze the consequences of shifting variables associated with the dimension of teachers' class-level perception and the dimension of increased homogeneity of characteristics of students located in culturally deprived neighborhood schools.

Within the last ten years basic characteristics of teachers have changed. Modern teachers have more universal attributes than did the teacher stereotype of a decade or so ago. Recently prepared teachers represent more nearly the total range in terms of socio-economic background; therefore, the class-level conflict may not be as clearly focused as previously. Their preparation is more complete, in that they have college degrees with balanced course work in the foundations of education, methods of education, and adequate academic preparation.

In other words, teachers prepared in the last decade seem to be highly professional and cosmopolitan. Consequently, one of the major concerns of this investigation is to find out whether the conclusions derived from research a decade or so ago are still tenable.

Though it may be concluded that teachers prepared within the last ten years are well prepared professionally and possess desirable social perceptions, the intensity, complexity, and depth of problems which are associated with culturally deprived children have at the same time become much

more crystallized. Culturally deprived children today are more isolated from the mainstream of societal behavior than were their older counterparts. Their norm of behavior is determined and reinforced by interaction within their own deviate social group rather than by cross-class or multiple-culture interaction. Therefore, it may be true that traditional class-level designations cannot be easily applied today. The category of "lower class" may not be precisely equated with "culturally deprived." The present-day culturally deprived category may represent more a deeply entrenched and reinforced social deviation than that found in the lower class two or three decades ago.

So, again, while modern teachers may be better prepared to cope with this situation than their more experienced counterparts, the intensity and complexity of the problems which culturally deprived children have have increased.

In any event, the teacher variable and the pupil variable have changed in the last decade. Such changes are worthy of new analysis.

Statement of the Problem

The purpose of this study, therefore, is to determine whether teachers working in schools located in culturally deprived neighborhoods and teachers who work in schools located in middle-class neighborhoods differ in their perception of

disciplinary problems and in their treatment of children who exhibit such behavioral problems.

Answers to the following questions will be sought: (1) Do teachers working in different socio-economic environments differ in their perception of what constitutes misbehavior on the part of pupils? (2) Are these two groups of teachers in agreement concerning treatment for children who exhibit deviate behavior? (3) Do teachers who have had from three to ten years of teaching experience differ from teachers who have had more than ten years of experience in their perception and treatment of behavioral problems?

Basic Hypothesis

This study proposes to establish a basis for the testing of the following null hypotheses: (1) Teacher perception of the acts which constitute misbehavior on the part of elementary school children in Grades 4, 5, and 6 does not differ significantly between teachers working in culturally deprived elementary schools and teachers working in middle-class elementary schools. (2) Treatment of behavioral problems of elementary school children in Grades 4, 5, and 6 does not differ significantly between teachers working in culturally deprived elementary schools and teachers working in middle-class elementary schools. (3) Teacher perception of the acts which constitute misbehavior on the part of elementary school children and the treatment of these behavioral

problems by teachers do not differ in terms of a years-of-experience differential.

Definition of Terms

For the purposes of this study the following definitions were used:

Culturally deprived children.--Those children coming from homes in which the parents are for the most part included in the manual labor group in modern industrial society. They generally occupy the lower ranks among the classes in point of income, status, and surrounding conditions.

Culturally deprived elementary schools.--Elementary schools in which a majority of the children enrolled is from culturally deprived homes.

Middle-class children.--Those children who come from homes where the father is a member of a heterogeneous section of the population made up generally of professional or white-collar workers. Middle-class unity lies in high educational standards, a moderate standard of living and well defined ideals of family life, mores, and recreational interests. Members from these homes constitute the bulk of Protestant church membership.

Middle-class elementary schools.--Elementary schools in which a majority of the children enrolled is from middle-class homes.

Teacher attitude.--The positive or negative mental and emotional set of a teacher with respect to a social object such as a person, race, institution, or trait.

Behavior.--The manner in which children conduct themselves, which may be judged "good" or "bad" by the teacher.

Punishment.--An unpleasant experience consequent of a certain course of behavior and meted out by the teacher in the hope of providing retribution or of discouraging the repetition of the behavior.

Treatment.--The technique or procedure employed by teachers in coping with a behavioral problem.

Major Assumptions

For the purposes of this study the following assumptions have applied:

1. In light of desirable procedures for working with children, teachers should have universal patterns for dealing with behavioral problems regardless of socio-economic level of pupils.

2. All children, regardless of socio-economic background, have the same basic emotional needs for love, success, belonging, security, adventure, and contribution.

3. Value systems and behavioral patterns of children vary according to the culture of the family, peer group, and adult community.

4. One of the major goals of the schools is for each individual to learn self-discipline to the extent that he is able to interact appropriately with his environment.

5. All elementary school children need some degree of guidance, dependent upon maturational level.

6. Teachers possess respect and regard for the worth and essential integrity of all children.

7. Even though the feasibility of equating cultural level with social class level is questionable, the assumption was made that a neighborhood designated as low class was an adequate criterion for selecting a culturally deprived population. A parallel assumption was made that the middle-class neighborhood was adequate foundation for assuming average culture.

Procedures and Analysis of Data

For the purposes of this paper the following delimitations have applied:

1. The one hundred teachers participating in this study were divided into four groups: Fifty teachers with no more than ten and no fewer than three years of teaching experience who teach in elementary schools located in culturally deprived neighborhoods (twenty-five teachers) and in middle-class neighborhoods (twenty-five teachers), and fifty teachers with more than ten years of teaching experience who are located in schools in culturally deprived neighborhoods

(twenty-five teachers) and in middle-class neighborhoods (twenty-five teachers).

2. The location and selection of teachers and schools was based on statistical information secured from the United States Department of Labor.[1]

3. The student population was children in Grades 4, 5, and 6 located in schools in culturally deprived and middle-class neighborhoods in Oklahoma City.

4. Analysis of data was made through the use of proportion and chi-square.

5. The analysis of teachers' attitudes toward children's behavior and corrective procedures employed was limited to replies received from the instruments of analysis.

Data and Instrumentation

The general plan employed in conducting the study may be outlined as follows:

1. The Behavioral Problems Inventory was used to determine each teacher's conception of what constitutes misbehavior on the part of students. The Behavioral Treatment Response Sheet was used to identify patterns of behavioral treatment used by the participating teachers.

---

[1] United States Department of Labor, Income, Education, and Unemployment in Neighborhoods: Oklahoma City, Oklahoma (Washington, D. C.: United States Government Printing Office, January, 1963), pp. 21-22.

2. The investigator delivered the instruments of analysis to selected elementary schools and gave instructions in their use.

3. The data gathered was expressed quantitatively. The statistical instrument used on the data obtained from both instruments of analysis was the chi-square.

4. A final report of the information gathered was prepared.

Selection of the instrument.--The information used in this study was gathered through the use of two instruments composed by the writer. The creation of these instruments was simplified by the fact that Wickman's study[1] listed some types of misbehavior common to elementary school children.

In Wickman's investigation teachers were asked to list the acts of children they perceived as misbehavior. The list compiled by Wickman was used in part by the writer to construct the Behavioral Problems Inventory. The additional items used in this Inventory were a compilation of acts perceived as possible forms of misbehavior.

The Behavioral Treatment Response Sheet, in two parts, was the second instrument of analysis and was used to discover types of treatment administered to children in Grades 4, 5, and 6 by the participating teachers. This instrument has a list of twenty-two possible procedures for treating behavior

---

[1] E. K. Wickman, Children's Behavior and Teachers' Attitudes (New York: The Commonwealth Fund, 1932).

problems of elementary school children, and a duplication of the list of behavioral problems found in the Behavioral Problems Inventory.

These two instruments of analysis were used solely for the purpose of discovering the difference, if any, in teachers' attitudes toward children's behavior in culturally deprived and middle-class elementary schools, and the difference, if any, in teachers' treatment of these behavioral problems in relation to differentiated years of teaching.

The selection and notification of teachers.--The selection of elementary schools represented in this study was based on statistical data secured from the United States Department of Labor. Ten of these elementary schools were located in middle-class neighborhoods, and the remaining ten were located in culturally deprived neighborhoods.

The administrators of the schools selected to participate in the study were contacted in person to secure permission for the selected teachers to participate. Permission to be included in the study was then secured from the selected teachers themselves.

The instruments of analysis were delivered to the participating schools by the writer. At this time instructions for completing the instruments were given to the principal. The writer collected the completed instruments from each individual school.

Organization of the data.--The statistical analysis of the data resulting from the use of the Behavioral Problems Inventory encompassed a test of homogeneity of the two counterparts. Contingency tables were used to compare each category for the teachers of the middle-class children with that for the teachers of the culturally deprived children, as well as to compare the teachers in terms of the years-of-experience differential.

The statistical analysis of the data from the second instrument, Behavioral Treatment Response Sheet, tested the relationship of agreement between the two groups of teachers with respect to the treatment of behavioral problems at the elementary school level. The statistical instrument used was the chi-square.[1] The level of confidence was set at the 0.05 level. The following formula for chi-square was used:

Format for Succeeding Chapters

Five chapters sufficed to fulfill the requirements of this study. When all the materials were collected, they were arranged into the categories adapted for the basic organization of the report as indicated. Following the present

---

[1] Wilfrid J. Dixon and Frank J. Massey, Jr., Introduction to Statistical Analysis, 2d ed. (New York: McGraw-Hill Company, Inc., 1957), p. 222.

introductory chapter, Chapter II is devoted to a review of related research and literature. Chapter III presents a description of instruments used in the study, and the background procedure used in developing the instruments. Chapter IV presents a statistical treatment of the data used in the study. Finally, Chapter V summarizes the entire study, presents findings of the study, gives conclusions drawn from the findings, makes recommendations in keeping with these conclusions, and suggests areas for further research.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

As the current re-evaluation of American education continues, unanswered questions still exist as to whether or not elementary school teachers exhibit differences of opinion, in relation to a years-of-experience differential and the socio-economic level of the neighborhood of the teaching assignment, as to what constitutes misbehavior of pupils in the elementary school and the type of treatment which should be prescribed.

Although recent years undoubtedly have witnessed a growing interest in this problem, research workers have contributed little toward its solution, presumably because of the difficulty a scientific approach into the field would present. Modern educators are, in most cases, fully cognizant of the problem, but a feeling of helplessness with reference to its solution has prevented an energetic effort to remedy the situation.

This chapter includes a review of selected sources of information pertaining to the sociological and psychological aspects of teacher attitudes toward pupil behavior, societal attitudes toward discipline of children, influence of the

concept of social structure on behavior, and attitude measurement.

Teacher Attitudes Toward Pupil Behavior

To work effectively with children, it is important for the teacher to possess basic understandings and insights into their behavior. Such insights and understandings can be gained by wide experience involving direct contacts with children, carefully planned reading which includes the review of past and present research studies, and intelligently directed observation of children's behavior in many different types of situations. Even when all three of these conditions are met, however, the teacher is likely to find it difficult to diagnose and interpret the reasons back of much of the elementary school child's behavior. Probably one of the major reasons why the average teacher finds it so difficult to understand children can be traced to the lack of understanding of self on the teacher's part.[1]

Insight into children's behavior can help teachers develop more satisfactory relationships with boys and girls. To gain insight, teachers must be acquainted with the dynamics of behavior in a classroom situation and must have sufficient self-understanding and self-acceptance to enable them

---

[1]Arthur T. Jersild, When Teachers Face Themselves (New York: Bureau of Publications, Teachers College, Columbia University, 1955), p. 160.

to be willing to accept different kinds of children and to interpret the behavior of individual children.

Noncooperative behavior and negative emotions of boys and girls must be accepted emotionally as well as intellectually by teachers. This viewpoint was supported by Burton when he stated:

> The mental attitude of an individual probably constitutes the most important element in the atmosphere of the classroom. The disgruntled, sour, sarcastic, sharp and bitter teacher has a general attitude of mind that is most dangerous to the shy, timid, oversensitive child. The suspicious, doubting, supercilious teacher does untold damage to the pupil whose daily life is filled with one long series of threats against his own security. The overanxious, demonstrative, worried teacher has built up an attitude of mind that commonly develops in the classroom regression tendencies in pupils, is responsible for baby ways of behaving, and halts the maturing process so essential to the mental health and growth of children. And so it is, in their effect on the personalities of each and every pupil in the classroom, those influences emanating from the teacher's attitude of mind are fraught with the greatest possibilities for good or evil.[1]

Educational research indicates that teachers are not always conscious of their personal needs. Oliver found little relationship between teacher beliefs and their classroom practices. The teachers in his study showed a high degree of acceptance of certain principles of education and child

---

[1]William H. Burton, The Guidance of Learning Activities (New York: Appleton-Century-Crofts, Inc., 1962), p. 257.

development which Oliver did not find to be reflected in their instructional activities.[1]

Kaplan discovered that 50 per cent of the annoyances of teachers in the elementary school environment are related to the behavior of children. The patterns of behavior of children which distressed most of the teachers most of the time were those which challenged or threatened the role of the teacher or which violated the teacher's personal standards. Two-thirds or more of the teachers involved in the study were concerned or annoyed by incomplete work. Other annoyances were lying, stealing, and cheating--in order of importance.[2]

McDonnell supported Kaplan's findings when he discovered that four types of annoying behavior accounted for 57 per cent of the items indicated by teachers as being sources of annoyance. These four types of annoying behavior reported by McDonnell were (1) talking, (2) lack of attention, (3) tattling or disturbing others, and (4) seeking teacher's attention or recognition.[3]

---

[1]William A. Oliver, "Teachers' Educational Beliefs Versus Their Classroom Practices," The Journal of Educational Research, XLVII (September, 1953), 47-55.

[2]Louis Kaplan, "The Annoyances of Elementary School Teachers," The Journal of Educational Research, XLV (May, 1952), 649-64.

[3]Gaither McDonnell, "Behavior That Annoys Teachers," The Elementary School Journal, LXIII (May, 1963), 448-52.

Amidon and Miller's findings show that superior teachers dominated their classrooms less, used indirect verbal behavior more, and used direction-giving and criticism less than the normative group of teachers. The superior teachers were more accepting of pupil initiated ideas, tended to encourage these ideas more, and made a greater effort to build on these ideas than did the average teacher.[1]

Del Popolo found a significant relationship existing between an individual's personality structure and his opinions and attitudes toward pupil-teacher relationships and his observable behavioral traits in a classroom setting. Authoritarian teachers tended to get significantly lower scores than did equalitarian teachers on an inventory of attitudes and opinions about pupil-teacher relationships.[2]

Educational research and literature establish the premise that one cannot merely play the role of an understanding, accepting teacher--one must be that kind of person. Under the stresses, strains, and pressures of day-after-day, hour-upon-hour contact with unaccepted actions, the real person playing the role breaks through the veneer. To help teachers to develop a better understanding of themselves and

---

[1]Edmund Amidon and Giammateo Miller, "The Verbal Behavior of Superior Teachers," The Elementary School Journal, LXV (February, 1965), 283-85.

[2]Joseph A. Del Popolo, "Authoritarian Trends in Personality as Related to Attitudinal and Behavioral Traits of Teachers," The Journal of Educational Research, LIII (March, 1960), 252-57.

of children, continuing education should be available to them through seminars, workshops, and conferences. The importance of the attitudes teachers have, both personal and social, was pointed out in the Association for Supervision and Curriculum Development Yearbook, Perceiving, Behaving, Becoming, which stated:

> Whatever we do in teaching depends upon what we think people are like. The goals we seek, the things we do, the judgments we make, even the experiments we are willing to try, are determined by our beliefs about the nature of man and his capabilities.[1]

Increasing teachers' effectiveness by extending their skill in teacher-pupil relationships does not guarantee that all behavior problems in the classroom will be solved or disappear. Human behavior is complex, and problems will continue to arise, but incidents may be fewer and less frequent, and perhaps the same ones will not arise over and over.

Teachers' ability to understand themselves and their pupils is of the utmost importance. This understanding affects teachers' daily reactions to children and influences the development of cooperative patterns of behavior in the boys and girls in their classrooms.

Conflicting Attitudes Toward Discipline

For a number of years a difference of opinion has existed among teachers concerning what constitutes misbehavior

---

[1]Association for Supervision and Curriculum Development, Perceiving, Behaving, Becoming (Washington, D. C.: National Education Association, 1962), p. 1.

of pupils in the elementary school and the type of treatment which should be prescribed. Today behavior problems of school children are a subject of increasing interest and concern. The importance of this area in education as one which needs further study was indicated by Garber when he stated:

> The attitudes of schools and teachers toward the disciplining of pupils have come in for critical examination and evaluation recently as the result of two separate but closely related factors: (1) the current attacks on public schools, and (2) the highly publicized examples of juvenile delinquency.[1]

For the teacher of the slum school, probably the major difficulty is keeping discipline. Teachers who succeed in slum schools learn to set up strict routines from which they do not deviate, establish clear limits from the first day, and make it clear to students that they are there to learn. The working-class student needs a strong authority figure who can maintain discipline in the class in a climate of informality.[2]

One study of a deprived-area school concluded that as much as 80 per cent of a teacher's school day is spent in trying to keep order. Even with the best teachers this figure never fell below 50 per cent.[3]

---

[1]Lee O. Garber, "Corporal Punishment Must Be Justified," Nation's Schools, LVII (June, 1956), 79.

[2]James Olsen, "Challenge of the Poor to the Schools," Phi Delta Kappan, XLVII (October, 1965), 79-84.

[3]Martin Deutch, "Minority Group and Class Status as Related to Social and Personality Factors in Scholastic Achievement," (New York: The Society for Applied Anthropology, Monograph No. 2, 1960), p. 23.

It has been argued, however, that directive teaching practices do not provide an optimal environment for encouraging creativity, and that such environments may in fact suppress the development of the creative abilities. According to this point of view, the classroom behavior of highly creative students may conflict with the practices of highly directive teachers. It has been suggested that teacher disapproval of the classroom behavior of creative pupils may result in suppressing such behavior and encouraging pupil conformity. Until further research has been completed, judgments as to the comparative effectiveness of permissive versus directive teaching for accomplishing such objectives as the development of pupil achievement, creativity, problem solving, etc., must be regarded in most cases as pure conjecture and at best as judgments based on tentative findings.[1]

Vincent pointed out that there is a lot more to school discipline than meeting extreme situations. He implied that the most difficult job of all involves the routine preservation of order. In virtually every school there are what he refers to as the "cute" and belligerent students who disrupt the process of teaching and learning in the classroom. These are the problems the classroom teacher must handle every day. Superintendent Vincent believes that teachers should have the

---

[1]Kenneth H. Wodtke and Norma E. Wallen, "Teacher Classroom Control, Pupil Creativity, and Pupil Classroom Behavior," The Journal of Educational Research, XXXIV (Fall, 1965), 59-63.

power and right to do whatever is necessary to keep order in their classrooms.[1]

Some teachers are advocating increased emphasis on pupil discipline. Whereas corporal punishment has been frowned upon and virtually abandoned in many schools during the past twenty years, there appears to be some evidence that the pendulum is now swinging in the opposite direction.

Morril defended punishment if rewards were also offered. He asserted that punishment is an honorable teaching method. So is rewarding. He stated: "Punishment gives pain to help a child remember. Rewarding gives pleasure to help a child remember."[2] On the other hand, Brown stated: "A punishment is worthless, or nearly so, if the offender feels no regret, sorrow, or penitence for his offense."[3] He expressed the thesis that resentment following punishment has for the offender a greater possibility of doing harm than the punishment has of doing any good.

For generations in the United States coercive discipline was the traditional and the most widely accepted way to insure learning. The parent or the teacher commanded, and the child obeyed. The child's duty was to please his elders,

---

[1]Harold Vincent, "Are Your Teachers Handcuffed on Discipline?" School Management, VIII (April, 1964), 107-8.

[2]Charles L. Morril, "Behavior Problems in Junior High School," Clearing House, XXXI (March, 1957), 402.

[3]E. J. Brown, "So You Have Discipline Problems," Catholic School Journal, LXIII (November, 1963), 23.

because they were capable of direction and knew better than he what was good for him.

Then educators began to realize that the traditional approach to discipline provided poor preparation for democratic life. There was a shift to the idea that freedom of feeling and of expression was necessary and desirable.

In modern elementary education corporal punishment is rejected by most educational authorities. Even those few who recommend it specify it as a last resort. Corporal punishment is based on the psychology of fear; it is often administered by the punisher in a state of anger; if acceptable ever, most educators say that corporal punishment should be employed only in those schools and with those individuals classified as "unmanageable" or "unruly."

Hawk stated:

> Punishment following an undesirable behavior pattern may inhibit that behavior temporarily but will not eliminate it from the child's repertory as quickly as permitting the behavior to be produced repeatedly in the absence of reinforcement.[1]

Today middle-of-the-road child discipline is the rule. The failure to set limits of acceptable behavior for pupils is one of the major stumbling blocks in classroom management.[2]

---

[1]Travis L. Hawk, "School Practices and Certain Principles of Learning," The Elementary School Journal, LXIV (October, 1963), 37.

[2]Benjamin Wright and Shirley Tuska, "The Price of Permissiveness," The Elementary School Journal, LXV (January, 1965), 179-83.

Success and failure of teachers are frequently reported in terms of pupil control. The maintenance of order and discipline in the classroom is rated at the top of the list of problems teachers consider to be their major difficulties.[1]

Although there is wide variation in the interpretation of what constitutes adequate control of discipline in the classroom and how to attain it, there seems to be near uniformity of opinion that unless teachers and pupils work together in harmony toward desired ends, little of value can be accomplished by them. Broadly interpreted, the achievement of discipline in the classroom is the process whereby a teacher arranges an environment and sets the stimuli in such a manner that all pupils in a given situation cooperate in desirable activities and experience satisfaction and growth in the undertaking.[2]

It is extremely difficult to distinguish between minor and major deviations in conduct or even between behavior and misbehavior. In a simple framework behavioral problems may be viewed as trivial misconduct on the one hand, ranging to more serious distortions as seen in some delinquent acts, on the other.

---

[1]Robert H. Nelson and Michael L. Thompson, "Why Teachers Quit After the First Year," Clearing House, XXXVII (April, 1963), 67-72.

[2]Jesse A. Bond, "Analysis of Observed Traits of Teachers Who Were Rated Superior in School Discipline," The Journal of Educational Research, XLV (March, 1952), 507-16.

When does an act performed by a student become a behavioral problem? Wickman stated:

> It is noted that the very existence of a behavior problem is designated by personal or social attitude. There can be no problems in behavior, in the active social sense, unless someone reacts to them as such. Moreover, any form of conduct in a child or adult may become a problem if it is regarded and treated as undesirable behavior by the social group in which the individual happens to live.[1]

In order to perceive misbehavior in its proper perspective, the mores of the child's neighborhood must be considered as well as the value systems found in the culture of his family and peer group. The adult vantage point of judgmental authority and the irritability level of the adult community must also be considered. Barron, for example, saw the extreme antisocial deviate as a reflection of a delinquent culture and suggested well defined alterations of some of the values and functions of American society itself.[2]

From a similar point of view, Merton developed the theory that conflicts resulted when gaps between social goals and the capacity possessed by children for attaining these goals existed. He said that, consequently, subcultures develop which provide their own brand of acceptable behavioral

---

[1] Wickman, p. 3.

[2] Milton Barron, Juvenile in Delinquent Society (New York: Alfred A. Knopf, 1959), pp. 348-53.

patterns that are frequently in conflict with those patterns dictated by dominant society whether in school or community.[1]

The Phenomenon of Social Structure and Its Influence on the Behavior of Children from Varying Socio-Economic Class Levels

Social class is a distinctively human phenomenon in the United States. According to McCandless, the most common division is into (1) upper class (relatively aristocratic, well established people); (2) middle class (the great body of professional and white-collar workers); and (3) lower class, the upper-lower class being made up of skilled workers, the lower-lower class of unskilled workers.[2] Sjoberg reinforced McCandless's viewpoint when he reported that our class structure is becoming a more rigid structure.[3]

Packard supported the existence of class level distinction in the United States when he stated:

> The car you drive, the church you attend, where you went to school, the house you live in--even your choice of words--are brandings of your place in society. This is your status--and you may be stuck with it, like it or not.[4]

---

[1]Robert A. Merton, Social Theory and Social Structure (Glencoe, Illinois: Free Press, 1957), pp. 386-415.

[2]McCandless, p. 483.

[3]Gideon Sjoberg, "Are Social Classes in America Becoming More Rigid," American Sociological Review, XVI (December, 1951), 775-83.

[4]Vance Packard, The Status Seekers (New York: Pocket Books, Inc., 1959), p. 9.

An important problem is the impact the structure of society has upon its members. The concept of culture has opened new avenues as to man's nature and abilities. Its study reveals how effortlessly children acquire those behaviors, beliefs, attitudes, and values which their culture emphasizes.

Implications for curriculum development have grown out of studies of social structure. The now classic study conducted by Hollingshead was an analysis of the social system in a community of 10,000 population. Hollingshead's study revealed the strength of the influence of home and socio-economic class level in shaping behavior. The culture of a school may determine academic progress of youths far more than does the quality of classroom instruction.[1]

The social class position of teachers has also been examined. The relation of I. Q. score to differentials of social class experiences has received research attention. The relation of teacher's rewards and punishments to the status of children's families has been investigated. The school's function as a preserver of middle-class values, aspirations, and traditions has been pointed out.[2]

---

[1] August B. Hollingshead, Elmstown's Youth (New York: John Wiley and Sons, Inc., 1949), p. 256.

[2] Robert J. Havinghurst and Bernice L. Neugarten, Education and Society (Boston: Allyn and Bacon, 1957), pp. 180-95.

Because of political and social changes in our society, attention has been shifted to those people in our society that constitute what the literature refers to as culturally deprived. There are a number of reasons for focusing attention on the culturally deprived child. In a world that makes education a prerequisite to success, culturally deprived children seem destined to failure. The significance of this problem is better understood when we realize that one out of two children in the public schools is from the lower class.[1] Another important reason for focusing attention on these children is their antisocial behavior, which jeopardizes both the youngsters and the society in which they live. The mobility of our society would seem to indicate that there will be increasing contact between the middle class and culturally deprived.

What causes antisocial behavior among these children? Willie stated:

> The most popular theoretical explanation of antisocial and delinquent conduct of a juvenile person is that of cultural deprivation.[2]

Equality of opportunity is fundamental in the American tradition. But not all Americans have shared this equality of opportunity. Some Americans developed ways of living

---

[1]Mary Allen Sochet, "Social Class Awareness of Lower Class Children as Revealed in Their Concepts of Adult Preferences, Ideals, and Self Images," International Review of Education, X (1964), 341-46.

[2]C. V. Willie, "Anti-Social Behavior Among Disadvantaged Youth," The Journal of Negro Education, XXXIII (Spring, 1964), p. 176.

in virtual isolation from the rest of the society. Now the ferment of America has reached them, bringing them into direct contact with modern life. Many have been unable to make a successful transition, for their ways of living are not attuned to the spirit and practice of modern life. They are placed at a severe disadvantage by their cultures.[1]

Riessman estimated that our nation fast approaches the point where one third of our population is disadvantaged.[2]

Disadvantaged children possess characteristic peculiarities which set them apart from other children. Educators must face the fact that culturally deprived children are socialized in ways that are quite different from those of the middle class. They must take full account of the differing value patterns, attitudes, and beliefs with which the culturally deprived child comes to school. The child brings the reality of his own life into the classroom, and to be effective the school must admit that reality. Olsen supported this premise when he stated:

> I suggest that the central challenge that the slum child presents to the school is not only the disadvantages that he brings with him. His challenge to us is much more profound than this. His ambitions, his hopes, his desires, his attitudes toward authority, education success and school, his fears, his habits, his hates--in short, his basic orientations toward life--are, in

---

[1]Educational Policies Commission, Education and the Disadvantaged American (Washington, D. C.: National Education Association, 1962), p. 4.

[2]Frank Riessman, The Culturally Deprived Child (New York: Harper and Brothers, 1962), p. 269.

> many ways, so different from ours that we do not understand him nor does he understand us.
>
> In other words, the child born and raised in a lower-class cultural milieu derives his basic perceptions and values from that milieu. He comes to school with a culture--that is, with a way of perceiving and behaving--that is distinctly different from the school culture. The school is a middle-class institution, not only in its attitudes and value orientations, but also in its controls and rewards, its teaching materials, its personnel, and in its administrative practices.[1]

The culturally deprived child is different from his peers of the middle class in many ways. First, his basic psychological responses of anger and sex are expressed very directly. Fighting, for example, is a part of his life. Second, the lower class child grows up very quickly. This is partly because he is on his own early in life and partly because he comes in direct contact with the fruits of unemployment, desertion, crime, and the like. Third, the culturally deprived child has a different idea of social advancement--and this point is crucial for him in school. Since culturally deprived social organization is characterized by the extended family and reciprocity, there is a very strong emphasis on cooperation and mutual aid. Fourth, the culturally deprived do not have the same time orientation that we do. Our schools stress the future. Fifth, the attitudes of the culturally different and middle-class student toward authority

---

[1] Olsen, p. 80.

figures are, in many instances, dissimilar. The culturally deprived like a strong leader who is male.[1]

A widely recognized characteristic of the culturally deprived is their hostility toward schools and apathy for educational tasks. Teachers see a marked indifference to responsibility. Nonpurposeful activity exists in abundance and deviates into socially unacceptable behavior.[2]

One of the common stereotypes of the culturally deprived child is that he is deficient in language skills and abilities. He doesn't talk and discuss topics and events in the classroom as much as children from other socio-economic class levels.[3]

Eels cautions against equating the culturally deprived with the slow learner. Culturally deprived children, like middle-class children, present a spectrum of abilities from the very low to the intellectually gifted. The research indicates, moreover, that low economic groups include more pupils with high I. Q.'s than do middle-class groups.[4]

---

[1]Judith W. Greenberg, Joan M. Greever, Jeanne Chall, and Helen H. Davidson, "Attitudes of Children from a Deprived Environment Toward Achievement Related Concepts," The Journal of Educational Research, LIX (October, 1965), 57-61.

[2]Henry Hayes, "Some Ways To Teach Culturally Deprived Children," Chicago School Journal, XLV (February, 1964), 221-8.

[3]James Olsen, "The Verbal Ability of the Culturally Different," The Educational Forum, XXIX (March, 1965), 280-84.

[4]Kenneth Eels, Intelligence and Cultural Differences (Chicago: University of Chicago Press, 1951), 120-51.

The family background of the culturally deprived has undertones of insecurity. Their lack of participation in cultural activities makes them strangers in our culture. With all these hindering characteristics, the underprivileged have a strong chance of remaining underprivileged throughout a lifetime. Ausubel did give a solution to the dilemma when he stated:

> The possibility of arresting and reversing the course of behavior retardation in the culturally deprived pupil depends largely on providing him with an optimal learning environment as early as possible in the course of his educational career.[1]

Increased educational concern for the culturally deprived child has been attended by innuendos to the effect that something is inherently wrong with middle-class values. From the pens of scientists, sociologists, and educators, have come charges that teachers with middle-class values must change these values in order to succeed in educating the culturally deprived child. Heald asks that the values of the middle-class be weighed, examined, and scrutinized before final judgment is pronounced.[2]

Bettelheim supported Heald's viewpoint when he stated:

> Should our goal be that these youngsters learn the important things in life: not to steal, not to hit people over the head, or to be able to stand

---

[1]David P. Ausubel, "A Teaching Strategy for Culturally Deprived Pupils: Cognitive and Motivational Considerations," The School Review, LXXXI (Winter, 1963), 454-63.

[2]James E. Heald, "In Defense of Middle-Class Values," Phi Delta Kappan, XLVI (October, 1964), 81-83.

> some frustration and still go on with the task? Or should our goal be that they learn, like Lee Harvey Oswald, to read and write, no matter what?"[1]

The shortage of teachers who deal with children from the lowest socio-economic level on the basis of full understanding is a problem that concerns American education today. Factors within the subculture of these pupils make them less adaptable than the middle-class child to the work and behavior standards of the school. As a result, these pupils do not derive as much from their school experiences as do children from middle-class families. The greater needs of pupils in lower socio-economic area schools place responsibility on the school to serve as a socializing agent in meeting their needs for personal growth and development, for membership in a democratic nation, and for living in a state of rapid change. Koenigsberg found in his study of twenty teachers in lower socio-economic areas in New York City that these teachers were devoted but not creative or "effective" with pupils in lower socio-economic area schools.[2]

Teachers on duty now have not been specifically prepared to work with the disadvantaged. Such skills that they

---

[1]Bruno Bettelheim, "Teaching the Disadvantaged," The Journal of the National Education Association, LIV (September, 1965), 12.

[2]Shelley P. Koenigsberg, "Teaching in Lower Socio-Economic Area Schools: The Classroom Activities of Seventh Grade Teachers in New York City Judged 'Effective' by Their Principals," (unpublished Ed. D. dissertation, Department of Education, Teachers College, Columbia University, 1962), p. 199.

might possess come from experience. A teacher who fully understands the disadvantaged child is a rarity. Cause for this lack of understanding is readily revealed in a glance at the characteristics of our teachers. Almost all teachers in the United States are members of the middle class, but about one fourth or more of their students come from lower-lower class.[1] The values of the middle and the lower-lower class differ sharply. Middle-class people in general espouse hard work, ambition, cleanliness, and self-control. They tend to be inhibited in sexual and aggressive behavior. Lower-class individuals, on the other hand, tend to be more open and uninhibited, and as a group, are inclined toward immediate gratification of needs and impulses. McCandless stated:

> Major difficulties in values result in serious communication difficulties between middle-class and lower-class people; these are particularly troubling to the relations between teacher and lower-class children. Because of their failure to understand each other's behavior, standards, and goals, mutual distrust--even hostility--may result.[2]

The implications of this situation for the education of culturally deprived children are grave, and are made even more serious because lower-class parents typically do not support the schools' educational efforts. Middle-class parents, on the other hand, offer strong support to the schools, and

---

[1]Passow, pp. 237-62.

[2]McCandless, p. 485.

teachers present about the same image to middle-class children as do their parents.

Some research studies have suggested that middle-class parents place greater emphasis on the maintenance of high levels of school and vocational success than lower socio-economic parents. For example, Ausubel supports the thesis that middle-class parents desire that their children achieve high academic success.[1] Conversely, other studies have suggested that lower socio-economic parents are more concerned about their children's scholastic achievement than are middle-class parents.[2] The differences lie not so much in desires, but rather in the attitudes that parents (and, it often follows, their children) have toward the possibility of attaining the educational goals.

Appreciation and respect for the individual can help to bridge the gap between teachers and culturally deprived children. McCandless supported this thesis when he stated that "lower-class children seem to respond well to teacher techniques that combine fairness and warmth with strength."[3]

Sewell and Haller indicated that teachers should strive to know culturally deprived children and their families

---

[1] David P. Ausubel, Theory and Practice of Child Development (New York: Crane and Stratton, 1958), pp. 386-92.

[2] Robert Sears, Patterns of Child Rearing (Evanston: Row, Peterson and Company, 1952), pp. 156-71.

[3] McCandless, p. 485.

better and to develop a more realistic understanding of their needs and standards. Developing attitudes of objectivity and acceptance toward others means that teachers must examine and justify--and, where necessary, modify--their own system of values.[1]

Teachers should exercise caution in viewing social class as a fixed determinant. This kind of reasoning could lead to the logical conclusion that all individuals within a class hold the values of that class, and should be treated accordingly. Such a criterion could at its worst lead to a situation in which the individual truly "belonged" to his class--body and soul.[2] Social class stratification was not created nor intended to serve as anything other than a research tool, and was never meant to apply to individuals within these groups.

In view of all these attendant factors which combine to foster an extreme relativism in viewing behavior, parents and teachers cannot be expected to look upon misbehavior with the same perception.

Kvaraceus suggested that good discipline would result only when classroom relationships among students and between

---

[1]W. H. Sewell and A. O. Haller, "Social Status and the Personality Adjustment of the Child," Sociometry, XIX (1956), 114-25.

[2]David E. Hernandez, "Is the Concept of Social Class Being Misused in Education?" The Journal of Educational Sociology, XXXVI (March, 1963), 322-24.

teachers and students were such that the highest development of all was assured.[1]

Attitude Measurement

The disciplines of psychology, sociology, and education have produced a vast amount of literature dealing with attitudes. Edwards pointed this out when he stated:

> Some of these articles have had as their concern the comparison of attitudes of members of different groups. Others have reported upon the way in which attitudes are developed in young children. The interest of some writers has been in the theory and nature of attitudes and in the way in which attitudes are defined. Others have investigated and reported upon the problem of attitude change--the manner in which new experiences modify existing attitudes. Still others report upon the relationship between attitudes and other variables such as personality traits and level of intelligence.[2]

Probably the two most influential contributions to the field of attitude measurement were the works done in 1929 by Thurstone[3] and in 1932 by Likert.[4]

Krech and Crutchfield define an attitude as a complex and enduring structure of cognitive, perceptual, motivational,

---

[1]William C. Kvaraceus, "Behavior Problems," Encyclopedia of Educational Research, ed. by Walter S. Monroe (New York: The MacMillan Company, 1960), pp. 137-42.

[2]Allen L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Inc., 1957), p. 2.

[3]L. L. Thurstone and E. J. Chave, The Measurement of Attitude (Chicago: University of Chicago Press, 1929).

[4]Robert Likert, "A Technique for the Measurement of Attitudes," Archives of Psychology, XXII (New York: Columbia University, 1932).

and emotional components that predispose the individual to behave toward cognitive objects in certain ways.[1]

When studying attitudes the psychologists want to know what variables have caused a person to favor or oppose a given point of view. Smith, Bruner, and White supported this premise when they stated:

> Specifically, the psychological approach to the study of opinion asks four kinds of questions. The first of these is a genetic question. How did an opinion develop? The second is an adjustive question. What function does an opinion serve in the adjustment of the individual? The third is a relational question. One asks what other processes are associated with opinions. Finally, there are structural questions. Since we may properly assume that the individual personality is organized or structured in a more or less enduring manner, we ask how opinion fits into this organization or structure.[2]

In short, an attitude is a set, a readiness, a predisposition to behave in certain ways toward things in the environment.[3]

Attitudes serve as an adjustment factor to his culture for the individual. Attitudes provide man with ready-made frames of reference, by which he can judge objects, events, and behaviors. Attitudes are major determinants of

---

[1]David Krech and Richard S. Crutchfield, Theory and Problems of Social Psychology (New York: McGraw-Hill Book Company, 1948), p. 152.

[2]M. Brewster Smith, Jerome S. Bruner, and Robert A. White, Opinions and Personality (New York: John Wiley and Sons, Inc., 1956), p. 3.

[3]Fred N. Kerlinger, "Educational Attitudes and Perception of Teachers: Suggestions for Teacher Effectiveness Research," The School Review, LXXI (Spring, 1963), 1.

perception of complex objects subject to ambiguous interpretation.

As is revealed by the literature, educators, psychologists, and sociologists generally approach the measurement of attitudes by one of two techniques--questionnaire or interview. In the questionnaire method the subject has to react to certain questions or statements supplied to him in writing, with a minimum of verbal assistance from the administrator of the questionnaire. The interview technique is somewhat similar to the questionnaire method, except for a verbal exchange between the interviewer and the person being interviewed. Today both the questionnaire and interview method are often used for theoretical and practical purposes. But under what conditions one technique takes priority over the other is not clearly known.

In an industrial situation which probably constituted some form of threat for the subject, Jonsson has shown that anonymous group-administered questionnaires with fixed alternatives did not differ significantly from open-ended interviews for demographic items in regard to relation with a productivity criterion or answer distribution. For job-satisfaction questions by this instrument contained fewer "manager stereotypes."[1]

---

[1]Carl-Otto Jonsson, Questionnaires and Interviews (Stockholm: The Swedish Council for Personnel Administration, 1957), p. 34.

A review of educational literature indicates a growing awareness by educators of the significance of elementary school teachers' attitudes toward the behavior of elementary school children. In spite of educators' awareness of this problem, the writer was unable to locate a suitable instrument for measuring teacher attitude toward behavioral problems of elementary school children.

In 1949 Carroll H. Leeds[1] constructed an instrument for measuring teacher-pupil attitudes. This instrument did not fulfill the requirements of this study, because of its emphasis on pupil attitude.

The studies of teacher attitude reviewed by the writer revealed a pattern established by Wickman's study of 1928.[2] The studies reviewed by the writer either asked teachers to list "acts" they considered to be misbehavior on the part of students, or to rank a predetermined list of acts according to seriousness.

In a study reflecting this pattern, Sparks submitted a list of predetermined acts to elementary school teachers and mental hygienists and asked them to rank the acts in

---

[1]Carroll H. Leeds, A Scale for Measuring Teacher-Pupil Attitudes and Teacher-Pupil Rapport (Washington, D. C: The American Psychological Association, LXIV, 1950).

[2]Wickman.

order of seriousness.[1] Generally, research studies in the area of teacher attitudes toward the behavioral problems of children have not been treated statistically; the results tend to be reported in percentages.

As a result of not being able to locate an existing attitude scale that fulfilled the requirements of the study and that could be treated statistically, it became necessary for the writer to construct such a scale.

---

[1]Jack Norman Sparks, "A Study of Teachers' and of Mental Hygienists' Ratings of Certain Behavior Problems of Children," The Journal of Educational Research, XXXVI (December, 1942), 293-307.

CHAPTER III

INSTRUMENTATION OF THE STUDY

The purpose of this study was to determine whether teachers working in schools located in culturally deprived neighborhoods and teachers who work in schools located in middle-class neighborhoods differ in their perception of disciplinary problems and their treatment of children who exhibit such behavioral problems.

In order to fulfill the requirements of this study it was necessary to measure the attitudes and practices of a large number of elementary school teachers toward behavioral problems of their pupils. The investigator was unable to find available instruments of analysis suitable for this purpose. It thus was necessary to construct instruments of analysis which would serve this function.

Edwards has stated:

> It might seem logical to assume that if we want to know how individuals feel about some particular psychological object, the best procedure would be to ask them.[1]

---

[1]Allen L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Inc., 1957), p. 3.

Operating on the basis of this premise, the investigator created the Behavioral Problems Inventory and the Behavioral Treatment Response Sheet. These two instruments of analysis constituted the instrumentation of this study.

Two lines of inquiry were pursued in this investigation in obtaining evidence on teacher conception and treatment of behavioral problems of the elementary school children involved in the study. First, the reactions of participating teachers to specific types of behavioral problems were measured by eliciting their judgments about the seriousness of the problems listed in the Behavioral Problems Inventory. Second, the participating teachers' attitudes toward treatment of these behavioral problems were ascertained by analyzing their responses on the Behavioral Treatment Response Sheet.

As mentioned in the previous chapter, many authorities express the opinion that the professional philosophy of teachers is in a large measure laid upon them by the schools in which they work and the social class levels of the surrounding neighborhoods. In a sense, it may be that measurement of teachers' perception of misbehavior constitutes a measurement of the attitudes of the schools and neighborhoods in which they work.

The Behavioral Problems Inventory

With this presupposition in mind the Behavioral Problems Inventory was created for the purpose of determining

each teacher's conception of what constitutes misbehavior on the part of students. The inventory was constructed in such a manner that it could be adapted to both quantitative and statistical treatment.

The instrument used to reveal teacher insight into child behavior was a list consisting of thirty-seven acts which could be viewed by teachers as forms of misbehavior. Teachers were asked to judge the seriousness of each act by checking whether it ranked "high," "medium," or "low" in seriousness. This inventory was presented to all elementary school teachers in Grades 4, 5, and 6 in selected Oklahoma City schools. All inventories were unsigned and no effort was made to identify the person answering each inventory. As a technique to reduce the tendency to intellectualize or rationalize in making ratings of this kind, teachers were urged to make their ratings as soon as possible. By securing their immediate reactions to the behavioral acts without permitting much time for rationalization, it was hoped that their everyday responses would be elicited rather than their studied, intellectual responses indicating what they thought their attitudes ought to be.

The task of creating this inventory was aided by the knowledge that Wickman's[1] study listed some types of misbehavior common to elementary school children. The list

---

[1]Wickman, pp. 15-17.

compiled by Wickman was used, in part, by the writer to construct the Behavioral Problems Inventory. The additional behavioral problems used in this inventory were a compilation of acts perceived by the investigator as possible forms of misbehavior.

Wickman's study was concerned with children's behavior and teachers' attitudes. He was confronted with the problem of the lack of any objective study of the behavior deviations of elementary school children. At that stage of development in educational history most textbooks on discipline and child training were written from the point of view of the author's individual judgments about desirable and undesirable behavior. Wickman stated, "Relatively few studies are available in which the opinions of a social group have been collected on this subject."[1]

Beginning with this viewpoint, Wickman requested the elementary school teachers participating in his study to list all kinds of behavioral problems which they had encountered in their teaching careers. By permitting teachers to make spontaneous replies, Wickman hoped they would record freely the kinds of behavior which they considered and treated as undesirable. This portion of Wickman's study was conducted in two elementary schools in Minneapolis and Cleveland.

---

[1] Ibid., p. 13.

The teachers participating in this study reported 428 items which they considered to be acts of misbehavior. After duplications were eliminated, there remained 185 separate items of undesirable behavior. Wickman classified these acts into seven major groups, each containing subclassifications.

These seven groups were:

1. Violations of general standards of morality and integrity. These violations included such acts as stealing, dishonesties, immorality, profanity, and smoking.

2. Transgressions against authority. Listed under this heading were disobedience, disrespect to authority, defiance, impertinence, insubordination, slowness in obeying instructions, and willful misconduct.

3. Violations of general school regulations. This list included truancy, tardiness, irregularity in attendance, and destroying materials.

4. Violations of classroom rules. In this category were included such acts as disorderliness, restlessness, interruptions, too social, whispering, and lack of supplies.

5. Violations of school work requirements. Listed under this category were inattention, lack of interest, carelessness, and laziness.

6. Difficulties with other children. In this category were listed cruelty, roughness, annoying other children, tattling, and miscellany.

7. Undesirable personality traits. In this classification were mentioned negativisms, unacceptable social manners, self-indulgences, arrogance, evasions, interference, lack of emotional control, and undesirable mental states.

It was from the above list that a large number of items included in this inventory were taken.

The Behavioral Treatment Response Sheet

The Behavioral Treatment Response Sheet was designed to fulfill the requirements of the second part of the problem pursued in this study. The purpose of this instrument of analysis was to find out how teachers thought certain kinds of behavioral problems should be handled.

The Behavioral Treatment Response Sheet consists of twenty-two possible procedures for treating behavioral problems of elementary school children, and also contains a duplication of the list of behavioral problems found in the Behavioral Problems Inventory.

The participating teachers were asked to select from Part I the type of treatment that they would prescribe as treatment for each of the behavioral problems listed in Part II. By asking a teacher to prescribe what he considered to be the best way to treat a particular behavior problem, it was hoped that the teacher's insight into that particular problem might be revealed. It should be noted at this point that "treatment" is not used synonymously with "punishment."

Based on the thinking of such authorities on child growth and development as Hymes, Prescott, Rogers, Menninger, Jersild, Fromm, and Combs, eleven of these items were considered to be desirable forms of treatment, and eleven as undesirable forms of treatment for behavioral problems of elementary school children.[1]

Items numbered 1, 3, 4, 7, 10, 11, 14, 15, 16, 17, and 22 were judged to be desirable methods of treatment for behavioral problems of elementary school children. Items 2, 5, 6, 8, 9, 12, 13, 18, 19, 20, and 21 were considered to be undesirable means of treating behavioral problems of elementary school children.

The writer realizes that it is impossible to form an absolute dichotomy between desirable and undesirable treatment of behavioral problems of elementary school children,

---

[1] James L. Hymes, Behavior and Misbehavior: A Teacher Guide to Action (New York: Prentice-Hall, 1955).

Daniel A. Prescott, The Child in the Educative Process (New York: McGraw-Hill, 1957).

Carl R. Rogers, The Clinical Treatment of the Problem Child (Boston: Houghton Mifflin Company, 1939).

Karl A. Menninger, Love Against Hate (New York: Harcourt, Brace and Company, 1942).

Arthur T. Jersild, Child Psychology (Englewood Cliffs: Prentice-Hall, 1960).

Erich Fromm, The Art of Loving (New York: Harper Brothers, 1956).

Arthur W. Combs, Individual Behavior: A Perceptual Approach to Behavior (New York: Harper Brothers, 1959).

but most authorities in the fields of elementary education and psychology are in agreement that some procedures are definitely more appropriate than others.

The treatments considered desirable are so considered because it is felt that they fulfill in a positive manner the basic needs of elementary school children, such as the need for love, success, belonging, security, adventure, contribution, etc.

The items that were considered desirable forms of treating behavioral problems are the following:

1. Give pupil opportunity to make contribution to class. An example of this treatment is participation by the pupil in a "show and tell" period.

3. Teacher uses simple control. An illustration of this type of control would be use by the teacher of facial expressions or a simple gesture as a reminder to the child.

4. Parent-teacher conference. The teacher incorporates the parent's support in treatment of the child's problem. This type of conference is sometimes exploratory in nature.

7. Pupil-teacher conference. This pattern of treatment is sometimes used as a nondirective counseling session to help the child discover the reasons for his misbehavior.

10. Pupil loses some privilege. An example of this treatment might be exclusion of the child from an activity he enjoys.

11. Pupil referred to special service personnel. Treatment may consist of having the child to participate in counseling sessions with the school psychologist or elementary school guidance personnel.

14. Role playing. In this type of treatment children are given roles and a situation and then allowed to develop the play in a free and spontaneous manner. Some teachers use puppets with this type of endeavor.

15. Isolate the pupil. An example of this treatment is moving the child from his group to an isolated part of the room.

16. Emphasize good qualities of child's behavior. An exmple of this treatment might be calling attention to the child's good sportsmanship habits on the playground.

17. Accept misbehavior as normal for child and attempt to change through positive approach. An example of this might be the treatment of cheating by putting the child into a situation in which he is successful through self-merit.

22. Assess and improve through group discussions. This type of treatment could take place through group counseling in which children feel free to explore their behavior.

The following treatments were considered to be undesirable methods of treating behavioral problems:

2. Pupil apologizes. This pattern of treatment is very often exemplified by forced apologies.

5. Teacher lowers grades. This type of treatment is exemplified by lowering academic grades as a means of punishment for misbehavior.

6. Detention after school. This pattern of treatment includes forcing the child to stay after school for an extended period of time.

8. Pupil temporarily suspended from room. An example of this treatment is forcing the child to stand in the hall outside the room.

9. Pupil temporarily suspended from school. This type of treatment is illustrated by sending the child away from school for several days.

12. Corporal punishment is used. An example of this treatment is paddling or strapping the child.

13. Send child to principal's office. An illustration of this type of treatment would be sending a child to the principal's office for an act perceived as misbehavior by the teacher.

18. Physical control of student. This type of treatment might consist of shaking the child for his misbehavior.

19. Require additional assignment. The assignment of writing a specific sentence a set number of times is an illustration of this type of treatment.

20. Some action by fellow students. An example of this might be the use of the "kangaroo" or student court.

21. Behavior called to attention of other class members. The child is ridiculed or embarrassed in front of fellow students.

These two instruments of analysis comprise the instrumentation of this study. They were designed for the sole purpose of discovering the difference, if any, in teachers' attitudes toward children's behavior in culturally deprived and middle-class elementary schools, and the difference, if any, in teachers' treatment of these behavioral problems in relation to differentiated years of teaching experience.

CHAPTER IV

AN ANALYSIS AND TREATMENT OF DATA

This chapter presents tabulated results of data obtained from investigational procedures described in Chapter III. The data gathered in this study were used for the primary purpose of testing the following null hypotheses: (1) Teacher perception of the acts which constitute misbehavior on the part of elementary school children in Grades 4, 5, and 6 does not differ significantly between teachers working in culturally deprived elementary schools and teachers working in middle-class elementary schools. (2) Treatment of behavioral problems of elementary school children in Grades 4, 5, and 6 does not differ significantly between teachers working in culturally deprived elementary schools and teachers working in middle-class elementary schools. (3) Teacher perception of the acts which constitute misbehavior on the part of elementary school children and the treatment of these behavioral problems by teachers do not differ in terms of a years-of-experience differential.

The data were collected through the use of two instruments constructed by the writer. The rationale, purpose, and

the content of these two instruments were presented in Chapter III.

Selection of elementary schools located in culturally deprived neighborhoods and elementary schools located in middle-class neighborhoods in Oklahoma City was based on information compiled by the United States Department of Labor.[1] Criteria for determination of the socio-economic classification of neighborhoods by the United States Department of Labor were based on income, education, and unemployment. According to statistics included in this report, twenty-one elementary schools in Oklahoma City were located in culturally deprived neighborhoods, and sixty-seven were located in middle-class neighborhoods. Ten elementary schools were randomly selected from each of these two socio-economic classifications.

The Behavioral Problems Inventory and the Behavioral Treatment Response Sheet were administered to all teachers of Grades 4, 5, and 6 in these twenty elementary schools, with the exception of teachers in their first and second years of teaching experience. From the total number of responses a random selection was made for use in this study.[2]

For purposes of tabulation the selected responses were grouped into four categories: (1) twenty-five teachers

---

[1] United States Department of Labor, pp. 21-22.

[2] Donald B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill Book Company, Inc., 1962), p. 252.

with more than ten years of experience who teach middle-class children, (2) twenty-five teachers with three to ten years of experience who teach middle-class children, (3) twenty-five teachers with more than ten years of experience who teach culturally deprived children, and (4) twenty-five teachers with three to ten years of experience who teach culturally deprived children.

The statistical technique used to analyze the data obtained from the two inventories described in Chapter III was the chi-square, described by Dixon and Massey.[1] This method of analysis was useful and appropriate for determining the significant difference, if any, between the two independent groups as to their perception and treatment of behavioral problems of elementary school children in Grades 4, 5, and 6 in selected schools in Oklahoma City.

The Behavioral Problems Inventory

The Behavioral Problems Inventory was administered to all teachers involved in the study, with specific instructions to check the inventory according to the way they felt about the seriousness of each act. The teachers were urged to make their ratings as rapidly as possible. It was hoped that by securing their spontaneous reactions to the problems without permitting much time for rationalization, their everyday responses would be elicited rather than their studied

---

[1] Dixon and Massey, p. 222.

intellectual responses indicating what they thought their attitudes ought to be.

Chi-square results for the Behavioral Problems Inventory were obtained through the use of 2 x 3 contingency tables. The level of confidence for X^2 was set at the 0.05 level, which required a value that was equal to or greater than 5.99 for significance.

To present the results secured from the Behavioral Problems Inventory, a table is given for the entire population of the study. The data in Table 1 show total responses by designated teacher groups as to the degree of seriousness of all items included in the Behavioral Problems Inventory. An analysis of Table 1 shows that teachers of culturally deprived children and who have three to ten years of teaching experience marked acts high in seriousness a total of 195 times contrasted with 309 acts marked as high by the teachers with three to ten years of teaching experience who teach middle-class children. Teachers with more than ten years of teaching experience who teach culturally deprived children have 260 high responses as compared to 328 high responses by teachers with more than ten years of teaching experience who teach middle-class children.

The data in Table 1 clearly indicate that teachers of culturally deprived children perceive the acts included in the Behavioral Problems Inventory as being less serious in nature than do teachers of middle-class children.

TABLE 1.--Total responses on the Behavioral Problems Inventory reflecting teachers' attitudes toward the seriousness of behavioral acts performed by elementary school children in Grades 4, 5, and 6

Degree of Seriousness	Teachers of Culturally Deprived Children		Teachers of Middle-Class Children	
	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience
High	195	260	309	328
Medium	316	345	373	359
Low	414	320	243	238

The data in Table 2 show a rank order arrangement of behavioral acts from the Behavioral Problems Inventory according to perceived seriousness by the four groups of teachers. The data show physical attacks on teachers, defacing school property, sex offenses, and willful disobedience as being ranked high in seriousness by all groups of teachers. A further analysis of Table 2 shows teachers to be in agreement, although to a lesser degree, as viewing such acts as rudeness to teachers, cruelty, no interest in classwork, theft, lying, obscene notes and talk, cheating, and truancy as serious behavioral problems.

TABLE 2.--Rank order arrangement of teacher perception of the seriousness of behavioral acts performed by children in Grades 4, 5, and 6 and listed on the Behavioral Problems Inventory

Behavioral Acts	Teachers of Culturally Deprived Children		Teachers of Middle-Class Children		Mean Rank for All Groups
	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience	
Willful disobedience	9.5	1	4.5	8.5	4
Physical attack on teacher	1	2.5	1	1	1
Sex offense	9.5	2.5	2.5	6.5	3
Rudeness, impudence to teachers	5	4	16.5	14.5	11
Defacing school property and/or equipment	2	5.5	4.5	3	2
Cruelty, bullying	14.5	5.5	8.5	6.5	8
No interest in classwork	5	7	8.5	19	10
Committing petty thievery	14.5	8.5	2.5	11.5	9
Truancy	3	8.5	12	8.5	5

TABLE 2.--Continued

Behavioral Acts	Teachers of Culturally Deprived Children		Teachers of Middle-Class Children		Mean Rank for All Groups
	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience	
Unhappiness, depression	9.5	11	12	21	13
Rages, temper tantrums	16.5	11	16.5	13	15.5
Lying, untruthfulness	5	11	12	4.5	6.5
Playing with genitalia	19.5	14	15	11.5	15.5
Obscene notes, talk	9.5	14	7	2	6.5
Masturbation	9.5	14	12	10	12
Failure to pay attention	9.5	16	24	22	18
Tattling on others	25	19	33.5	35.5	27
Disorderliness in classroom	35	19	24	25.5	25
Habitual tardiness	25	19	21	23.5	23
Cheating on class assignments and/or tests	25	19	6	4.5	14

TABLE 2.--Continued

Behavioral Acts	Teachers of Culturally Deprived Children		Teachers of Middle-Class Children		Mean Rank for All Groups
	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience	
General rudeness and inconsideration for other students	14.5	19	12	19	17
Shyness, timidity, withdrawing	19.5	25	21	16.5	20
Stubbornness, contrariness	33.5	25	29	34	32
Quarrelsomeness	25	25	33.5	35.5	31
Physical laziness	29.5	25	18.5	25.5	24
Carelessness, inaccuracy in work	14.5	25	26.5	19	21
Interrupting	19.5	25	36.5	29.5	26
Swearing, using profane language	19.5	25	18.5	14.5	19
Acting smart	29.5	30	29	29.5	30

TABLE 2.--Continued

Behavioral Acts	Teachers of Culturally Deprived Children		Teachers of Middle-Class Children		Mean Rank for All Groups
	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience	
Smoking	19.5	30	21	16.5	22
Running in the hall	29.5	30	33.5	23.5	29
Horseplay	25	33.5	26.5	29.5	28
Sissy or Tomboy	36.5	33.5	31	29.5	34
Slovenly appearance	33.5	33.5	29	37	36
Daydreaming	29.5	35	25	33	33
Whispering, writing notes	36.5	36.5	36.5	27	37
Eating candy, etc., in school	33.5	36.5	33.5	29.5	35

It seems immediately evident that the problems teachers considered to be most detrimental to children were types of behavior associated with violations of the middle-class social and moral code, that is, those things which the middle-class culture emphasizes that "good boys and girls do not do."

It seems noteworthy that unhappiness and depression were viewed as being relatively serious by both groups of teachers of culturally deprived children: teachers of middle-class children, however, did not rank unhappiness and depression as highly serious.

Nonsignificant results obtained by applying the chi-square test to responses given by teachers of culturally deprived children and teachers of middle-class children on the Behavioral Problems Inventory are reported in Table 3. The data in Table 3 reveal that for twenty-one of the thirty-seven acts listed in the Behavioral Problems Inventory there is a nonsignificant difference between the two major groups of teachers involved in the study.

It is interesting to note that sex offenses and acting as a sissy or tomboy received chi-square scores of 5.00. Although these acts were not significant at the 5 per cent of confidence level, the score of 5.00 was near the level of significance. These acts are of an overt or aggressive nature, pertain to sex, and violate some social or moral code of middle-class values.

TABLE 3.--Items from the Behavioral Problems Inventory which showed nonsignificant differences in perception of the seriousness of behavioral acts between teachers of culturally deprived children and teachers of middle-class children

Behavioral Act	Chi-Square	Behavioral Act	Chi-Square
Sex offense	5.79	Interrupting	5.29
Truancy	3.22	Horseplay	1.00
No interest in classwork	1.14	Running in the hall	2.00
		Acting smart	4.41
Unhappiness, depression	3.12	Stubbornness, contrariness	1.11
Rages, temper tantrums	2.50	Daydreaming	1.00
Failure to pay attention	.24	Sissy or tomboy	5.79
		Eating candy, etc., in school	.06
Shyness, timidity, withdrawal	5.78		
		Whispering, writing notes	.05
Carelessness, inaccuracy in work	2.19		
		Disorderliness in classroom	5.34
Habitual tardiness	2.79		
Physical laziness	2.33		

Nonsignificant at the .05 level of confidence

Significant results obtained by applying the chi-square test to responses given by teachers of culturally deprived children and teachers of middle-class children on the Behavioral Problems Inventory are reported in Table 4. An analysis of the data in Table 4 reveals a significant

TABLE 4.--Acts from the Behavioral Problems Inventory which showed significant differences in perception of the seriousness of behavioral acts between teachers of culturally deprived children and teachers of middle-class children

Behavioral Act	Chi-Square	Behavioral Act	Chi-Square
Physical attack on teacher	10.80	Masturbation	9.79
Defacing school property and/or equipment	7.49	Cheating on class assignments	25.44
Willful disobedience	13.11	Playing with genitalia	8.03
Lying, untruthfulness	6.60	General rudeness and inconsideration for other students	9.53
Obscene notes, talk	16.98	Smoking	6.34
Cruelty, bullying	13.57	Tattling on others	9.50
Committing petty thievery	8.99	Quarrelsomeness	8.05
Rudeness, impudence to teachers	15.36	Slovenly appearance	9.74

Significant at the .05 level of confidence

difference between the two major groups of teachers involved in the study for sixteen of the thirty-seven acts listed on the Behavioral Problems Inventory.

It seems evident from analyzing the data in Table 4 that acts reflecting significant differences in perception between designated groups of teachers are acts which tend to violate the middle-class social and moral code.

Since significant differences do exist between teachers of culturally deprived children and teachers of middle-class children in their perception of sixteen acts reflecting aggressive action, pertaining to sex, or violating the normative social code, it seemed logical to report the ways in which these differences existed. The data in Tables 5 to 20 present analyses of the sixteen acts for which there were significant differences at the 5 per cent level of confidence.

A significant chi-square at the 5 per cent level for data in Table 5 would be 5.99; therefore, the value of 10.80 was accepted as significant. According to the data in Table 5, teachers of middle-class children perceived the behavioral problem of physical attack on teachers as being more serious than did teachers of culturally deprived children.

TABLE 5.--Total responses on the Behavioral Problems Inventory by designated teacher groups for physical attack on teachers

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	31	45
Medium	5	1
Low	14	4

X^2 10.80

P .05

Responses by teachers of middle-class children indicate that they viewed the act of defacing school property as being more serious than did teachers of culturally deprived children. As shown in Table 6, the value of 7.49 is significant.

TABLE 6.--Total responses on the Behavioral Problems Inventory by designated teacher groups for defacing school property

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	24	36
Medium	14	11
Low	12	3
		X^2 7.49
		P .05

As shown by data in Table 7, teachers of middle-class children judged willful disobedience as being more serious in nature than did teachers of culturally deprived children. The chi-square of 13.11 reported in Table 7 is significant.

Lying and untruthfulness obtained a chi-square of 6.60, which was above the established level of significance and could be considered as indicating a statistical difference. As shown by data in Table 8, teachers of middle-class

TABLE 7.--Total responses on the Behavioral Problems Inventory by designated teacher groups for willful disobedience

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	25	31
Medium	8	16
Low	17	3
		X^2 13.11
		P .05

TABLE 8.--Total responses on the Behavioral Problems Inventory by designated teacher groups for lying and untruthfulness

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	18	30
Medium	20	15
Low	12	5
		X^2 6.60
		P .05

children perceived this act as being more serious than did teachers of culturally deprived children.

Information in Table 9 indicates that a chi-square of 16.98 was obtained, and since the level of significance is set at 5.99, the chi-square score is considered significant. The disparities observed in Table 9 between total responses by designated groups indicate that teachers of middle-class children consider obscene notes and talk as being more serious than do teachers of culturally deprived children.

TABLE 9.--Total responses on the Behavioral Problems Inventory by designated teacher groups for obscene notes and talk

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	15	35
Medium	20	11
Low	15	4

X^2 16.98

P .05

A significant chi-square score at the 5 per cent level for data in Table 10 would be 5.99; therefore, the value of 13.57 is accepted as significant. According to the data in Table 10, teachers of middle-class children perceived cruelty and bullying as being more serious than did teachers of culturally deprived children.

TABLE 10.--Total responses on the Behavioral Problems Inventory by designated teacher groups for cruelty and bullying

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	20	29
Medium	12	18
Low	18	3

X^2 13.57

P .05

Committing petty thievery obtained a chi-square of 8.99, which was above the established level of significance and could be considered as indicating a statistical difference. As shown by data in Table 11, designated groups indicate that teachers of middle-class children perceived this act as being more serious than did teachers of culturally deprived children.

Information in Table 12 indicates that a chi-square score of 15.36 was obtained, and since the level of significance is set at 5.99, the chi-square score is considered significant. The observed discrepancies between total responses by designated groups in Table 12 indicate that teachers of middle-class children consider the act of rudeness and

TABLE 11.--Total responses on the Behavioral Problems Inventory by designated teacher groups for committing petty thievery

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	18	32
Medium	18	13
Low	14	5

X^2 8.99

P .05

TABLE 12.--Total responses on the Behavioral Problems Inventory by designated teacher groups for rudeness and impudence to teachers

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	23	20
Medium	10	26
Low	17	4

X^2 15.36

P .05

impudence as being more serious than do teachers of culturally deprived children.

The act of masturbation obtained a chi-square score of 9.79, which is above the established level of significance and was therefore considered to indicate a significant difference. Teacher responses by designated groups as shown in Table 13 indicate that teachers of middle-class children perceived this act as being more serious than did teachers of culturally deprived children.

TABLE 13.--Total responses on the Behavioral Problems Inventory by designated teacher groups for masturbation

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	15	26
Medium	13	16
Low	22	8
		X^2 9.79
		P .05

Information in Table 14 indicates that a chi-square score of 25.44 was obtained, and since the level of significance is set at 5.99, the chi-square score is considered significant. The observed discrepancies between total responses by designated groups in Table 14 indicate that teachers of middle-class children consider the act of cheating on class

TABLE 14.--Total responses on the Behavioral Problems Inventory by designated teachers groups for cheating on class assignments and/or tests

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	9	33
Medium	27	14
Low	14	3

X^2 25.44

P .05

assignments and/or tests as being more serious than did teachers of culturally deprived children.

According to the data in Table 15, teachers of middle-class children perceived the behavioral act of playing with genitalia as being more serious than did teachers of culturally deprived children. The value of 8.03 is accepted as significant since it is above 5.99, the established level of significance.

Responses by teachers of middle-class children indicate that they viewed general rudeness and inconsideration for other students as being more serious than did teachers of culturally deprived children. As shown in Table 16, the chi-square value of 9.53 is significant.

TABLE 15.--Total responses on the Behavioral Problems Inventory by designated teacher groups for playing with genitalia

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	13	23
Medium	17	19
Low	20	8

X^2 8.03

P .05

TABLE 16.--Total responses on the Behavioral Problems Inventory by designated teacher groups for general rudeness and inconsideration for other students

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	11	21
Medium	28	27
Low	11	2

X^2 9.53

P .05

The chi-square of 6.34 reported in Table 17 is significant. As shown by data in Table 17, teachers of

TABLE 17.--Total responses on the Behavioral Problems Inventory by designated teacher groups for smoking

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	8	16
Medium	19	22
Low	23	12
		X^2 6.34
		P .05

middle-class children judged the act of smoking as being more serious in nature than did teachers of culturally deprived children.

The act of tattling on others obtained a chi-square of 9.50, which was above the established level of significance and could be considered as indicating a significant difference. Teacher responses by designated groups, as shown in Table 18, indicate that teachers of culturally deprived children perceived this act as being more serious than did teachers of middle-class children.

Information in Table 19 indicates that a chi-square score of 8.05 was obtained. Since the level of significance is set at 5.99, the chi-square score is considered significant. The observed disparities between total responses by designated groups, as shown in Table 19, indicate that

TABLE 18.--Total responses on the Behavioral Problems Inventory by designated teacher groups for tattling on others

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	9	2
Medium	16	22
Low	25	26

X^2 9.50

P .05

TABLE 19.--Total responses on the Behavioral Problems Inventory by designated teacher groups for quarrelsomeness

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	8	2
Medium	22	35
Low	20	13

X^2 8.05

P .05

teachers of culturally deprived children consider quarrelsomeness to be more serious than do teachers of middle-class children.

Slovenly appearance obtained a chi-square score of 9.74, which was above the established level of significance and could be considered as indicating a significant difference. As shown by data in Table 20, designated groups indicate that teachers of middle-class children perceived this act as being more serious than did teachers of culturally deprived children.

TABLE 20.--Total responses on the Behavioral Problems Inventory by designated teacher groups for slovenly appearance

Degree of Seriousness	Teachers of Culturally Deprived Children	Teachers of Middle-Class Children
High	4	3
Medium	16	22
Low	30	25
		X^2 9.74
		P .05

As shown by the data in Table 21, all teachers working in middle-class elementary schools differed significantly from all teachers working in culturally deprived elementary schools in their perception of behavioral problems. The data in Table 21 reveal a chi-square score of 86.66 for these two groups of teachers. The chi-square score of 86.66 indicates a highly significant difference between these two groups of teachers as

TABLE 21.--Chi-square scores derived from the total responses on the Behavioral Problems Inventory which reflect a difference in perception of the seriousness of behavioral problems of elementary school children in Grades 4, 5, and 6 by designated groups of teachers

Teacher Groups	Chi-Square	Difference
Teachers of middle-class children Teachers of culturally deprived children	86.66	Significant*
Teachers of middle-class children (3-10 years teaching experience) Teachers of culturally deprived children (3-10 years teaching experience)	74.92	Significant*
Teachers of middle-class children (with more than 10 years teaching experience) Teachers of culturally deprived children (with more than 10 years teaching experience)	26.85	Significant*

*Significant at the .05 level of confidence

to their perception of what constitutes a behavioral problem. A further examination of Table 21 shows a chi-square score of 74.92 for teachers with three to ten years of experience employed in middle-class elementary schools and teachers with three to ten years of experience employed in culturally deprived elementary schools. This score represents a

significant difference between these two groups at the 5 per cent level of confidence.

The chi-square score of 26.85 indicates a significant difference in the perception of what constitutes behavioral problems of elementary school children by teachers with more than ten years of experience employed in middle-class elementary schools, and teachers with more than ten years of experience who are employed in culturally deprived elementary schools.

The data in Table 21 clearly indicate a significant difference between all designated groups of teachers in the perception of the seriousness of behavioral problems of boys and girls in Grades 4, 5, and 6.

On the basis of the evidence presented in Table 21, the null hypothesis of no significant difference of teacher perception of the acts which constitute misbehavior on the part of elementary school children in Grades 4, 5, and 6 between teachers working in culturally deprived elementary schools and teachers working in middle-class elementary schools, is rejected as untenable.

The number of years of experience of teachers was a variable controlled in tabulating the results of the Behavioral Problems Inventory, in order to fulfill in part the requirements of the third hypothesis, which stated that teacher perception of the acts which constitute misbehavior on the part of elementary school children and the treatment of these

behavioral problems by teachers does not differ in terms of the years-of-experience differential.

The data in Table 22 reveal a significant difference in perception of behavioral problems between teachers with three to ten years of experience who teach middle-class children, and teachers with more than ten years of teaching experience who teach culturally deprived children. However, the data indicate agreement between the teachers of middle-class children with three to ten years of experience and their more experienced counterparts--the teachers of middle-class children with more than ten years of experience--in perception of acts committed by elementary school children in Grades 4, 5, and 6.

By further observing the data in Table 22 it can be noted that significant differences exist between teachers with three to ten years of experience who teach culturally deprived children and teachers with more than ten years of experience who teach culturally deprived children.

The information in Table 22 reveals a chi-square score of 83.98 when comparing teachers with three to ten years of experience who teach culturally deprived children with teachers who have had more than ten years of experience who now teach middle-class children.

The last category in Table 22 is a comparison of teachers' perception based specifically on years of experience without regard to type of socio-economic neighborhood in

TABLE 22.--Chi-square scores of designated groups of teachers based on years of experience, derived from total responses on the Behavioral Problems Inventory

Teacher Groups	Chi-Square	Difference
Teachers of middle-class children (3-10 years of teaching experience) Teachers of culturally deprived children (more than 10 years of teaching experience)	15.80	Significant*
Teachers of middle-class children (3-10 years of teaching experience) Teachers of middle-class children (more than 10 years of teaching experience)	.85	Nonsignificant
Teachers of culturally deprived children (3-10 years of teaching experience) Teachers of culturally deprived children (more than 10 years teaching experience)	22.49	Significant*
Teachers of culturally deprived children (3-10 years of teaching experience) Teachers of middle-class children (more than 10 years of teaching experience)	83.98	Significant*
All teachers with more than 10 years of teaching experience All teachers with 3-10 years of teaching experience	14.68	Significant*

*Significant at the .05 level of confidence

which teachers work. The data in Table 22 show a chi-square score of 14.68 for these two groups of teachers, which establishes a significant level of difference in perception of behavioral problems. The raw data indicated that teachers with three to ten years of experience were more accepting than teachers with more than ten years of experience. Therefore, it can be reported that the years-of-experience factor is a variable affecting teacher perception of behavioral problems.

The Behavioral Treatment Response Sheet

The Behavioral Treatment Response Sheet was administered to all teachers in the study with specific instructions to recommend treatment for the behavioral acts listed on the sheet.

The primary purpose of the Behavioral Treatment Response Sheet was to attempt to determine the significant difference, if any, existing between teachers of culturally deprived children and teachers of middle-class children in their attitudes toward treating behavioral problems of elementary school children in Grades 4, 5, and 6.

Chi-square results for the Behavioral Treatment Response Sheet were obtained through the use of 2 x 2 contingency tables. The level of confidence for chi-square was set at the .05 level, which required a value equal to or greater than 3.84 for significance.

TABLE 23.--Total number of responses by designated teacher groups for the treatments listed on the Behavioral Treatment Response Sheet

Treatment	Teachers of Culturally Deprived Children		Teachers of Middle-Class Children	
	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience
Desirable Treatment:				
Give pupil opportunity to contribute to class	49	57	55	35
Teacher uses simple control (a look, or nod)	51	34	63	48
Parent-teacher conference	57	95	96	127
Pupil-teacher conference	300	208	256	225
Pupil loses some privilege	41	41	33	55
Pupil referred to special service personnel	52	66	60	64
Role playing	31	14	42	19
Isolate the pupil	8	18	10	12
Emphasize good qualities of child's behavior	24	36	29	47

TABLE 23.--Continued

Treatment	Teachers of Culturally Deprived Children		Teachers of Middle-Class Children	
	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience
Accept misbehavior as normal for child and attempt to change through a positive approach	75	100	64	64
Assess and improve through group discussions	84	77	59	72
N	772	746	767	768
Undesirable Treatment:				
Pupil apologizes	28	17	29	24
Teacher lowers grade	2	10	9	5
Detention after school	16	20	21	14
Pupil temporarily suspended from room	10	5	6	5
Pupil temporarily suspended from school	5	13	2	3

TABLE 23.--Continued

Treatment	Teachers of Culturally Deprived Children		Teachers of Middle-Class Children	
	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience	3 to 10 Years Teaching Experience	More Than 10 Years Teaching Experience
Corporal punishment used	2	22	12	13
Send child to principal's office	40	38	20	46
Physical control of child	10	5	13	4
Require additional assignments	8	10	2	8
Some action by fellow students	13	11	12	7
Behavior called to attention of classmates	8	4	8	6
N	142	162	134	135

As was pointed out in Chapter III, eleven of twenty-two treatments listed on the Behavioral Treatment Response Sheet were deemed desirable and eleven were viewed as undesirable ways of treating behavioral problems.

Table 23 shows the total number of responses by each of the four designated groups of teachers for the twenty-two treatments included on the Behavioral Treatment Response Sheet. It is evident that all groups of teachers favored the pupil-teacher conference for treatment of behavioral problems. Sending a child to the principal's office was the undesirable treatment prescribed most often by the four groups, although this item was not responded to in sufficient number to be of any consequence. An examination of this table indicates that all groups of teachers involved in the study favor treatments viewed as desirable by experts on child growth and development.

The responses by teachers on the Behavioral Treatment Response Sheet were tallied. The information contained in Tables 24 and 25 shows these results.

As shown in Table 24, the catagory comparing teachers of middle-class children with teachers of culturally deprived children reports a chi-square score of 2.13, indicating that there was no significant difference between these two groups in the way they felt behavioral problems should be handled.

The data in Table 24 show that teachers with three to ten years of experience who teach middle-class children and

TABLE 24.--Total responses by designated teacher groups and chi-square scores obtained from the Behavioral Treatment Response Sheet

Teacher Groups	Total Responses Reflecting Desirable Treatment	Total Responses Reflecting Undesirable Treatment	X^2
Teachers of middle-class children	1535	269	
Teachers of culturally deprived children	1518	304	2.13*
Teachers of middle-class children (with 3-10 years teaching experience)	767	134	
Teachers of culturally deprived children (with 3-10 years teaching experience)	772	142	.15*
Teachers of middle-class children (with more than 10 years teaching experience)	768	135	
Teachers of culturally deprived children (with more than 10 years teaching experience)	746	162	3.63*

*Nonsignificant at the .05 level of confidence

teachers with three to ten years of experience who teach culturally deprived children reported a chi-square score of .15, reflecting agreement on treatment of behavioral problems.

The data in Table 24 further indicate that teachers with more than ten years of experience who teach middle-class and culturally deprived children are in agreement on the treatment of behavioral problems of elementary school children in Grades 4, 5, and 6. This category revealed a chi-square score of 3.63.

An analysis of total responses listed in Table 24 indicates that all designated groups of teachers, when dealing with behavioral problems of elementary school children in Grades 4, 5, and 6, favor those treatments deemed desirable by authorities mentioned earlier. According to the data in Table 24, there is no significant difference between designated groups of teachers in the way they feel behavioral problems of elementary school children in Grades 4, 5, and 6 should be treated. In light of these findings we can accept the null Hypothesis 2, which stated: Treatment of behavioral problems of elementary school children in Grades 4, 5, and 6 does not differ significantly between teachers working in culturally deprived elementary schools and teachers working in middle-class elementary schools.

The compilation of data in Table 25 is an attempt to discover whether the years-of-experience variable has any bearing on the prescription of treatment for behavioral problems of elementary school children in Grades 4, 5, and 6. There is a nonsignificant difference between the designated groups concerning each of the categories in Table 25. The

TABLE 25.--Chi-square results based on years-of-experience differential obtained from the Behavioral Treatment Response Sheet by designated groups of teachers

Teacher Groups	X^2
Teachers of middle-class children (with 3-10 years teaching experience) Teachers of culturally deprived children (with more than 10 years teaching experience)	2.73*
Teachers of middle-class children (with 3-10 years teaching experience) Teachers of middle-class children (with more than 10 years teaching experience)	.00*
Teachers of culturally deprived children (with 3-10 years teaching experience) Teachers of culturally deprived children (with more than 10 years teaching experience)	1.91*
Teachers of culturally deprived children (with 3-10 years teaching experience) Teachers of middle-class children (with more than 10 years teaching experience)	.15*
All teachers with more than 10 years teaching experience All teachers with 3-10 years teaching experience	1.00*

*Nonsignificant at the .05 level of confidence

last category, comparing all teachers with more than ten years of experience with all teachers with three to ten years of experience, reveals a chi-square score of 1.00, which is nonsignificant at the .05 level of confidence.

The data in Table 22 reveal a significant difference between teachers with three to ten years of experience and

teachers with more than ten years of experience in perception of behavioral problems, but the data in Table 25 reveal no significant difference between the two groups of teachers in their attitude toward treatment of these problems.

In light of these findings we can reject Hypothesis 3, which stated: Teacher perception of the acts which constitute misbehavior on the part of elementary school children and the treatment of these behavioral problems by teachers does not differ in terms of the years-of-experience differential.

Theoretical Considerations

The modern emphasis on psychological adjustment in the school has introduced many new problems for teachers. When education was formal and businesslike, both teachers and pupils were concerned primarily with intellectual activities. Feelings, attitudes, and emotions were left outside the classroom door, to be picked up at the end of the school day.

As research revealed the integral relationship of growth and learning, the guidance of wholesome personality development became a major function of the school. Today the elementary school teacher is charged with the responsibility for promoting the emotional, social, and ethical growth of children as well as fostering their intellectual development.

The totally new orientation to teaching has made many demands on the teacher as a person. When the child brings his personality to school, he brings with him family patterns,

community influences, and possible immature behavior with which the teacher must somehow learn to live. What relative degree of importance do teachers assign to behavioral problems exhibited by children? How well equipped are teachers to deal with children of varying socio-economis backgrounds? Are teachers sufficiently adequate themselves to accept the unrepressed, immature behavior of young children? What conditions exist in the school and community which tend to make the teachers' role easier or more difficult?

These are pertinent questions in education and other related fields. In an attempt to gain insight into answers to these questions we can refer to the data of this study. The majority of the items rated as high on the Behavioral Problems Inventory represented what children do rather than what they fail to do. In analyzing the list of problems, it would seem that the behavior-problem child in school is identified chiefly by annoying, disorderly, irresponsible, aggressive, untruthful, and disobedient behavior. The study seems to indicate that teachers of culturally deprived children are more aware of behavior indicative of social and emotional maladjustment than are teachers of middle-class children.

All the evidence would seem to indicate clearly that the passage of years has brought changes in teachers' recognition, understanding, and practice in the area of acceptance of the social and moral values of the culturally deprived child. The changed attitude of the teachers of culturally

deprived children might be attributed to a change in the total society and in particular school situations as they exist today. If we accept the results of this study as an adequate criterion, perhaps we can say that teachers of culturally deprived children have grown in their knowledge of how the culturally deprived child develops and behaves.

We cannot ignore the fact that a difference in perception of behavioral problems exists between teachers of middle-class children and teachers of culturally deprived children. The teacher of culturally deprived children seems to be more open and accepting toward the behavioral problems of elementary school children. Has society caused the chief interest of the teacher of the middle-class child to be the academic achievement of the child? Do middle-class social pressures operate to the disadvantage rather than for the welfare of the child? The teacher of middle-class children cannot escape this pressure in determining his or her attitude toward behavioral problems, but it is quite possible that the teacher of the culturally deprived works in isolation from the many potent and influential forces of the middle-class community. Teachers of middle-class children are undoubtedly aware of the dire consequences for the child, the school, and the teacher if community opinion is outraged by a violation of conventional sexual taboos, or the social and moral code of the middle class.

It seems important to discuss the finding that although the groups of teachers showed a significant difference in perception of the seriousness of behavioral problems, all groups of teachers were relatively in agreement as to how these problems should be treated. In all instances specific groups of teachers favored the prescription of treatment deemed as desirable.

Perception would reflect immediate or intuitive judgment based on thought and feeling derived very largely from past experiences, whereas treatment expresses an attitude of action.

Certain implications for teacher-preparation institutions would seem to grow out of the findings of a study of this nature. The increased emphasis upon an understanding of child growth and development on the part of these institutions has undoubtedly been reflected in the attitude of teachers toward treatment of behavioral problems. However, the significant differences between groups of teachers in their attitudes toward perception would indicate that college curriculums are not necessarily effective in changing predetermined attitudes of thought and feeling about what constitutes misbehavior on the part of elementary school children.

There must be continued instruction of the teacher in the dynamics of child behavior. Knowledge of one's own feelings and thoughts must be made a part of the teacher's understanding and approach to the child. Some teachers undoubtedly

will need reeducation and eradication of fixed attitudes in regard to the emotional and experiential factors that produce behavioral problems in children.

The public--and parents in particular--must be reoriented, where necessary, as to the roles of the school and the teacher in the education of children and they must constantly be given information to assist them in understanding what could and should be accomplished in the best interests of the child.

Teachers working with all socio-economic levels of children need to exchange ideas and experiences in regard to the behavioral problems of children. It would appear that these professional people have much to offer one another, and from their mutually increased knowledge would come marked advances toward the goal of a complete understanding of the child. Continued and cooperative research into the multiple facets of child behavior is important.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study was designed to determine whether teachers working in schools located in culturally deprived neighborhoods and teachers who work in schools located in middle-class neighborhoods differ in their perception of disciplinary problems and their treatment of children who exhibit such behavioral problems.

Summary

A review of the related literature seems to reveal two divergent patterns of thought in relation to the problem: (1) Generally teachers are from middle-class backgrounds and as a result their attitudes reflect middle-class social and moral values. It is assumed that the perceptual level of teachers toward behavioral problems of children from different socio-economic backgrounds is somewhat closed, and in order to deal effectively with these children the teacher must be reoriented. (2) The teacher of today is better prepared than her counterpart of a decade ago, and consequently she is more cosmopolitan and sophisticated and can adapt to meet the needs of all children regardless of their

socio-economic backgrounds. In light of these bi-polar political and social speculations an investigation of this structure seemed to have merit.

Two instruments of analysis were used. The Behavioral Problems Inventory was used to determine teachers' perception of what constitutes misbehavior on the part of students. The Behavioral Treatment Response Sheet was used to identify patterns of behavioral treatment of elementary school children in Grades 4, 5, and 6 by elementary school teachers.

The location and selection of participating teachers and schools was based upon statistical information secured from the United States Department of Labor. The criteria established by the United States Department of Labor for determining the socio-economic level of neighborhoods in Oklahoma City included (1) level of educational attainment, (2) unemployment, and (3) income. The one hundred teachers participating in this study were divided into four groups: fifty teachers with no more than ten and no fewer than three years of teaching experience who taught in elementary schools located in culturally deprived neighborhoods (twenty-five teachers) and in middle-class neighborhoods (twenty-five teachers) and fifty teachers with more than ten years of teaching experience who were located in schools in culturally deprived neighborhoods (twenty-five teachers) and in middle-class neighborhoods (twenty-five teachers). The student

population was children in Grades 4, 5, and 6 in the selected schools in culturally deprived and middle-class neighborhoods in Oklahoma City, Oklahoma.

The major objective of the study was to test the following null hypothesis: There are no significant differences in the perception and treatment of student behavioral problems by teachers in relation to cultural bias, years-of-experience differential, and location of teachers in schools in culturally deprived neighborhoods and in middle-class neighborhoods.

The data were analyzed through the use of chi-square. Significance was established at the 0.05 per cent level of confidence.

Findings

The findings of this study considered to be most significant were the following:

1. Total responses by teachers on the Behavioral Problems Inventory indicated that teachers of culturally deprived children considered most acts performed by elementary school children as being less serious in nature than did teachers of middle-class children.

2. The ten acts on the Behavioral Problems Inventory receiving the highest rank by all groups of teachers were physical attacks on teachers, defacing school property and/or equipment, sex offenses, willful disobedience, truancy, obscene notes and talk, lying and untruthfulness, cruelty and

bullying, committing petty thievery, and no interest in classwork.

3. Teachers of middle-class children differ significantly from teachers of culturally deprived children in their perception of the seriousness of behavioral problems of elementary school children in Grades 4, 5, and 6. Teachers of culturally deprived children perceived these acts as being less serious than did teachers of middle-class children.

4. Teachers with three to ten years of experience differed significantly from teachers with more than ten years of experience in their perception of what constituted a behavioral problem. The teachers with more than ten years of experience viewed the behavioral acts as being more serious in nature than did teachers with three to ten years of experience.

5. Nonsignificant differences in attitudes toward treatment of behavioral problems exist between teachers of middle-class children and teachers of culturally deprived children.

6. The years-of-experience differential was a nonsignificant variable in attitude toward treating behavioral problems.

7. The pupil-teacher conference was viewed by all groups of teachers as the most effective procedure for dealing with behavioral problems.

8. The null hypothesis of no significant difference between teachers working in middle-class schools and teachers working in culturally deprived schools in their perception of the acts which constitute misbehavior on the part of elementary school children in Grades 4, 5, and 6 is rejected as untenable.

9. The null hypothesis of no significant difference between teachers working in middle-class elementary schools and teachers working in culturally deprived elementary schools in their treatment of behavioral problems of elementary school children in Grades 4, 5, and 6 is accepted as tenable.

10. The null hypothesis that teacher perception of the acts which constitute misbehavior on the part of elementary school children in Grades 4, 5, and 6 does not differ in terms of years-of-experience differential is rejected as untenable.

11. The null hypothesis that treatment of behavioral problems of elementary school children in Grades 4, 5, and 6 by elementary school teachers does not differ in terms of the years-of-experience differential is accepted as tenable.

Conclusions

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

1. Acts from the Behavioral Problems Inventory for which there were significant differences in perception

between teachers of culturally deprived children and teachers of middle-class children were acts which tend to violate the normative middle-class social and moral code. They must accept children in terms of the social and behavioral standards of childhood and not attempt to mold children into the teacher's image of proper behavior and deportment.

2. Teachers of today seem to be cognizant of desirable procedures as expressed in educational literature and research for treating behavioral problems of elementary school children in Grades 4, 5, and 6.

3. Middle-class values appear to be reflected in teacher perception of acts that constitute serious behavioral problems by middle-class children in Grades 4, 5, and 6. Teaching experience in middle-class neighborhoods tends to reinforce and/or reflect the middle-class values of that neighborhood.

4. Teaching experience in culturally deprived neighborhoods tends to alter the attitudes of teachers toward behavioral problems exhibited by elementary school children in Grades 4, 5, and 6. Teachers in culturally deprived neighborhoods appear to be more cognizant of the psychological, emotional, and social development of the children they teach than are teachers in middle-class neighborhoods.

5. Teachers of middle-class children will not be adept at dealing with behavioral problems exhibited by culturally deprived children until such teachers have changed

their perception of what constitutes serious misbehavior on the part of these children.

6. Those traits of virtue with which the middle class has always been most concerned were more important to teachers of middle-class children than were the personality traits which indicated the state of a child's personal adjustment.

7. Teacher attitudes that reflect action (treatment of behavior problems) are influenced in a positive manner by teacher preparation courses more than are attitudes that reflect judgment, opinion, and thought (perception of behavioral problems).

8. Teachers appear to be less concerned about behavioral traits associated with withdrawal than about behavioral traits which appear to be transgressions against orderliness, and perhaps morality. Teachers should be fully cognizant of their criteria for assessing behavioral problems of elementary school children.

9. The increased emphasis upon an understanding of child growth and development on the part of teacher-preparation institutions has undoubtedly been reflected in the attitudes of teachers of culturally deprived children in Grades 4, 5, and 6.

Recommendations

1. Teachers in general and teachers of middle-class children in particular need a broader background in psychological, sociological, and philosophical bases of education. They need to understand more fully, accept, and tolerate the normal behavior of children.

2. Those responsible for teacher education, both preservice and in-service, evidently need to continue to emphasize what might be called a "psychological viewpoint" of child growth and development. There must be continued instruction of the teacher in the dynamics of child behavior. New knowledge must be continuously made a part of the teacher's understanding and approach to the child.

3. Standards of behavior should not lose sight of social integrity. In guidance of children, extremes of liberty are to be avoided as much as extremes of discipline, and the teacher must be ever on the alert to keep a whole balance of values, personal and social, in guiding the child. The key element in a behavioral system is judgment based on responsibility to others.

4. The public, and particularly parents, must be reoriented where necessary as to the roles of the school and the teacher in the education of children, and they must constantly be given information to assist them in understanding what could and should be accomplished in the best interests of the child.

5. Since the elementary school teacher more often than not has major responsibility for the guidance and counseling of his/her students, teacher preparation institutions should emphasize this phase of teacher preparation more extensively. Talking to a child about his behavior as a way of dealing with a problem of behavior assumes that all behavior is dependent upon the will and is rational; some psychologists assume that there is more to behavior than will-power and that reasoning with a child may not help him to develop the insight to help himself.

6. The emotional needs of children such as love, acceptance, belongingness, security, personal worth, success, and participation must be met before guidance of behavior can become directional.

7. Since the teachers in this study tended to disagree on the intensity or severity of behavioral problems but tended to agree on methods of treatment, it became clear that teachers must develop a wide variety of strategies for dealing with behavioral problems in desirable ways.

Recommendations for Further Research

The validity of the results and conclusions of this study can be substantiated through similar additional investigations and through a concentration on certain important variables affecting teacher attitude toward the behavior of

elementary school children. Future study in the following areas would seem pertinent and important:

1. It is believed that teachers' attitudes toward children's behavior greatly affect the developmental behavioral patterns of children; therefore, the complex elements of teachers' attitudes offers a fertile field for additional investigations. Specifically, investigations should be conducted to determine activities and procedures to be used in shifting value systems of teachers without introducing conflict in their personalities, in order that they might work more effectively with children from all socio-economic class levels.

2. Attempts should be made to identify the relationship, if any, between the principal and the perception and treatment by his/her teaching staff of behavioral problems of elementary school children.

3. Some investigations should attempt to determine the relationship, if any, between parental attitude in the immediate community and teacher attitude toward the behavior and treatment of elementary school children.

4. Since this research study assumed no value conflict between teachers of middle-class children and middle-class children, further research should attempt to determine the validity of this assumption.

5. Further research should attempt to identify the dimensions of human relations and the extent to which the

teacher of today has a theoretical and practical understanding of these dimensions.

6. Attempts should be made to investigate "deviate" behavior and "normative deviate" behavior in relation to socio-economic class levels. The dynamic social changes of our society would seem to merit additional research in this area.

Each investigation that produces an additional item of information concerning teachers' attitudes will prove more significant when these bits of information are woven into a pattern that shows interrelationships and that produces generalizations. The cumulative effect of studies that investigate the psychological, sociological, and philosophical aspects of teachers' attitudes will be the realization of optimum understanding of the teacher and her relationship with children in the teaching-learning situation. This should be a major goal of educational research.

BIBLIOGRAPHY

Books

Association for Supervision and Curriculum Development. Perceiving, Behaving, Becoming. Washington, D. C.: National Education Association, 1962.

Ausubel, David P. Theory and Practice of Child Development. New York: Crane and Stratton, 1958.

Barron, Milton. Juvenile in Delinquent Society. New York: Alfred A. Knopf, 1959.

Burton, William H. The Guidance of Learning Activities. New York: Appleton-Century-Crofts, Inc., 1962.

Combs, Arthur W. Individual Behavior: A Perceptual Approach to Behavior. New York: Harper and Brothers, 1959.

Dixon, Wilfred J., and Massey, Frank J. Introduction to Statistical Analysis. New York: McGraw-Hill Book Company, Inc., 1957.

Edwards, Allen L. Techniques of Attitude Scale Construction. New York: Appleton-Century-Crofts, Inc., 1957.

Eels, Kenneth. Intelligence and Cultural Differences. Chicago: University of Chicago Press, 1951.

Fromm, Erich. The Art of Loving. New York: Harper and Brothers, 1956.

Havinghurst, Robert J., and Neugarten, Bernice L. Education and Society. Boston: Allyn and Bacon, Inc., 1957.

Hollingshead, August B. Elmstown's Youth. New York: John Wiley and Sons, Inc., 1949.

Hymes, James L. Behavior and Misbehavior: A Teacher Guide to Action. New York: Prentice-Hall, Inc., 1955.

Jersild, Arthur T. When Teachers Face Themselves. New York: Bureau of Publications, Teacher's College, Columbia University, 1955.

Jonsson, Carl-Otto. Questionnaires and Interview. Stockholm: The Swedish Council for Personnel Administration, 1957.

Krech, David, and Crutchfield, Richard S. Theory and Problems of Social Psychology. New York: McGraw-Hill Book Company, Inc., 1948.

Kvaraceus, William C. "Behavior Problems." Encyclopedia of Educational Research, ed. by Walter S. Monroe. New York: The Macmillan Company, 1960.

McCandless, Boyd R. Children and Adolescents: Behavior and Development. New York: Holt, Rinehart and Winston, Inc., 1961.

Menninger, Karl A. Love Against Hate. New York: Harcourt, Brace and Company, 1942.

Merton, Robert A. Social Theory and Social Structure. Glencoe: Free Press, 1957.

Packard, Vance. The Status Seekers. New York: Pocket Books, Inc., 1959.

Passow, A. Harry. Education in Depressed Areas. New York: Bureau of Publications, Teacher's College, Columbia University, 1963.

Prescott, Daniel A. The Child in the Educative Process. New York: McGraw-Hill Book Company, Inc., 1957.

Ragan, William B. Modern Elementary Curriculum. New York: Holt, Rinehart and Winston, Inc., 1961.

Riesmann, Frank. The Culturally Deprived Child. New York: Harper and Brothers, 1962.

Rogers, Carl R. The Clinical Treatment of the Problem Child. Boston: Houghton Mifflin Company, 1939.

Sears, Robert. Patterns of Child Rearing. Evanston: Row, Peterson and Company, 1952.

Smith, M. Brewster, and Bruner, Jerome S., and White, Robert A. Opinions and Personality. New York: John Wiley and Sons, Inc., 1956.

Thurstone, L. L., and Chave, E. J. The Measurement of Attitude. Chicago: University of Chicago Press, 1929.

Wickman, E. K. Children's Behavior and Teachers' Attitudes. New York: The Commonwealth Fund Division of Publications, 1929.

Periodicals

Amidon, Edmund, and Miller, Giammateo. "The Verbal Behavior of Superior Teachers," The Elementary School Journal, LXV (February, 1965), 283-85.

Ausubel, David P. "A Teaching Strategy for Culturally Deprived Pupils: Cognitive and Motivational Considerations," The School Review, LXXI (Winter, 1963), 454-63.

Bettelheim, Bruno. "Teaching the Disadvantaged," The Journal of the National Education Association, LIV (September, 1965), 8-12.

Bond, Jesse A. "Analysis of Observed Traits of Teachers Who Were Rated Superior in School Discipline," The Journal of Educational Research, XLV (March, 1952), 507-16.

Brown, E. J. "So You Have Discipline Problems," Catholic School Journal, LXIII (November, 1963), 23-25.

Del Popolo, Joseph A. "Authoritarian Trends in Personality as Related to Attitudinal and Behavior Traits of Teachers," The Journal of Educational Research, LIII (March, 1960), 252-57.

Garber, Lee O. "Corporal Punishment Must Be Justified," Nation's Schools, LVII (June, 1956), 79-80.

Greenberg, Judith W., Gerver, Joan M., Chall, Jeanne, and Davidson, Helen H. "Attitudes of Children from a Deprived Environment Toward Achievement Related Concepts," The Journal of Educational Research, LIX (October, 1965), 57-61.

Hawk, Travis L. "School Practices and Certain Principles of Learning," The Elementary School Journal, LXIV (October, 1963), 36-41.

Hayes, Henry. "Some Ways to Teach Culturally Deprived Children," Chicago School Journal, XLV (February, 1964), 221-28.

Heald, James E. "In Defense of Middle-Class Values," Phi Delta Kappan, XLVI (October, 1964), 81-83.

Hernandez, David E. "Is the Concept of Social Class Misused in Education," The Journal of Educational Sociology, XXXVI (March, 1963), 322-24.

Kapplan, Louis. "The Annoyances of Elementary School Teachers," The Journal of Educational Research, XLV (May, 1952), 649-64.

Kerlinger, Fred N. "Educational Attitudes and Perception of Teachers: Suggestions for Teacher Effectiveness Research," The School Review, LXXI (Spring, 1963), 1-5.

McDonnell, Gaither. "Behavior That Annoys Teachers," The Elementary School Journal, LXIII (May, 1963), 448-52.

Morril, Charles L. "Behavior Problems in Junior High School," Clearing House, XXXVII (March, 1957), 67-72.

Nelson, Robert H., and Thompson, Michael L. "Why Teachers Quit After the First Year," Clearing House, XXXVII (April, 1963), 67-72.

Oliver, William A. "Teachers' Educational Beliefs Versus Their Classroom Practices," The Journal of Educational Research, XLVII (September, 1953), 47-55.

Olsen, James. "Challenge of the Poor to the Schools," Phi Delta Kappan, XLVII (October, 1965), 79-84.

Sewell, W. H., and Haller, A. O. "Social Status and the Personlity Adjustment of the Child," Sociometry, XIX (1956), 114-25.

Shaw, Fredrick. "Educating Culturally Deprived Youth in Urban Centers," Phi Delta Kappan, XLV (November, 1963), 91-97.

Sjoberg, Gideon. "Are Social Classes in America Becoming More Rigid," American Sociological Review, XVI (December, 1951), 775-83.

Socket, Mary Allen. "Social Class Awareness of Lower Class Children As Revealed in Their Concepts of Adult Preferences, Ideals, and Self Images," International Review of Education, X (1964), 341-46.

Sparks, Jack Norman. "A Study of Teachers' and of Mental-Hygienists' Ratings of Certain Behavior Problems of Children," The Journal of Educational Research, XXXVI (December, 1942), 292-307.

Vincent, Harold. "Are Your Teachers Handcuffed on Discipline?" School Management, VIII (April, 1964), 107-8.

Willie, C. V. "Anti-Social Behavior among Disadvantaged Youth," The Journal of Negro Education, XXXIII (Spring, 1964), 176-81.

Woodtke, Kenneth H., and Wallen, Norma E. "Teacher Classroom Control, Pupil Creativity, and Pupil Classroom Behavior," The Journal of Educational Research, XXXIV (Fall, 1965), 59-63.

Wright, Benjamin, and Tuska, Shirley. "The Price of Permissiveness," The Elementary School Journal, LXV (January, 1965), 179-83.

Bulletins and Pamphlets

Deutch, Martin. Minority Groups and Class Status as Related to Social and Personality Factors in Scholastic Achievement. Monograph No. 2. New York: The Society for Applied Anthropology, 1960.

Educational Policies Commission. Education and the Disadvantaged American. Washington, D. C.: National Education Association, 1962.

Leeds, Carroll H. Scale for Measuring Teacher-Pupil Attitudes and Teacher-Pupil Rapport. LXIV. Washington, D. C.: The American Psychological Association, 1950.

Likert, Robert. A Technique for the Measurement of Attitudes. Archives of Psychology, XXII. New York: Columbia University, 1932.

United States Department of Labor. Income, Education, and Unemployment in Neighborhoods: Oklahoma City, Oklahoma. Washington, D. C.: United States Government Printing Office, 1963.

Warner, Lloyd A., and Lunt, Paul S. The Social Life of a Modern Community. Yankee City Series, I. New Haven, Connecticut: Yale University, 1941.

Unpublished Materials

Koeingsberg, Shelley P. "Teaching in Lower Socio-Economic Area Schools: The Classroom Activities of Seventh Grade Teachers in New York City Judged 'Effective' by Their Principals." Unpublished Ed. D. dissertation, Department of Education, Columbia University, 1963.

APPENDIX

BEHAVIORAL PROBLEMS INVENTORY

School_____

Years of Experience_____ Address_____

Years in This School_____ Grade Level_____

Most Advanced Degree_____ Date_____

INSTRUCTIONS: In the column headed "Seriousness," please check each behavior problem as being "High," "Medium," or "Low" in seriousness.

SERIOUSNESS			BEHAVIORAL PROBLEMS
High	Medium	Low	
			Running in the hall
			General rudeness and inconsideration for other students
			Cheating on class assignments and/or tests
			Defacing school property and/or equipment
			Habitual tardiness
			Committing petty thievery
			Lying, untruthfulness
			Masturbation
			Truancy
			Swearing, using profane language
			Smoking
			Obscene notes, talk
			Playing with genitalia
			Disorderliness in classroom
			Whispering, writing notes
			Interrupting
			Failure to pay attention
			Carelessness, inaccuracy in work
			Physical laziness
			Willful disobedience
			Cruelty, bullying
			Quarrelsomeness
			Tattling on others
			Stubbornness, contrariness
			Rages, temper tantrums
			Rudeness, impudence to teachers
			Shyness, timidity, withdrawing

BEHAVIORAL PROBLEMS INVENTORY--Continued

SERIOUSNESS			BEHAVIORAL PROBLEMS
High	Medium	Low	
			Acting smart
			Unhappiness, depression
			Daydreaming
			Slovenly appearance
			Sissy or tomboy
			No interest in classwork
			Sex offense
			Eating candy, etc., in school
			"Horseplay"
			Physical attack on teacher
			Others

BEHAVIORAL TREATMENT RESPONSE SHEET

TREATMENTS FOR BEHAVIORAL PROBLEMS

1. Give pupil opportunity to make contribution to class
2. Pupil apologizes
3. Teacher uses simple control (a look, nod of head, etc.)
4. Parent-teacher conference
5. Teacher lowers grade
6. Detention after school
7. Pupil-teacher conference
8. Pupil temporarily suspended from room
9. Pupil temporarily suspended from school
10. Pupil loses some privilege
11. Pupil referred to special service personnel
12. Corporal punishment is used
13. Send child to principal's office
14. Role playing
15. Isolate the pupil
16. Emphasize good qualities of child's behavior
17. Accept misbehavior as normal for child and attempt to change through a positive approach
18. Physical control of student
19. Require additional assignment
20. Some action by fellow students
21. Behavior called to attention of other class members
22. Assess and improve through group discussions

BEHAVIORAL PROBLEMS

Running in the hall	___	___	Willful disobedience	___	___
Rudeness to class member	___	___	Cruelty, bullying	___	___
Cheating	___	___	Quarrelsomeness	___	___
Defacing property	___	___	Tattling on others	___	___
Habitual tardiness	___	___	Stubbornness, contrariness	___	___
Petty thievery	___	___	Rages, temper tantrums	___	___
Lying, untruthfulness	___	___	Rudeness to teachers	___	___
Masturbation	___	___	Shyness, withdrawal	___	___
Truancy	___	___	Acting smart	___	___
Swearing	___	___	Unhappiness, depression	___	___
Smoking	___	___	Daydreaming	___	___
Obscene notes, talk	___	___	Slovenly appearance	___	___
Playing with genitalia	___	___	Sissy or tomboy	___	___
Disorderliness in class	___	___	No interest in classwork	___	___
Whispering, writing notes	___	___	Sex offense	___	___

BEHAVIORAL TREATMENT RESPONSE SHEET--Continued

BEHAVIORAL PROBLEMS

Interrupting.	___ ___	Eating candy, etc., in school	___ ___
Does not pay attention	___ ___	"Horseplay"	___ ___
Carelessness in work.	___ ___	Physical attack on teacher.	___ ___
Physical laziness . .	___ ___	Others.	___ ___

Listed and numbered are 22 procedures that are thought to be effective for various behavioral problems.

For each of the behavioral problems above, which procedure or procedures would you believe to be most effective?

In the blank or blanks opposite each of the behavioral problems write in the number of numbers of the procedures you would favor.

Example: If you believe that the behavior problem of "Untruthfulness" could best be treated by "Detention after school," which is number 6, then write "6" in the blank after "Untruthfulness," etc.