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TEACHER ATTITUDES TOWARD SELF-APPRAISAL

by

Philip Harry Barck

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GRADUATE COLLEGE

I hereby recommend that this dissertation prepared under my
direction by Philip Harry Barck
entitled TEACHER ATTITUDES TOWARD SELF APPRAISAL

be accepted as fulfilling the dissertation requirement of the
degree of Doctor of Education

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ABSTRACT

Purpose

The purpose of this study was to determine if teachers who accept an inservice proposal portrayed characteristics different from those teachers who reject an inservice proposal. Underlying this purpose was an assumption that teachers need to accept new ideas or concepts if change in their teaching behavior is to take place. The research was concerned with seeking an answer to the following question: "What are some differences between individuals who accept and those who reject an inservice proposal of self-appraisal?" Attention was focused on characteristics of age, sex, marital status, degree held, grade level taught, years teaching experience, interest in academic achievement, role perception, teacher attitudes, and threat. Several hypotheses were tested.

Hypothesis 1. Those teachers who accept the inservice training proposal in self-appraisal have characteristics different from those who reject it based on:

1. Sex
2. Marital status
3. Age
4. Grade level taught
5. Teaching tenure

6. Class load
7. Number of credits earned during previous year

Hypothesis 2. Those teachers who accept a proposed inservice training project in self-appraisal feel less threatened than those who reject it.

Hypothesis 3. Those teachers who accept the inservice training proposal obtain higher scores on the Minnesota Teacher Attitude Inventory than those who reject the proposal.

Hypothesis 4. Those teachers who accept an inservice proposal view their roles differently from the way in which those who reject the proposal view theirs.

Procedure

Information as to whether or not teachers would participate in an inservice program of self-appraisal was obtained immediately after an inservice presentation was made. After the two groups were identified the instruments of this study were administered to randomly selected subgroups of the total population of teachers of this study. The two groups of this study were those teachers who chose to participate and those who chose not to participate in the inservice activity. The activity was ten two-hour sessions in learning to code and interpret observations of classroom activity as determined by Flanders Interaction Analysis System. The results of the tests were

statistically described and treated in order that inferences could be made from the data.

Summary

The information obtained during the process of this study warranted the following conclusions regarding differences among teachers who accept and those who reject an inservice proposal in self-appraisal.

1. Sex, marital status, age, interest in academic achievement, highest degree held, teaching experience, and grade level taught are not sufficient determiners of whether or not teachers will participate in a program of self-appraisal.
2. With the aid of an instrument designed around Q-methodology it was discovered that those teachers who accepted the self-appraisal training project were significantly less threatened than those who rejected it. Threat was defined along an adequate-inadequate continuum.
3. The Minnesota Teacher Attitude Inventory was administered to equal numbers of participating and non-participating teachers. It was found, from the results of this test, that those teachers who score higher on the M.T.A.I. also accepted the inservice proposal. The range of scores on the test was

greater for the non-participating group than for the participating group.

4. The teachers of both groups showed preference for the same roles except the roles of "Link with the community" and "Counselor and guidance worker." Those non-participants preferred the "Link with the community" role while the participants preferred the "Counselor and guidance worker" role.

Recommendations

1. Studies similar to this should be conducted over a wider range of proposed inservice activities.
2. Attitudes should be studied further. The question of whether or not attitudes are direct results of proposed activities should be answered.
3. Evidence of threat from this study is not conclusive and should be studied further. Tunnel vision and role conflict are areas which need further study as related to attitudes toward inservice activities.
4. Further refinements of all instruments used is strongly urged.

Although the writer is able to answer the stated problem of this study the evidence is not conclusive. Conclusions have been made from statistical treatments which need replication.

CHAPTER I

THE PROBLEM AND HYPOTHESIS

Introduction

"Essential to every school system is an organized program of inservice development for teachers and administrative staff."¹ More than ten years ago Spears suggested that inservice programs should be an integral part of a school system's activities. Such programs differ from school to school and are usually products of the leadership within the institution. Spears also stated: "That inservice activities vary from school district to school district is natural. There seems to be one common ingredient--the desire to do a better job teaching this year than in the year past."²

Inservice education has received attention from writers for a long time. In 1946 Burton and Brueckner devoted a large portion of their work to the improvement of instruction and improvement of curriculum, suggesting

1. Harold Spears, Curriculum Planning Through Inservice Programs (Englewood Cliffs: Prentice Hall, 1957), p. 30.

2. Ibid.

that this be done through inservice programs.³ Edmonds and Ogletree wrote, "Obviously the ultimate goal of all teacher education is the improvement of instruction."⁴ Inservice education is receiving increasing attention from writers and school systems. For example, in 1967 the Fort Worth, Texas school district appointed a "Director of Teacher Training in a move to give added emphasis to inservice education."⁵ Cincinnati, Ohio;⁶ Austin, Texas;⁷ Philadelphia, Pennsylvania;⁸ and San Diego, California are additional examples of school systems that have active programs in inservice education.⁹ Brief descriptions of

3. William H. Burton and Leo J. Brueckner, Supervision a Social Process (New York: Appleton Crofts, 1946), p. 527.

4. Fred Edmonds and James R. Ogletree, "Programming for Inservice Growth," Educational Leadership, XXI (May, 1963), 349.

5. Alexander Frazier, "Inservice Education in Science," Educational Leadership, XXV (September, 1968), 607.

6. Alexander Frazier, "New Emphasis on Inservice Education," Educational Leadership, XXV (September, 1968), 607.

7. Alexander Frazier, "Inservice Education in Austin," Educational Leadership, XXV (September, 1968), 603.

8. Alexander Frazier, "Inservice Courses in Philadelphia," Educational Leadership, XXV (September, 1968), 793.

9. Alexander Frazier, "Spring Courses for Teachers," Educational Leadership, XXV (September, 1968), 783.

these programs indicate that planning and purpose have been considered in such activities.

Inservice programs vary from school system to school system, with each school having unique ways of bringing about improvement of teaching. Franseth;¹⁰ Gross, Mason, and McEachern;¹¹ Brookover and Gotlieb;¹² and Spears¹³ feel that variance in inservice programs may be due to differences in administrations among schools. Burton and Brueckner stated that the range in programs from highly structured to unstructured was due to differences in school administration.¹⁴ Inservice activities may also vary and be of continuing importance because of the changing nature of our society.¹⁵ Whatever structure is present in inservice activities and whatever variance

10. Jane Franseth, Supervision and Leadership (New York: Row, Petersen and Company, 1961), p. 27.

11. Neal Gross, Ward Mason, and Alexander McEachern, Expectations in Role Analysis (New York: John Wiley and Sons, 1958), p. 333.

12. Wilbur Brookover and David Gotlieb, A Sociology of Education (New York: American Book Company, 1964), p. 100.

13. Spears, op. cit., p. 84.

14. Burton and Brueckner, op. cit., pp. 100-106.

15. Fredrick Elkins, The Child and Society (New York: Random House, 1963), p. 9; Emile Durkheim, Education and Sociology (Glencoe, Illinois: The Free Press, 1956), p. 66; Robin Williams, American Society (New York: Alfred Knopf, 1952), p. 265.

there may be among schools, inservice activities will be of continuing interest and importance to educators.

Williams concluded something about school staffs which exemplifies a rationale for continued inservice training: "It almost seems that schools are therefore destined to be staffed by people institutionally committed to perpetual dissatisfaction."¹⁶ The "commitment to perpetual dissatisfaction" implies that inservice education and training of teachers are integral parts of the total function of educational institutions.

In spite of the importance of inservice education, a review of research shows little evidence of systematic evaluation. In order to determine the success of inservice programs, continued evaluation is essential. Evaluation must eventually focus on changes in behavior that accrue from teachers' participation in inservice programs. A major premise of inservice education is to modify teaching behavior, which, in turn, will improve learning on the part of students. Some literature suggests that educators are more interested in evaluating inservice programs from the point of view of improved student learning than teacher's attitudes toward inservice activities. If improved learning is the goal of inservice education, then

16. Williams, op. cit., p. 285.

behavioral modification of a greater number of teachers should bring this about.

Statement of the Problem

Since a survey of the literature revealed little research and few valid conclusions in the area, it seemed appropriate for this study to consider the following problem "What are some differences among individuals who accept and those who reject an inservice proposal of self-appraisal?"

From previous research on inservice education, Flanders concluded that little had been done to "determine what kinds of teachers like or dislike what types of inservice training or what aspects of an inservice training program."¹⁷ He also states that there were no significant differences between participating and nonparticipating teachers in relation to the Minnesota Teachers' Attitude Inventory, sex, and interest in academic achievement. However, participating teachers tended to be younger than those not participating in inservice training.¹⁸

Importance of the Problem

Interest in improved acceptance of inservice programs by teachers raises some pertinent questions. What

17. Ned A. Flanders, Helping Teachers Change Their Behavior (Ann Arbor: University of Michigan, 1963), p. 50.

18. Ibid., p. 35.

kinds of teachers accept inservice proposals? Do teachers who reject inservice proposals possess characteristics different from other teachers? Are inservice proposals viewed as threatening by teachers? Does the acceptance or rejection of an inservice proposal have anything to do with the way in which a teacher views his educational role?

Little is known about how or why teachers make a decision for or against participation in inservice activities. There is little evidence to show that different presentations bring about different levels of acceptance of inservice activities. Why do some teachers accept and others reject certain inservice proposals? Why are some teachers open and others closed to new ideas? If, eventually, all teachers are to be brought into inservice programs, it is necessary to answer some of the questions stated above.

Hypotheses to be Tested

There are four major hypotheses to be tested.

Hypothesis 1. Those teachers who accept the inservice training proposal in self-appraisal have characteristics different from those who reject it based on:

1. Sex
2. Marital status
3. Age
4. Grade level taught

5. Teaching tenure
6. Class load
7. Number of credits earned during previous year

Hypothesis 2. Those teachers who accept a proposed inservice training project in self-appraisal feel less threatened than those who reject it.

Hypothesis 3. Those teachers who accept the inservice training proposal obtain higher scores on the Minnesota Teacher Attitude Inventory than those who reject the proposal.

Hypothesis 4. Those teachers who accept an inservice proposal view their roles differently from the way in which those who reject the proposal view theirs.

General Assumptions

Essential to modification of a person's behavior is the concept that a new mode of behavior must be able to be applied personally. The behavior must be internalized.

Amidon and Hough clarify this in the following manner:

"Concepts about teaching and learning become useful to the extent that they can be applied personally and they must ultimately be coordinated within one's own behavior."¹⁹

The success of inservice programs, therefore, depends upon

19. Edmund J. Amidon and John B. Hough, Interaction Analysis: Theory, Research and Application (Reading, Massachusetts: Addison Wesley, 1967), p. 260.

the acceptance of new ideas and concepts on behalf of teachers. This is the first step toward changing behavior.

The following general assumptions form the basis for this study. They are consistent with the phenomenological theory of human behavior.²⁰

1. The primary function of inservice education is to improve teaching. Some inservice activities deal with instruction directly, while others deal indirectly through the study of curriculum, media, or facilities. It is assumed that all of these activities will ultimately enhance learning.
2. Teaching is interaction. The teacher is a behavior in the classroom. It is impossible for the teacher not to be a part of the total activity within the classroom.
3. When teaching is improving, a teacher's behavior is changing. The converse of this is not true. However, since inservice programs are directed toward improving teaching, the changing behavior of teachers must be of primary concern.
4. The specific determiner of behavior is the perceptual field of the individual. As changes occur in the perception of self and in the perception of reality, changes occur in behavior.

20. William Luijpen, Phenomenology and Humanism (Pittsburg: Duquesne University Press, 1966), pp. 50-79.

The first step toward change of behavior in an individual is a change in his perceptual field. An individual's perceptual field is that which he perceives to be significant. His perception might include things, ideas, or people. If the behavior perceives new things, ideas, or people, or relationships among them, the individual is ready to change his behavior.²¹

5. If a teacher's behavior is changing, an acceptance of a new idea, method, or concept must have been encompassed in his perceptual field prior to the changed behavior.

These assumptions imply that an initial step toward changing behavior is change in a person's perceptual field. This is accomplished by acceptance of new ideas or concepts on the part of the behavior.²²

Definition of Terms

Administrator, Supervisor

Administrator or supervisor is any person who has a responsibility of making judgments about another's quality and/or quantity of service. It also includes anyone who has the responsibility for employing, dismissing,

Problem 21. Alfred E. Kuenzli, The Phenomenological (New York: Harper and Brothers, 1959), pp. 67-71.

22. Amidon and Hough, op. cit., pp. 250-270.

or recommending for continued employment another member of the school staff.²³

Evaluation

Evaluation is defined as the making of judgments about the value, for some purpose, of ideas, works, solutions, methods material, etc. It involves the use of criteria as well as standards for appraising the extent to which particulars are accurate, effective, economical, or satisfying. The judgments may be either quantitative or qualitative, and the criteria may be either those determined by the perceiver or someone else.²⁴

Inservice Training, Inservice Activity, and Inservice Education

For the purpose of this study, inservice training, inservice activity, and inservice education are used synonymously. They are defined as any activity, whether highly organized or not, which has as its basic intent to improve or in some way alter the organizational structure, facility, or professional service of employees.²⁵

23. Daniel Griffeths, Human Relations in School Administration (New York: Appleton Century Crofts Inc., 1956), pp. 5-11; Edgar Morphet, Roe Johns, and Theodore Reller, Educational Administration (Englewood Cliffs, New Jersey: Prentice Hall, 1959), p. 347.

24. Benjamin S. Bloom, Taxonomy of Educational Objectives (New York: David McKay and Company Inc., 1956), p. 185.

25. Marilyn Carol, "A Word About Workshops," Clearing House, XLI (September, 1966), 13-14.

Perceptual Field

"Behavior is completely determined by and pertinent to the phenomenological (perceptual) field of the behaving organism. By phenomenological (perceptual) field is meant the universe, including himself, as experienced by the behavior at the moment."²⁶

Role

The concept of role is sociological and is an expectation that an incumbent to a position holds for that position.²⁷

Self-appraisal

The term "self-appraisal" is applied to an activity whereby a teacher is enabled to receive feedback about his performance. The feedback is intended to give information as to whether or not a teacher's actions agree with his intent. The observation system referred to in this study is the Flanders Interaction Analysis System.²⁸

A listing and brief description of the categories of this system are found in Appendix E.

26. Kuenzli, op. cit., pp. 12-13.

27. Gross, Mason, and McEachern, op. cit., p. 77.

28. Flanders, op. cit., pp. 3-105.

Threat

The term "threat" implies that an individual perceives some impending harm or danger to himself.²⁹ Threat can be both real or imagined. There are three terms used when threat is considered: (1) tunnel vision, (2) role conflict, and (3) perceived inadequacy. Tunnel vision refers to the narrowing of one's perceptual field due to some threatening circumstance. Role conflict refers to differences in role perception between individuals. When a behavior's role is likely to undergo changes viewed as inconsistent with his role as he sees it, he will become threatened. Perceived inadequacy is the feeling present in an individual who sees himself as incapable of performing a given task.

Limitations

1. Findings in this study cannot be generalized beyond the population measured. The sample was limited to approximately two hundred teachers of the Sunnyside School System, Tucson, Arizona.
2. There are innumerable characteristics of teachers;³⁰ however, the research is limited to consideration

29. Jess Stein, The Random House Dictionary of the English Language (New York: Random House, 1966), p. 1478.

30. N. L. Gage, Handbook of Research on Teaching (Chicago: Rand McNally, 1963), pp. 566-576.

of those characteristics listed in the four hypotheses. They are: age, sex, grade level taught, marital status, highest degree held, tenure, interest in academic achievement as well as role characteristics, attitudes, and feelings of threat.

3. The validity of the findings is limited by the validity of the instruments used.
4. Another limitation of this study is concerned with those teachers who accept and also feel threatened and those teachers who reject and do not feel threatened. Teachers in these two categories will be considered only as members of the two groups of the population and not as individuals.

Summary

The research to be undertaken for this work is predicated on an assumption that greater acceptance of inservice proposals by teachers will more likely bring about an improvement in instruction. Improvement of instruction implies greater learning on the part of students. While instruction is improving, changes are taking place in a teacher's behavior. Acceptance of some new idea or concept must be achieved before an individual can reorganize his perceptual field. A reorganization of

individual's perceptual field is the essential first step in a change of behavior.

Literature reveals that little is being done to evaluate or in any way measure the attitudes of teachers toward inservice education. Greater knowledge of the differences of attitudes between teachers accepting and those rejecting inservice education might suggest courses of action which would ensure a higher level of acceptance on the part of teachers and consequently greater success of inservice programs.

The research is partially a replication of Flanders' work done earlier, and also includes an investigation of attitudes revealing threat toward inservice programs. A review of relevant literature is presented in Chapter II. A design of the study, including a description of the sample and procedures and design of the instruments used, is presented in Chapter III. The results of the tests of the several hypotheses are presented in Chapter IV, and the summary and conclusions and implications for further study are presented in Chapter V.

CHAPTER II

REVIEW OF SELECTED LITERATURE

This chapter of selected related literature is divided into three sections: (1) evaluation of inservice programs, (2) role theory, and (3) perceived threat. The review of selected literature focuses on writers who provide rationale for the research design and instrument development of this study. A review of only the literature in the three areas mentioned above is intended because of the huge amount of literature available in the general areas of inservice, role, and threat.

Evaluation of Inservice Programs

Inservice education has been defined in a variety of ways. It might be defined formally as any activity the intent of which is to improve or alter the organizational structure, facility, or professional service of employees.³¹ The following definition and the succeeding information will serve to show that there is common thought among educators about the term "inservice." Richey defines inservice education as "a procedure intended for the improvement of instruction in the schools and for

31. Carol, loc. cit.

increasing the competence and professional growth of teaching personnel during their service in schools."³² It is apparent from the literature that methods and procedures of conducting inservice activities vary.

Some authors have suggested that workshops are central in inservice programs. Carol³³ had formulated a structure for planning and organizing inservice workshops. She lists six steps to use when structuring a workshop: (1) identify a problem, (2) gather information, (3) problem mounting, (4) organize information, (5) followup, and (6) evaluate. Ellsworth³⁴ has suggested that "a teacher's education has not been accomplished with the conclusion of formal school." Accordingly, inservice becomes an extension of formal education. Some administrators see the faculty meeting as a medium for continuing or inservice education. The literature reveals that most educators believe inservice implies some sort of learning experience intended to modify the quality of education. The quality of education might refer to any aspect of educational endeavor.

32. Herman G. Richey, "Growth of the Modern Conception of Inservice Education," National Society for the Study of Education, 56th Yearbook, Chapter IV (Chicago: University of Chicago Press, 1957), pp. 64-66.

33. Carol, loc. cit.

34. Ruth Ellsworth, "Teachers Adapt to Change," The Instructor, LXXV (March, 1967), 108.

In spite of a nearly universal concern about inservice education, the literature reveals a lack of systematic evaluation of inservice activities.³⁵ Chesin points out that as yet there is no established set of criteria for evaluation of inservice activities.³⁶ In the National Education Association Research Bulletin there appeared the statement, "Nearly all inservice programs have subjective evaluations; however, systematical statistical evaluations are not widespread."³⁷ There is little evidence in the literature which indicates that administrators or researchers in education actively seek reasons why teachers for whom inservice programs are intended often reject these programs. Teachers to whom inservice activities are directed often fail to respond positively to them. One purpose for reviewing literature is to find out to what extent the problems related to acceptance of inservice proposals have been studied.

Initially the search for information was directed toward the Elementary and Secondary Education Act, Title III projects which have been described as, among other

35. Gerald A. Chesin, "An Analysis of an Eleven Month Inservice Education Program in Terms of Staff Opinion" (Unpublished Dissertation, Yeshiva University, 1964), p. 112.

36. Ibid., pp. 100-125.

37. National Education Association Research Bulletin, XLIV, No. 4 (March, 1967), 35.

things, "inservice." Of these, approximately twenty made mention of an evaluation of their inservice portions of the programs. Inquiries were made of ten of these programs to establish what, if any, procedures were used to evaluate the inservice activities. Ten of the twenty programs were selected, since it was felt that fifty per cent of the programs would represent the total population. It was discovered that none of the programs surveyed did anything to determine whether or not improved acceptance could be attained.

Prior to 1960 evaluation of inservice education programs mentioned in the literature focused upon the effects of inservice activities upon classroom instruction and teacher adjustment.³⁸ Twelve research studies were reviewed by Harris, and none made mention of the acceptance level on behalf of professional personnel.

Several dissertations completed in early 1968 indicate some intent on the part of researchers to study the attitudes of teachers toward inservice activities. Cardany revealed that there were significant differences between age, sex, and marital status and attitudes toward

38. Chester W. Harris, Encyclopedia of Educational Research (third edition; New York: Macmillan Co., 1960), p. 207.

inservice education.³⁹ In another dissertation completed at the University of Illinois in June 1968, Wall concluded:

. . . principals of the closed climate schools may experience difficulty in achieving successful principa;-teacher relations. The inability to accurately assess the perceptions of teachers would appear to greatly increase the potential for intra-staff conflict and disruption of the educational program. In addition, it may be that the teachers in the closed climate school may be more inclined towards overt action to "improve the situation" since they perceive the actual teaching situation less favorable than do teachers in open climate schools.⁴⁰

School climate as referred to here was established by Halpin and Croft through the Organizational Climate Description Questionnaire Instrument and the Halpin Open Climate Profile. When attempting to provide a basis of inservice education progress, Alexander concluded that (1) secondary teachers were more negative toward inservice activities than were elementary teachers, and (2) the over-fifty age group was generally more positive than the younger age group.⁴¹ These three researchers indicated

39. Arthur T. Cardany, "Selected Personnel Needs of Public School Teachers and Attitudes Toward Inservice Education" (Unpublished Dissertation, University of Michigan, 1967).

40. Robert Charles Wall, "A Study of the Organizational Climate in Selected Suburban Elementary Schools" (Unpublished Dissertation, University of Illinois, 1967).

41. William Alexander, "An Analysis of Manifold Teacher Responses to an Incomplete Sentence Instrument to Provide a Basis for Inservice Education Programs in Lewis County, New York" (Unpublished Dissertation, Columbia University, 1967).

that attitudes of teachers toward inservice activities differ. These differences might be traced to some identifiable characteristic or trait.

Other researchers have asked teachers about their preferences for extending the school year with the express purpose of including inservice training. Chesin concluded that teachers would rather extend the school year than participate in inservice activities during the school year.⁴² This indicates that greater acceptance and greater structure of inservice programs might be realized through an extra-month inservice work.

It was mentioned earlier in this section that some administrators felt that the faculty meeting was one way of continuing inservice education. However, six out of forty teachers, in a survey of reactions to faculty meetings, thought faculty meetings were a waste of time.⁴³ For undisclosed reasons, significant differences seemed apparent between faculty-centered and principal-centered meetings.⁴⁴ Faculty meetings are often conducted by the building or local school administrator. When this is the case, the administrator should know instructional process

42. Chesin, op. cit., p. 113.

43. Arthur Blumberg and E. Amidon, "Teacher Reaction to School Faculty Meetings," Journal of Educational Research, LVI (May, 1963), 466.

44. Ibid., p. 467.

in order to make faculty meetings more meaningful. This had been stressed by a panel of administrators of several different levels.⁴⁵ Further implications for administrators have been suggested by Dianne, who concludes that teachers' behavior occurs in "managerial, material centered, innovative, analytical and creative stages" and that the supervisor "must find out at what stage teachers are functioning and structure from that point."⁴⁶ Alexander, referred to earlier, also discovered that most teachers perceive their administrator in negative terms, males more so than females.⁴⁷

Most of these writings indicate that differences among and within faculties do exist. They also imply a necessity for further study. Questions arising out of teachers' attitudes that meetings are a waste of time or an ineffective use of time should be answered. It can be further concluded from this review of inservice research that little is being done to determine attitudes of teachers toward inservice education.

45. Arthur Rice, "How Principals Can Exert Leadership," Nations Schools, LXXVIII (February, 1966), 65.

46. Joseph L. Dianne, "To Encourage Teacher Growth," Educational Leadership, XXIV (May, 1966), 264.

47. Alexander, loc. cit.

Role Theory

The second area of survey is centered on the ideas of several theorists on the topic of role. The concept of "role" is sociological and is an expectation that an incumbent to a position holds for that position.⁴⁸ Getzels and Guba have identified the ideographic-nomothetic dimensions of role.⁴⁹ These two dimensions relate to personal goals or institutional goals, respectively. Roles emerge from tradition, social learning in the teaching background, teachers' needs, conditions existent in the school and community, and research on teaching and learning.⁵⁰

Havighurst also refers to two relationships which help determine role for the teacher, the way in which the teacher views his relationship toward adults, and the way he views it toward pupils. In viewing his relationship toward adults, a teacher can classify himself as an employee, a subordinate to the principal, an advisor to his superiors, a colleague, and a follower. His relationships toward pupils take a position of mediator, disciplinarian, parent substitute, confidant, or surrogate of middle class morality.

48. Gross, Mason, and McEachern, op. cit., p. 77.

49. J. W. Getzels and E. G. Guba, "The Structure of Roles and Role Conflict in the Teaching Situation," Journal of Educational Sociology, XXIX (September, 1955), 30.

50. R. J. Havighurst and Bernice L. Neugarten, Society and Education (Boston: Allyn and Bacon, 1957), pp. 1-65.

Kinney⁵¹ and Fishburn⁵² classify six roles of the teacher. They are: (1) director of learning, (2) guidance person, (3) mediator of the culture, (4) member of the community, (5) liaison between school and community, and (6) member of the profession. Placed in a different perspective, a person's behavior is determined by his perception of others' expectations of him and his position.⁵³ It is then evident, that it takes at least two people, the behaver and the person whom the behaver views as holding an expectation for him, to formulate a role.

Most researchers and writings referred to here concentrate on the aspect of expectations, which is congruent with the definitions set forth elsewhere in this work. Some role descriptions classify roles according to how conditions are formed and modified.⁵⁴ There is a preponderance of literature describing the roles of teachers compared with those describing other people in the educational setting.

51. Lucien B. Kinney, Measure of a Good Teacher (San Francisco: California Teachers Association, 1952), pp. 1-30.

52. Clarence Fishburn, "Teacher Role Perception in the Secondary Schools of One Community" (Unpublished Dissertation, Stanford University, 1955), pp. 50-71.

53. W. B. Brookover, "Research on Teacher and Administrator Roles," Journal of Educational Sociology, XXIX (September, 1955), 2.

54. Ibid., p. 5.

Few researchers were found to have undertaken a study of the total view of role. Brookover;⁵⁵ Biddle, Rosencranz, and Rankin;⁵⁶ and Gross et al.⁵⁷ have attempted to undertake a global study of the concept of role. These researchers have had difficulties best expressed by Biddle et al., who claimed that a study of role is confronted with the "dilemma of extension."⁵⁸ Recognizing that the term role has many ramifications, most previous researchers of role have dealt with role segments such as expectations and norms. "Only a small handful of investigators have had the temerity to tackle a 'total role.'"⁵⁹ The very limitless nature of the concept of role along with the changing nature of expectations leads to confusion in the application of the concept of role.

The commission on Teacher Education of the California Teachers Association has, in attempting to define teacher competence, arrived at a taxonomy of roles. The origin of this taxonomy can be traced to many inservice

55. Ibid., p. 2.

56. B. J. Biddle, H. A. Rosencranz, and E. F. Rankin, "Orientation, Methods and Materials," Vol. I Studies in the Role of the Public School Teacher (Columbia: University of Missouri Press, 1961), p. 1.

57. Gross, Mason, and McEachern, op. cit., pp. 1-6.

58. Biddle, Rosencranz, and Rankin, op. cit., p. 29.

59. Ibid., pp. 25-32.

programs, meetings, conferences, and especially to a committee of the California Council on Teacher Education.⁶⁰ The roles arrived at by this group are similar to those of Kinney and Fishburn referred to earlier. These roles were utilized in preparing the role survey instrument used in this study.

Threat

The third area of concentration for this review is the concept of threat. One definition of threat implies a feeling of impending danger which could be both physical and psychological.⁶¹ A more complete treatment of the term is desirable, since it is necessary in this study to construct an instrument the responses to which will reveal whether or not a person feels threatened. A sufficient definition will facilitate the construction of an instrument designed to measure threat. Combs and Snygg have mentioned perceived inadequacy, tunnel vision, and role conflict as three frameworks within which to define threat.⁶² Perceived inadequacy refers to the feeling one has that he is less than suitable for performing a given

60. Commission on Teacher Education, Teacher Competence (Burlingame: California Teachers Association, 1957), p. 5.

61. Stein, op. cit., p. 1478.

62. Arthur Combs and Donald Snygg, Individual Behavior (New York: Harper and Row, 1959), p. 264.

task. "People feel threatened when they are confronted with a situation or idea they are fundamentally inadequate to cope with."⁶³ Combs and Snygg attempt to clarify the way in which an inadequate person perceives himself by saying, "Inadequate personalities are those who regard themselves as unable to achieve need satisfaction."⁶⁴ They further say, "'Threatened people' is synonymous with inadequate personalities."⁶⁵

In order to obtain a better understanding of the inadequate person, the writer pursued the concept of adequacy. All writers reviewed suggested that adequacy-inadequacy were relative terms and existed on opposite ends of a continuum. In contrast to an inadequate or threatened person, an adequate person has: (1) an essentially positive view of self, (2) the ability to identify broadly with others, and (3) the capacity for acceptance of self and others.⁶⁶ According to Combs and Snygg, a human being seeks greater adequacy and, "in order to obtain greater adequacy we need to have a willingness to look at ourselves."⁶⁷ These two authors conclude their discussion of

63. Ibid., p. 265.

64. Ibid.

65. Ibid., p. 352.

66. Ibid.

67. Ibid., p. 359.

adequacy by claiming that behavior is a function of the total phenomenal field. An adequate person (1) relies on internalized values and standards, (2) has faith in capacity to cope with life, (3) assumes responsibility for and accepts causes of his own behavior, (4) accepts praise or criticism objectively, (5) does not distort or deny feelings or motives in self, (6) sees self as a person of worth, (7) does not expect others to reject him, (8) does not regard self as "queer," and (9) is not shy.⁶⁸

Another term which can be applied to the concept of threat has been used by Combs and Taylor to describe a person's phenomenal field. This term is "tunnel vision."⁶⁹ The effect of one's perception of threat to self is to reduce his perceptive field to include only the area of perceived threat. Remarks made by people exemplifying this feeling are similar to: "All I saw was this car coming at us . . ." or "I don't know what he looked like; with a gun in my ribs"

A third way in which Combs and Snygg attempt to clarify the meaning of threat is by referring to the manner in which people identify with others. "Individuals tend to seek adequacy through identification with people seeking

68. Ibid., p. 449.

69. Arthur Combs and Charles Taylor, "The Effect of the Perception of Mild Threat," Journal of Abnormal and Social Psychology, XLVII (April, 1968), 420.

need satisfaction similar to their own."⁷⁰ One person viewing another person's role as conflicting with his own would view that person as threatening. This idea is also stressed by Jersild, who calls this aspect "threatened strategies."⁷¹ Strategies are understood to mean defenses or role casts intended to cope with anxiety. For example, a teacher might feel threatened by an observer in the classroom if the roles of the observer and the teacher are not clearly defined or are conflicting in the mind of the teacher.

The literature reviewed indicates that the most significant way in which to discover whether or not a person feels threatened is to seek from him his own perception of threat. The three ways in which one can observe the presence of threat in another individual are through the feeling of inadequacy, their tunnel vision, and the degree of role conflict existent between two individuals or groups.

Another way to look at threat is to study the way an individual responds to a threatening situation.

70. Combs and Snygg, op. cit., p. 327.

71. Arthur T. Jersild, When Teachers Face Themselves (New York: Teachers College Columbia University, 1955), p. 121.

Horney⁷² and Jersild⁷³ list ways in which an organism defenses against a perceived threat. A person either moves against the threat, moves away from it, or conforms to it. A person who moves against threat would become aggressive. He would also be very competitive and wish that people would compete against him. This person would probably push his way through lines of people to board a plane which had more than enough seats for the number of people holding tickets. The person moving away from threat would behave in an opposite manner, withdrawing and becoming shy and aloof. The third individual is the type who, when seeing that he could not win an argument, would quickly begin agreeing with his adversaries. If he saw that his ideas in a group were unpopular, he would tend to withdraw his ideas and not present new ones to the group. He would become compliant and yielding.⁷⁴

Several tentative conclusions can be drawn from the above discussion of threat. Most behavior of the non-threatened person is just the opposite from the behavior of the threatened person. There are five types of behavior that have been noted to describe the threatened person. The threatened person behaves more factually than

72. Kathryn Horney, Our Inner Conflicts (New York: Norton Press, 1945), p. 105.

73. Jersild, op. cit., p. 31.

74. Combs and Snygg, op. cit., p. 175.

theoretically, more defensive than challenged, and more negatively than positively. The threatened person is more likely to feel controlled by a situation than to feel able to control it. He would also have internalized reasons for behavior to a lesser degree than a non-threatened person. These behaviors and comparisons suggest a bipolarity around which an instrument could be constructed.

Threat can be described along four separate continua: (1) importance, (2) immediacy, (3) clarity, and (4) personal adequacy.⁷⁵ Importance of threat on the part of the perceiver is relative to his values and judgments. When the perceiver is asked to place statements in order of importance to him he will attach rank value to those phenomena which he feels threatening. These statements can then be scaled or quantified.

Immediacy of threat can be described in terms of physical or psychological immediacy. Suggestions to teachers to engage in inservice work made by a state convention speaker would be viewed by teachers as less threatening than suggestions for inservice work made to a building faculty by the principal. Clarity of perception of danger, or fear-anxiety, is the third level of threat described by Combs and Snygg.⁷⁶ Fear is a term that can

75. Ibid., pp. 170-183.

76. Ibid., p. 175.

be used to describe a situation which is clearly in focus to the perceiver, whereas anxiety can be used to describe a situation not clearly in focus, i.e., the feeling of being threatened but not knowing by what. The fourth continuum along which threat can be described is a function of personal adequacy. Opposite ends of the fourth continuum of threat are challenge and defensiveness. A person feeling adequate to a task will look upon it as a challenge, while one feeling inadequate to a task will tend to be defensive toward the situation. One responds to challenges, but is paralyzed by threat.⁷⁷

Finally, there has been an attempt to describe individuals' behavior when perceiving threat by describing what they are likely to say or how they view their relationship toward others. Threatened people are likely to say, "It isn't so," "It doesn't apply to me," or "I don't have to deal with it now." Threatened people have (1) a fundamental negative phenomenal self, (2) a lack of acceptance, and (3) an inability to identify broadly with others.⁷⁸ Threatened people are likely to be selfish. They are also likely to distort events. For example, "We've known that for years now," or "It is just a new fad" are types of statements made by threatened people who wish

77. Ibid., p. 177.

78. Ibid., p. 269.

to distort facts or events. Threatened people also have a tendency to rationalize and overcompensate. A statement exemplifying such behavior would be, "He tries to escape from the task . . . through one excuse or another."⁷⁹

Summary

The literature was reviewed in three major areas: (1) inservice education, (2) role theory, and (3) threat. The purpose for this review was twofold. It served to indicate whether or not continued pursuit of an answer to the problem of inservice acceptance was feasible, and it served to establish rationale upon which instruments could be constructed.

The sources and procedure for obtaining information about inservice education were discussed. A working definition of inservice education was taken from the literature. Some implications for administrators were also reviewed.

The literature on role was found to be plentiful, however, inconclusive. Most of the writers reviewed treated role as expectations of behavior. Few researchers have attempted to study role in a global sense. Most research focuses on one or two expectations and their interrelatedness. Six roles of the teacher have been

79. Ibid., p. 179.

identified by the writer and will be used in the Role Survey instrument in this study.

The writer was unable to find adequate tests which determine threat with respect to an inservice proposal in teacher self-appraisal; therefore, attention was focused on threat from a behavioral point of view. Definitions for threat, as well as theoretical treatment, were sought. The review of literature pertaining to threat was focused on describing the behavior individuals who were threatened might display. The aspect of adequacy was concentrated upon; however, tunnel vision and role conflict were briefly considered.

CHAPTER III

DESIGN OF THE STUDY

The Population

The population for this study was selected on the basis of several criteria. The population needed to be relatively easy to approach and convenient to reach because of the time available for the study and the nature of the instruments used. The population selected needed to be unfamiliar with the inservice proposal made to them. A sample of respondents needed to be as large as possible. The Sunnyside School District furnished the teacher sample for this study because it satisfied the above criteria.

There are approximately three hundred teachers in the Sunnyside School system. Two hundred eighty-eight of these teachers listened to the presentation of the inservice proposal. The proposal for teacher self-appraisal was presented during the early part of the school year or, in some instances, just prior to the opening of school. One school faculty was represented by less than fifty per cent attendance due to other conflicting meetings. One hundred eighty-eight of the two hundred eighty-eight responded in some manner to the inservice proposal. The

one hundred individuals who neither accepted nor rejected the proposal were eliminated from the population.

Table 1 presents a brief statistical description of the population sample. The total number represented in the table is one more than the number surveyed, since one card was processed which had insufficient data but was not rejected in the sorting process. The totals on this table do not agree, since not all respondents answered all questions.

Procedure

Between August 28, 1968 and September 18, 1968 an inservice proposal involving ten hours of self-appraisal study was presented to the teachers of the Sunnyside Schools. The presentation was made at each of the four elementary schools, one junior high school, and one senior high school.

The writer, who had previously been employed by the district as an assistant high school principal, made all six presentations. At the time the presentations were made, he was no longer employed by the district. Volunteers were asked to participate in the inservice activity. Care was taken not to introduce any threat that was not inherent in the concept of self-appraisal; that is, each presentation stressed that no tape would be heard or viewed by anyone other than the teacher himself and that no one

Table 1. Statistical description of the population.

	Those who accepted the proposal	Those who rejected the proposal
Total number	90	99
Males	29	39
Females	61	60
Married	73	75
Single	11	15
Other	6	9
Mean age	38.64	39.74
Highest degree held		
Bachelors	54	57
Masters	34	41
Other	1	1
Class load	76.34	74.72
Mean number of years' experience	9.16	11.40
Grade level taught		
Elementary	49	49
Junior High	22	17
High School	19	33

was under duress by any administrator to volunteer for participation in the inservice activity. It was also emphasized that no released time would be available and no merits other than self-satisfaction would accrue from participation. A full text of the initial presentation is found in Appendix A.

Immediately after the presentations, the teachers were given a form on which they were to indicate whether or not they would participate in self-appraisal through the study of classroom verbal interaction. The only information furnished the writer at this time was that which is found in the upper half of the form presented in full in Appendix B. This information included whether they would or would not participate, name, school, grade level taught, and approximate number of children met per day.

After the presentations had been made and the completed forms collected, the information in the lower portion was completed. Personnel records of the Sunnyside School District were reviewed for the purpose of determining age, sex, marital status, highest degree held and when obtained, and years of experience. Since no information could be obtained from the record regarding the number of credit hours completed during the last academic year, the respondents were asked to furnish this information on a special form at the time either the Minnesota Teacher Attitude Inventory, Role Survey, or Q-sort were completed.

All information except results of the above tests were then entered on data processing cards. The information also included an identification number which facilitated retrieval of information.

The remainder of this research was a statistical study of the data collected. The statistical procedures utilized are presented and described in Chapter IV. A great portion of time was consumed during the spring, summer, and fall of 1968 in constructing an instrument or seeking completed instruments to test hypotheses two, three, and four.

Design of the Instruments

Two of the instruments used in this study had been used in other research prior to 1968. The M.T.A.I. was developed prior to 1960 and the Role Survey in 1965. The M.T.A.I. was chosen by the writer because it was used by Flanders⁸⁰ at Minnesota and this portion of this research is a replication of that study. The Role Survey was used to determine if the role perceptions were different between groups who accept and those who reject an inservice proposal in inservice education. The writer was left with the task of constructing an instrument which would determine the degree of threat felt by a person who had been confronted with an inservice proposal.

80. Flanders, loc. cit.

The Minnesota Teacher Attitude Inventory was designed by first defining the extremes of a scale, one end of which is desirable teacher-pupil relations, the other being undesirable teacher-pupil relations. The authors defined the desirable end of the scale as relations in which "teacher and student enjoy 'school work,'" the teachers and students work cooperatively, and there is an atmosphere of freedom.⁸¹ At the other extreme is a dominating and nervous teacher, a classroom with many disciplinary problems, and mutual distrust. The M.T.A.I. was constructed primarily for use in teacher preparation institutions and various schools as an employee screening device. The inventory items discriminate between teachers at the extremes of a secure-insecure scale.⁸² Since this test was not used as a screening device, but merely to compare two groups of teachers, it was not necessary to determine whether or not the philosophy of the authors of the inventory compared favorably to the writer's. The inventory was given the respondents, and no questions were answered once the instrument had been distributed. All subjects were assured that results of the test would be confidential and that their anonymity would be preserved.

81. Walter Cook, Carrol Leeds, and Robert Callis, The Minnesota Teacher Attitude Inventory Manual (New York: The Psychological Corporation, 1951), pp. 3-5.

82. Ibid., p. 5.

The Role Survey instrument was obtained from an unpublished dissertation by Wagoner in 1965.⁸³ The steps used in its construction were: "(1) development and validation of role behaviors which matched the definitions, (2) selection of discriminating items, (2) conduct of the pilot study, and (4) determination of the reliability of the instrument."⁸⁴ The role definitions used for the construction of this instrument were those generated by the California Teachers Association Commission on Teacher Education. These roles are still being used to describe areas of teacher competence in California.⁸⁵

After the discriminating items were selected, they were placed in a tentative role survey instrument. Twenty-eight people then responded to the items. Further screening reduced the number of items on the instrument to forty-eight, six for each of eight roles.⁸⁶ In the pilot group reliability ranging from .92 to .74 for the six roles was obtained and assumed to be high enough to proceed with the use of the instrument. Brief descriptions of the six

83. Roderic L. Wagoner, "Perceptions of Teacher Roles in Arizona Secondary Schools and Their Relation to the Secondary Teacher Education Program at the University of Arizona" (Unpublished Dissertation, University of Arizona, 1965), pp. 1-85.

84. Ibid., p. 56.

85. Statement by J. Alden Vanderpool, California Teachers Association. Personal interview, January, 1969.

86. Wagoner, op. cit., p. 58.

roles of the Role Survey⁸⁷ instrument follow. The six roles and a skeletal definition of each is given. The numbers appearing on the right indicate which items on the Role Survey describe that role. The full text of the instrument as it was presented to the respondents appears in Appendix C.

1. Director of learning. 6, 21, 23, 32, 35, 41, 48.

This implies that the teacher knows learning theories, individual pupils, and how to effectively appraise desired learning outcomes.

2. Counselor and guidance worker. 7, 9, 12, 13, 24, 29, 44, 47.

Teachers acting this role will have ability to establish effective relationships and to diagnose and prescribe solutions to problems in behavior of students.

3. Mediator of the culture. 4, 5, 22, 27, 28, 34, 43, 46.

As mediator of the culture, the teacher would include cultural values in writing educational objectives. He would also attempt to instill in students ability to solve social problems.

4. Link with the community. 1, 3, 14, 16, 26, 31, 33, 45.

87. Commission on Teacher Education, op. cit., pp. 12-13.

This is a second role in which the teacher performs liaison with the community. Participating in and leading community affairs are functions in the framework of this role.

5. Member of the professional staff. 2, 10, 11, 18, 20, 36, 40, 42.

Sharing in evaluation, responsibility for effective programs, planning, and inservice education are domains of action for teachers acting in this role.

6. Member of the profession. 8, 15, 17, 25 30, 37, 38, 39.

This role implies a commitment to professional organizations, contribution to achievement of goals of the profession, code of professional ethics, and continued professional growth.⁸⁸

Threat Q-sort Instrument

The Q-sort instrument was designed expressly for this study. The construction procedures are described in the next section.

Tunnel vision, role conflict, and inadequacy are three terms that have been identified which can be applied to the concept of threat. Tunnel vision is a term used to describe the phenomenal field when affected by threat. Severe threat results in a narrowing of one's perceptual

88. Ibid., p. 31.

field. It seems that this condition can be discovered only through subjective methods by trained observers. Role conflict results when one perceives his role as directly conflicting with his perception of the role of someone else. "Inadequacy" is a term used to describe the feeling of an individual who is threatened because of a feeling that he is less than adequate to perform a given task.

With the selection having been made to use the dimension of adequacy to determine threat, further inspection was necessary. It was discovered that "adequacy" is a term which represents one end of a continuum, the other end being "inadequacy." A review of the literature revealed several levels which could be used to describe the adequate or inadequate person. The adequate person was found to be theoretically oriented, to be able to control a situation, to feel challenged by a situation or task, to have positive feelings, and to have internalized reasons for his behavior. Opposites of these five levels can be concluded about the inadequate person.⁸⁹

An instrument was needed which could test theoretical issues, remain simple to administer, quantify issues which had not been quantified, and which was suitable for an individual under several conditions or a group under the

89. Combs and Snygg, loc. cit.

same conditions.⁹⁰ A test based on Q-methodology satisfied these conditions. Stephenson, in introducing Q-method suggested:

. . . we could continue with examples in many different regions of study, with respect to aesthetics, attitudes, thinking behavior, self-reflection, and every conceivable form of human behavior, individual or group.⁹¹

Q-method is uncomplicated and simple to administer. Several steps are completed when utilizing Q-method. First, a universe of statements is defined in postulational terms. Second, a subject performs an operation on these statements which quantifies them. Third, these scores are then statistically analyzed.

The subject quantifies a statement by placing it in one of several piles which are classified from "very strongly agree" to "very strongly disagree." The instrument constructed for this study had nine categories: (9) very strongly agree, (8) strongly agree, (7) agree, (6) slightly agree, (5) undecided, (4) slightly disagree, (3) disagree, (2) strongly disagree, and (1) very strongly disagree. Table 2 shows the score value placed on each statement placed in each category, as well as the number of statements to be placed in each category or pile. Thus, if

90. William Stephenson, The Study of Behavior (Chicago: University of Chicago Press, 1953), p. 19.

91. Ibid.

Table 2. Schema for quantifying Q statements.

Pile	1	2	3	4	5	6	7	8	9
Score	9	8	7	6	5	4	3	2	1
Number of Statements	2	3	6	9	10	9	6	3	2

a person places a statement in pile number eight (strongly agree), that statement receives a value of two. These scores can then be analyzed and correlated.

For the purposes of this study, Q-sorts for different persons made relative to the same condition were analyzed. The condition was that of the proposed inservice training project. The Q-method of quantitative analysis presents nine postulates around which the statements for the instrument were constructed. These postulates form the basis for constructing statements:

Q-technique postulates

1. The populations are groups of statements or the like.
2. Each variate has reference to an operation of a single person upon all the statements in one interactional setting.
3. The variates may interact in the one interactional setting.
4. The transitory postulate has reference to intro-individual differences (such as significance).

5. Scores are reduced to standard scores with respect to each person array.
6. All the important information for each array is contained in its variation. No information is lost in throwing away the variate means.
7. Scores are approximately normally distributed with respect to the person array.
8. The statements of a sample may interact.
9. The concern is with dependency analysis.⁹²

The statements for the Q-sort were constructed upon the following assumptions for the adequate-inadequate dichotomy. A threatened person will perceive himself as inadequate. Inadequate persons (1) are factually oriented, (2) perceive themselves as being controlled by a situation, (3) feel and react defensively toward a situation, (4) have essentially negative views, and (5) rely on external stimuli to direct their behavior.

On the same assumptions, an adequate person (1) is theoretically oriented, (2) perceives himself as able to control a situation, (3) feels challenged by a situation, (4) has essentially positive views, and (5) has internalized reasons for his behavior. These ten assumptions form the base for construction of statements to be used in the Q-sort.

Five statements were constructed from each of the ten assumptions above. After a period of several weeks

92. Ibid., p. 58.

they were rewritten and submitted to sixty-three graduate students at The University of Arizona enrolled in a Techniques of Educational Research course to test the statements. The test in this case was to determine whether or not non-threatened people would quantify the fifty constructed statements in the same manner as the writer had quantified them. A presentation was made to these graduate Education students explaining the purpose of the study and the manner in which the statements had been constructed.

The following is a list of the original fifty statements, with the author's intent, the range, and the mean score given the statements by the graduate students. The author's intent is indicated by a plus or minus sign. A plus sign indicates that the intent was that the students agree with the statement and a minus that they disagree. The mean score given these statements is simply a measure of central tendency and the range was recorded to indicate whether or not a statement would be classified along much of the continuum. The implication was that statements having wider ranges given are reacted to differently than statements having small ranges given. Stephenson had this to say regarding a sample of statements similar to the ones presented here:

. . . the sample of statements is merely a sort of best guess, a hypothetical matter, and we

fully expect (and indeed hope for it) that the statements will "mean" very different things for different persons in different interactional settings, or for the same person in different settings.⁹³

State- ment No.	Statement	Mean score	Range	Intent
11	Teacher self-appraisal is a real challenge.	6.5	4	+
14	Teaching is very stimulating.	6.3	7	+
15	Teachers spend most of their time concentrating on subject matter.	5.7	5	-
16	I can always find time to do something for children.	5.8	5	+
17	Our society's demands are so great that no institution can meet all of them.	6.2	5	-
19	Teachers seldom have the opportunity to set standards for their professional service.	4.5	7	-
19a	Teachers have little to say about what courses students will take	4.7	6	-
25	Someone should spend more time studying daily occurrences which affect students directly.	5.7	5	-
27	Teachers know very little about the learning process.	4.0	7	-
29	Self-appraisal through interaction analysis will tend to further restrict classroom freedom.	3.5	6	-

93. Ibid., p. 144.

29a	Sometimes the kids get out of hand.	4.8	5	-
33	My work is everything to me.	4.2	6	+
34	I welcome the opportunity to have my teaching analyzed.	5.6	5	+
35	A master teacher does not exist.	3.9	8	-
37	When educators get together, they seldom accomplish very much.	3.9	8	-
39	I need to know more about coding my behavior.	4.8	4	+
39a	I find it difficult to finish tasks which need to get done.	3.9	3	-
41	In this day and age, it is very difficult to find time in which to plan my lessons.	4.3	5	-
42	I cannot agree with the fact that knowledge of verbal interaction patterns improves student achievement	4.0	7	-
43	Teaching is one of several ways of making a living available to me.	5.4	8	-
45	Theories that I learned in college are not very practical for my own teaching.	5.0	8	-
47	If we could get at the problems of today's generation, we could start doing something.	5.0	6	-
50	We should be willing to take a chance to improve teaching.	7.0	6	+
49	I seldom accomplish all the things I set out to do.	4.9	6	-

53	I will always strive toward being like the ideal teacher.	5.6	7	+
57	Children would rather not go to school	3.8	6	-
58	Teachers should not always seek the practical.	5.5	7	+
59	Too often we still carry on teaching as it was done before.	6.3	6	-
61	The activity in the classroom is a private thing between teacher and pupils.	3.1	4	-
65	We should know the results of a teaching practice before inaugurating it in our classroom.	3.2	6	-
67	My ideas about teaching seem to be similar to very few others'.	4.3	8	-
69	An emotionally inhibited teacher is less liked by students than an emotionally impulsive teacher.	4.5	6	-
70	I get something out of each faculty meeting.	5.2	4	+
71	Emphasis should be placed on studying characteristics of successful teachers.	5.4	4	+
72	I have a strong interest in the theory of teaching.	4.7	7	+
73	I generally do the right things to enhance learning.	4.8	5	+
74	All children will find value in a good education.	5.6	5	+
77	Education as a whole is accomplishing the goals of society.	4.4	6	+

78	My colleagues hold essentially the same views on teaching as I do.	4.4	6	+
79	With very few exceptions my students look forward enthusiastically to attending my class.	6.4	4	+
85	Teachers cannot afford to speculate about teaching activity.	3.4	7	-
91	My job is to teach, not to experiment.	3.0	4	-
92	The only way to have complete command of a situation is to talk over its complexities with someone else.	4.5	5	+
93	I already know enough about Flanders to get along in the classroom.	4.5	5	-
94	Self-appraisal will show that I have control over verbal interaction patterns.	4.8	4	+
95	My teaching activity can best be described as routine.	3.9	5	+
96	Self-appraisal is a tool through which I can gain more complete management of my classroom.	6.5	5	+
97	Emotional poise and stability are very important to a teacher.	7.8	4	+
98	Attitudes and feeling about others can be taught.	6.0	6	+
99	Discipline has never been a problem with me.	4.8	7	+

An analysis of these Q-sort statements was made, and items 15, 17, 25, 33, 39, 43, 59, 72, 77, 78, 92, 94, 95, and 98 were reconstructed. These were the items that were incongruent with the writer's intent. The items were then given to several disinterested people with psychology and statistical backgrounds to help substantiate or refute the statements. All of the statements were constructed around the theoretical base stated earlier. It is a premise of Q-methodology that statements scoring near the middle of an array for an individual or group are more difficult to differentiate by the sorter. Stephenson clarifies this reason thus:

Fine discriminations are not involved for every item, however, as would be the case if all N items were to be ranked. The largest proportion of the items are placed in the middle classes; and, although discrimination is most difficult at this point, its importance is reduced by the fact that in product-moment correlation the end-classes gain most weight.⁹⁴

For this reason the range of scores given by the graduate students was noted. It is significant to note the range as well as the mean score on any given statement.

The fifty statements in their final form are found in Appendix D. The column headed "code" refers to the five different perceptions in both adequate and inadequate levels. Hence, A-1 refers to a statement describing the adequate person's sense of being theoretically oriented to

94. Ibid., p. 60.

a situation; I-3 would be a statement constructed on the defensiveness of an inadequate person. The three-digit number of each statement is a randomly selected number to facilitate the scoring process.

Summary

Chapter III contained a description of the rationale for the three tests utilized in this study and the methods used in constructing test items. The population is described and brief summary of the procedures for gathering the data was explained. Chapter IV considers the statistical treatment of the data and the testing of the several hypotheses of the study.

CHAPTER IV

PRESENTATION OF THE FINDINGS

A complete description of the data is presented in this chapter. Garret;⁹⁵ Van Dalen;⁹⁶ and Stern, Stein, and Bloom⁹⁷ make reference to descriptive and inferential as two types of statistical analyses. The writer will use these two treatments in the two sections of this chapter. In the following section the statistical distribution of the data pertaining to each hypothesis is presented. A brief summary of the findings is presented at the end of this chapter.

Descriptive Analysis

Hypothesis 1. Those teachers who accept the inservice training proposal in self-appraisal have characteristics different from those who reject it based on:

1. Sex
2. Marital status

95. Henry E. Garret, Statistics in Psychology and Education (New York: David McKay and Company, 1958), p. 184.

96. Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw Hill, 1962), pp. 180-220.

97. George Stern, Morris Stein, and Benjamin Bloom, Methods in Personality Assessment (Glencoe, Illinois: The Free Press, 1956), pp. 240-252.

3. Age
4. Grade level taught
5. Teaching tenure
6. Class load
7. Number of credits earned during the previous year

In Figure 1 and Table 3 is displayed a comparison of reject and accept groups as related to age and the distribution of the total population over eight categories of Hypothesis 1. It can be noted from Figure 1 that the greatest differences in numbers of subjects occur in the 26-30 age group. There are twice as many people who accept than reject the proposal in this age group. In this age group there are approximately five times as many women as men. In the 41-50 age group there are equal numbers of men and women. There are almost three times as many women as men in the four upper-age groups.

In Table 3 are further comparisons between the accept group and the reject group regarding males, females, marital status, and highest degree held. As expected, there are considerably more females responding than males. This is due to the fact that there are many more females than males in the Sunnyside School System. There were ten more males out of a total of 68 who rejected this proposal than accepted; however, one more woman accepted than rejected.

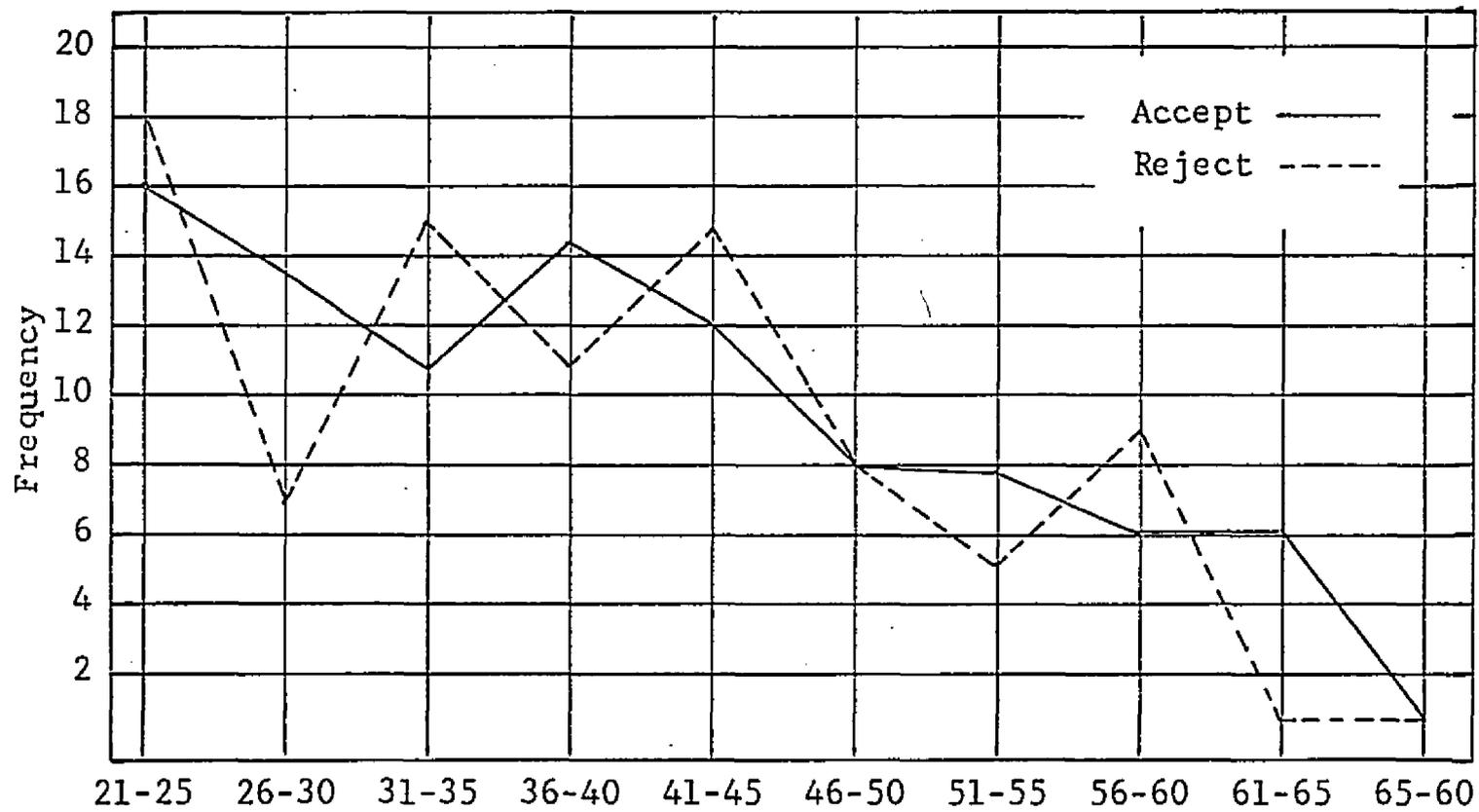


Fig. 1. Comparison of reject and accept groups as related to age.

Table 3. Distribution of population over eight categories.

	Male	Female	Married	Single	Other	Highest Degree Held		
						B.A.	M.A.	Other
Reject	39	60	75	15	9	57	41	1
Accept	29	61	73	11	6	54	34	1

In examining Table 3 further, it can be seen that of the 60 females who rejected the proposal, 41 were married, 10 single, and 9 were classified in the "other" category. Of the 41 married women who rejected the proposal, 13 had masters' degrees. Forty-six women who accepted the proposal were married, and of these, 13 had their masters' degrees. This indicates that there is probably no difference between women's holding masters' degrees and whether they accepted the proposal or rejected it. It is also to be noted from this table that there were 121 women in the population and sixty-eight men. There were also 148 married, 26 single people, and 15 either divorced or "other." In the "degree held" category, there were 111 B.A.'s, 75 Masters' degrees, and 2 "other." A further comparison of these data is appropriate to determine whether or not there are significant differences between the two groups of respondents in relation to the categories represented in Table 3.

In Table 4 it should be noted that the mean age of the males is slightly higher than that of the females in both the accept and the reject groups. The mean age for the total population is 39.5. It can be noted from Table 4 that the 20-29 year old group has the greatest number of people. When these numbers are considered for the Chi-square test in the second portion of this chapter, the ages are grouped as follows: 20-40, 40-50, and 50-69. This

Table 4. Comparison of sex to age.

		20- 29	30- 39	40- 49	50- 59	60- 69	Total	Mean
Accept	Male	4	9	11	4	1	29	41.2
	Female	21	14	15	8	3	61	36.5
Reject	Male	5	15	13	4	2	39	40.6
	Female	22	11	9	10	8	61	39.5
Total		52	49	48	26	14	190	39.5

grouping is necessary when treating the data with the Chi-square statistic. Fewer categories with large differences yield more information for the researcher than do many categories with small differences.

When comparing men and women respondees to the number of years teaching experience it was found from Table 5 that the mean age of males rejecting the proposal was slightly higher than those accepting. Table 5 also shows that women who accepted the proposal were younger than those who rejected. Later in this chapter these figures are considered for significance. In Table 6 can be seen the comparison of age related to the highest degree held. It will be determined later in this chapter if

Table 5. Comparison of sex to experience.

		0-10	11-20	21-30	31 +	Total	Mean
Accept	Male	17	11	0	1	29	10.5
	Female	39	17	5	0	61	9.4
Reject	Male	20	15	2	2	39	11.4
	Female	31	18	7	4	60	12.3

Table 6. Relationship between highest degree held and age.

		20-29	30-39	40-49	50-59	60-69	Total	Mean
Accept	BA	19	11	11	9	3	53	38.6
	MA	5	12	13	3	1	34	40.1
	0	--	--	2	--	--	2	45.0
Reject	BA	20	9	8	12	8	57	36.9
	MA	7	18	14	2	2	43	39.0
	0	--	--	1	2	--	3	51.6

significance exists between the average ages and the highest degree held.

Hypothesis 2. Those teachers who accept a proposed inservice training project in self-appraisal feel less threatened than those who reject it.

A Q-sort instrument was constructed to test this hypothesis. Table 7 provides information relating to the way in which subjects reacted to the fifty statements of the Q-sort. Table 7 is divided into five parts. The five parts refer to: (A) Factual Orientation versus Theoretical Orientation, (B) Controlled by a Situation versus Controlling a Situation, (C) Defensiveness versus Challenge, (D) Negative versus Positive Views, and (E) Internalized versus External Behavioral stimuli. Scores above "5" reflect disagreement, and scores below "5" agreement with the statement.

Items in the upper half of Table 7 were those statements with which a threatened person would disagree and a non-threatened person would agree. It is observable that the means for the reject group are greater than "5" for the statements in the upper half of the table.

Statements of the Q-sort were constructed so that a subject would agree with half of the statements and disagree with the other half. It was intended that each group would agree with five of the statements in each level of adequacy and disagree with the other five, and that the

Table 7. Mean scores given items on the Q-sort instrument by both groups.

A Factual vs. Theoretical			B Controlled vs. Controlling			C Defensiveness vs. Challenge			D Negative vs. Positive Views			E Externalized vs. Internalized Behavior		
Item	Accept Means	Reject Means	Item	Accept Means	Reject Means	Item	Accept Means	Reject Means	Item	Accept Means	Reject Means	Item	Accept Means	Reject Means
852	3.58	6.50	196	4.33	6.75	914	3.33	6.33	279	4.42	6.58	636	4.67	6.08
659	4.75	6.33	298	3.42	6.67	415	4.83	6.58	179	4.08	6.83	737	4.00	5.50
151	5.75	6.25	397	5.25	6.50	617	3.92	5.67	671	4.67	5.33	534	2.33	6.42
453	5.92	6.50	499	4.33	6.42	218	4.58	6.67	478	2.33	6.08	231	5.42	6.00
354	4.92	6.42	893	3.25	6.83	516	3.25	6.50	572	4.50	5.83	131	2.50	6.08
584	4.75	2.58	942	4.50	4.00	264	5.92	2.83	722	5.00	4.25	604	7.25	3.75
385	5.41	3.83	843	4.50	4.75	365	7.75	3.00	624	4.92	3.75	705	6.08	3.25
286	5.17	3.42	141	4.67	3.42	496	7.33	3.75	823	4.92	3.75	806	5.83	4.25
787	5.67	4.08	243	6.50	3.50	567	5.50	2.83	122	4.75	3.75	209	6.58	3.25
981	5.58	4.42	345	7.08	3.50	961	6.17	4.67	523	4.75	3.17	308	6.67	3.83
Means	5.13	5.03		4.78	5.23		5.26	4.88		4.43	4.93		5.13	4.84
Diff	.10					.38			.50			.29		

opposite would be true for the other five statements in that level.

For example, the accept group should disagree with items 852, 659, 151, 453, and 354, while the reject group should agree with those statements. The accept group should agree with those statements. The accept group should agree with items 584, 385, 286, 787, and 981, while the reject group should disagree with those statements. For this reason, the mean scores of the last five items in each level were rotated or reversed between the two groups of this study. Table 8 is the resulting information. Means on this table show greater differences than on Table 7. Table 9 shows the differences between the accept and reject groups' means.

The differences after rotation will be considered statistically in the second section of this chapter.

Hypothesis 3. Those teachers who accept the in-service training proposal obtain higher scores on the Minnesota Teacher Attitude Inventory than those who reject the proposal.

In Table 10 are represented the scores received on the M.T.A.I. for both the accept and reject groups. There is no pairing of the respondees intended. It appears that the means of these columns are enough different to be significant. The range for the accept group is 92, while for the rejects it is 150. This indicates that the people in the reject group show more diverse attitudes than do the

Table 8. Mean scores given items on the Q-sort instrument by both groups with one-half of the items' mean score rotated between groups.

A Factual vs. Theoretical			B Controlled vs. Controlling			C Defensiveness vs. Challenge			D Negative vs. Positive Views			E Externalized vs. Internalized Behavior		
Item	Accept Means	Reject Means	Item	Accept Means	Reject Means	Item	Accept Means	Reject Means	Item	Accept Means	Reject Means	Item	Accept Means	Reject Means
852	3.58	6.50	196	4.33	6.75	914	3.33	6.33	279	4.42	6.58	636	4.67	6.08
659	4.75	6.33	298	3.42	6.67	415	4.83	6.58	179	4.08	6.83	737	4.00	5.50
151	5.75	6.25	397	5.25	6.50	617	3.92	5.67	671	4.67	5.33	534	2.33	6.42
453	5.92	6.50	499	4.33	6.42	218	4.58	6.67	478	2.33	6.08	231	5.42	6.00
354	4.92	6.42	893	3.25	6.83	516	3.25	6.50	572	4.50	5.83	131	2.50	6.08
584	2.58	4.75	942	4.00	4.50	264	2.83	5.92	722	4.25	5.00	604	3.75	7.25
385	3.83	5.41	843	4.75	4.50	365	3.00	7.75	624	3.75	4.92	705	6.08	3.25
286	3.42	5.17	141	3.42	4.67	496	3.75	7.33	823	5.83	3.75	806	4.25	5.83
787	4.08	5.67	243	3.50	6.50	567	2.83	5.50	122	3.75	4.75	209	3.25	6.58
981	4.42	5.58	345	3.50	7.08	961	4.67	6.17	523	3.17	4.83	308	3.83	6.67
Means	4.30	5.85		3.98	6.04		4.79	5.34		3.87	5.60		4.01	5.97
Diff.	1.55		2.06			.55			1.73			1.96		

Table 9. Mean differences before and after rotating items' means.

	Accept	Reject	Difference ^a
	5.13	5.03	.13
Before	4.78	5.23	.45
	5.26	4.88	.38
Rotation	4.43	4.93	.50
	5.13	4.84	.29
	4.30	5.85	1.55
After	3.98	6.04	2.06
	4.79	5.34	.55
Rotation	3.87	5.60	1.73
	4.01	5.97	1.96

^aIrrespective of sign.

Table 10. Scores on Minnesota Teacher Inventory.

	Accept	Reject
	33	-35
	49	0
	84	25
	59	2
	93	79
	99	82
	44	15
	26	33
	110	66
	104	30
	76	87
	53	55
	48	73
	100	-25
	87	115
	24	24
	93	1
	18	110
	30	-29
	66	-33
	83	
Means	65.60	33.75

accept group. According to the authors of the M.T.A.I. there is no relationship between teacher attitudes and sex, marital status, or subject taught.⁹⁸ The first glimpse of the means in Table 1 (sex and age) would tend to refute this if there are no significant differences between the two groups of this study regarding sex, marital status, and subject or grade level taught.

Hypothesis 4. Those teachers who accept an in-service proposal view their roles differently from the way in which those who reject the proposal view theirs.

Table 11 displays the mean score given each item by both accept and reject groups. Items are collected by role. It is observed that the greatest differences between means occurs in the "Counselor and guidance worker," and "Link with the community." These differences are 2.31 and 1.71, respectively. The difference of scores on the "Member of the staff" is 1.68. The smallest difference, indicating agreement between groups, occurs in the "Director of learning" role. Further tests will be used to determine statistical significance of these differences.

Summary

A review of the descriptive data indicates only slight differences between groups when the information in Table 1 is considered. The difference between means on the

98. Cook, Leeds, and Callis, op. cit., p. 6.

Table 11. Mean scores by item on Role Survey of each group.

Item	Accept Means	Reject Means	Item	Accept Means	Reject Means	Item	Accept Means	Reject Means
<u>Role #1. Director of learning.</u>			<u>Role #2 Counselor and guidance worker.</u>			<u>Role #3 Mediator of the culture.</u>		
6	4.80	2.56	7	5.40	2.38	4	3.20	5.56
21	4.95	2.62	9	4.55	1.94	5	3.05	4.94
23	4.95	2.68	12	5.25	3.44	22	3.35	5.06
32	3.10	5.31	13	4.85	2.63	27	2.85	5.19
35	3.70	5.38	24	5.35	2.56	28	2.95	4.94
39	5.25	2.86	29	4.70	2.69	34	5.20	2.56
48	5.50	2.62	44	5.05	2.69	43	3.00	5.31
41	3.35	5.06	47	4.65	2.94	46	3.70	5.69
Mean	4.45	3.63		4.97	2.66		3.41	4.91
<u>Role #4 Link with the community.</u>			<u>Role #5 Member of the staff.</u>			<u>Role #6 Member of the profession.</u>		
1	2.20	5.37	2	2.40	5.63	8	4.90	2.44
3	2.95	5.31	10	2.80	5.13	15	4.85	1.94
14	3.10	5.13	11	3.05	5.25	17	4.95	2.31
16	2.80	5.44	18	2.85	4.44	25	4.90	3.19
26	2.95	4.75	20	3.05	5.31	30	4.35	3.31
31	3.30	4.50	36	4.80	2.44	37	3.60	5.31
33	4.75	3.13	40	2.90	5.38	38	3.45	5.31
45	3.20	5.13	42	3.20	4.88	19	5.20	2.50
Mean	3.14	4.85		3.13	4.81		4.53	3.29

M.T.A.I. appears to be significant. Some differences seem to exist in the way in which the reject and accept groups perceive the roles of "Counselor and guidance worker" and "Link with the community." The two groups appear to agree in their perceptions of the other four roles. There is insufficient evidence to draw conclusions about the degree of threat felt by the subjects of this study. There does, however, appear to be consistency between the way in which the fifty statements of the Q-sort were scored and the basis upon which they were constructed.

Inferential Analysis of the Data

In the next section of this chapter a more thorough statistical treatment of the data is considered. Use of this statistical information is made when drawing inferences about the population represented in this study.

Major Hypothesis 1. There are differences between those who accept and those who reject the inservice proposal based on sex, age, marital status, highest degree held, class load, grade level taught, and interest in academic achievement. There are several ways in which the variables of this hypothesis can be related. Some of these are: sex related to age; sex related to experience; and highest degree held, marital status, class load, interest in academic achievement, and grade level taught related to the accept and reject groups.

The most appropriate statistic to use for this hypothesis was found to be Chi-square. The Chi-square statistic will assist the writer in testing Major Hypothesis 1.⁹⁹ The Chi-square statistic is applicable when the number of categories compared is small and clearly defined.

There are eleven Chi-square statistics computed in relation to the seven variables of Major Hypothesis 1. There is a table accompanying each sub-hypothesis which is stated in the null form. Each sub-hypothesis is accepted or rejected on the basis of the Chi-square test.

There is no significant difference between those men who accept and those who reject the inservice proposal based on age (Table 12). For this and subsequent tables dealing with age there are three groups represented. Group one is the 20 to 40 year old group, group two is the forty to fifty year age, and group three is 50 years and older. This table yields a Chi-square value of .27 which indicates the null hypothesis is to be accepted. It is concluded that there is no significant difference between the male teachers who accept and those who reject the proposal when age is considered a variable.

There is no significant difference between those women who accept and those who reject the inservice proposal based on age (Table 13). The Chi-square value for

99. Van Dalen, op. cit., p. 406.

Table 12. Chi-square table for males related to age.

	Age Group		
	1 (20-39)	2 (40-49)	3 (50 +)
Accept	13	11	5
Reject	20	13	6

Table 13. Chi-square table for females related to age.

	Age Group		
	1 (20-39)	2 (40-49)	3 (50 +)
Accept	35	15	11
Reject	33	9	18

this information of 3.24 indicates that the null hypothesis is to be accepted and therefore there is no significant difference between females who reject and accept the proposal based on age.

There is no significant difference between males who accept and those who reject based on experience. Table 14 divides experience into three groups, 0-10 years, 11-20 years, and over 20 years.

Table 14. Chi-square table for males related to experience.

	Experience		
	1 (0-10 yrs.)	2 (11-20 yrs.)	3 (over 20 yrs.)
Accept	17	11	1
Reject	20	15	5

A Chi-square value of 1.21 indicates that the null hypothesis is to be accepted. There is no significant difference between males who reject and those who accept based on years of teaching experience.

In Table 15 is displayed data for the following null hypothesis: there is no significant difference between women who accept and those who reject based upon experience. A Chi-square value of 3.19 indicates that the null hypothesis should be accepted and that there is no significant difference between the groups of women based on experience.

Table 15. Chi-square table for comparison of female subjects related to experience.

	Experience		
	1 (0-10 yrs.)	2 (11-20 yrs.)	3 (over 20 yrs.)
Accept	39	17	5
Reject	31	18	11

There is no significant difference between those who accept and those who reject based on experience. Table 16 displays data for the entire group of respondees and the number of years of experience between those who reject and those who accept based on years of experience. A Chi-square value of 4.08 suggests that we accept the null hypothesis and that there is no significant difference between groups and the number of years of experience.

Table 16. Chi-square table for total population and experience.

	Experience		
	1 (0-10 yrs.)	2 (11-20 yrs.)	3 (over 20 yrs.)
Accept	56	28	6
Reject	51	33	15

Consideration is made of those who have bachelors' degrees and those who accept and reject the proposal. Table 17 provides the data for a Chi-square test of the following null hypothesis: there is no significant difference between those who have bachelors' degrees who accept and those who reject when age is considered a variable. A Chi-square value of 4.35 calculated from the information presented in Table 17 indicates that the null hypothesis is to be accepted. Therefore, there is no significant difference between the two groups when age and bachelors' degrees are considered.

Table 17. Chi-square table for subjects with bachelors' degrees related to age.

	Age Group		
	1 (20-39)	2 (40-49)	3 (50 +)
Accept	30	11	12
Reject	29	8	20

Table 18 deals with information regarding the three age groups and those respondees who have masters' degrees. There is no significant difference between those people with masters' degrees who accept and those who reject the inservice proposal as related to age. A Chi-square value of .52 implies that the null hypothesis be accepted.

Table 18. Chi-square table for subjects with masters' degrees related to age.

	Age Group		
	1 (20-39)	2 (40-49)	3 (50 +)
Accept	17	13	4
Reject	25	14	4

Table 19 displays information which is to be used to test whether or not there is a significant difference between those who accept and those teachers who reject the inservice proposal as related to the grade level taught. The grade levels have been divided into "Elementary," "Junior High School," and "Senior High School." A Chi-square value of 4.04 implies that there is no significant difference between groups as related to the grade level taught.

Table 19. Chi-square table for grade level taught compared to accept/reject groups.

	Grade Level			Total
	Elementary	Junior High	Senior High	
Accept	49 ^a	22	19	90
Reject	49	17	33	99

^aFrom Table 1.

A portion of the first major hypothesis involved differences based on sex and marital status. The next two hypotheses test significance between the two groups of this study and the two variables mentioned above.

There is no significant difference between those who accept and those who reject the proposal based on marital status (Table 20). A Chi-square value of .81 indicates that the previous null hypothesis should be accepted. It is possible to conclude that no relationship exists between marital status and whether or not a person would accept or reject an inservice proposal in self-appraisal.

Table 20. Chi-square table of values for comparing marital status with those who rejected and accepted the inservice proposal.

	Status		
	Married	Single	Other
Accept	73	11	6
Reject	75	15	9

There is no significant difference between the teachers who accept and those who reject based upon sex (Table 21). A Chi-square value of .96 indicates that the null hypothesis be accepted and that there are no

Table 21. Comparison of sex to accept and reject groups.

	Sex	
	Male	Female
Accept	29	61
Reject	39	60

differences between the two groups of this study when sex is considered a variable.

The last test of the variables presented in Major Hypothesis 1 are those of age. In Tables 12 and 13 variables of sex and age were considered. Consideration is now given to the total accept and reject groups related to age (Table 22). Stated as a null hypothesis: there is no significant difference between those who accept and those who reject based on age. The resulting Chi-square value of 1.76 implies that the hypothesis be accepted and therefore there does not appear to be a difference between age and groups of teachers who accept and reject the in-service proposal of this study.

Statistical treatment of the eleven sub-hypotheses of the first major hypothesis indicates no difference between the two groups of this population when age, experience, degree earned, marital status, grade level taught, and sex were considered. Inspection of the data

Table 22. Comparison of age to accept and reject groups.

	Age Group		
	1 (20-39)	2 (40-49)	3 (50 +)
Accept	48	26	16
Reject	53	22	24

pertaining to number of units received during the last academic year indicates insignificant differences between groups. Means of 3.68 credits for the accept group and 3.65 credits for the reject group produces a difference of .03 credits which is insignificant for the population of this study. All Chi-square values were considered significant at the .05 level.

Hypothesis 2. Those teachers who accept a proposed inservice training project in self-appraisal feel less threatened than those who reject it.

Stated differently, those people who feel less threatened will respond differently than those who feel a greater degree of threat.

The Q-sort instrument was composed of 50 statements to which each respondent reacted by placing in nine different envelopes. Each envelope was marked by a number and brief directions as to how many statements should be placed

in each as well as what reaction was called for. The information found on each envelope is found in Appendix D.

The statements were constructed so that each respondent would be able to agree and disagree with equal numbers of statements in each of the five categories. For each of five statements constructed for a person being factually oriented there were five other statements constructed for one being theoretically oriented. On the assumptions under which the fifty statements were constructed, a threatened person would score a "factual" statement above "5" and a "theoretical" statement below "5." These scores should average five. Further analysis by use of the standard t-test¹⁰⁰ reveals no significant difference between the mean scores of the accept and reject groups. The t-test is sufficient for this hypothesis, since the writer is interested only in total difference between the two groups of respondents. However, separate t-tests were conducted on each of the five separate areas of Table 7 and the yielded t-values indicated no significant differences between groups.

This does not reveal the whole picture, however. The statements of the Q-sort were constructed so that each subject, whether threatened or not, would agree with half

100. Walter Borg, Educational Research an Introduction (New York: David McKay and Company, 1965), pp. 132-136.

the statements and disagree with the other half. Further treatment is necessary to determine if the statements agreed with by the group who rejected the proposal are disagreed with by those who accepted the proposal. The scores of the last five statements for each group of people were alternated. In part A of Table 7 the 4.75, 5.41, 5.17, 5.67, and 5.58 were exchanged with 2.58, 3.83, 3.42, 4.08, and 4.42. This was done since the intended reaction for the five statements whose scores are represented above was opposite that of the first five statements (852, 659, 151, 453, 354) in that column. This procedure was followed for parts B, C, D, and E, respectively, and Table 8 is the resulting information. A t-test was conducted using the information in Table 8. A resulting t of 12.47 indicated that a significant difference occurred in the way respondents reacted to the 50 statements of the Q-sort instrument.

There are two conclusions that can be drawn from the study of Hypothesis 2. The respondents were able to discriminate between statements on the Q-sort and there is a significant difference in the mean scores that the two groups of this study gave the statements.

Hypothesis 3. Those teachers who accept the in-service proposal will have higher scores on the Minnesota Teachers Attitude Inventory than those rejecting the proposal. A t-test was chosen to test this hypothesis.

Garret discusses the use of the t-test and distribution.¹⁰¹ This test is appropriate, since there are two groups making one set of scores each. This study is concerned with significant differences in means between groups only. If the test indicates a significant difference a further test or inspection will be necessary to determine if the accept group's scores are higher or lower than the reject group's.

A value of 2.51 surpasses a value of t (2.03) which implies that the means of the two groups are significantly different from one another. Furthermore the difference is large enough to fall outside the realm of chance. The conclusion suggested by this value of t is that the accept group has significantly different attitudes than does the reject group. The third major hypothesis can be accepted.

Hypothesis 4. There will be differences in the perceived roles of those who accept and those who reject an inservice proposal in self-appraisal as revealed in the Role Survey. Further testing of the individual roles yielding t -values of 1.31, 11.60, 2.00, 4.30, 1.89, and 1.91, respectively, indicate that there are no significant differences between groups when roles 1, 3, 5, and 6 are considered separately (Table 23). However, there is significant difference when roles 2 and 4 are considered separately. T -values for these two roles are 11.60 and

101. Garret, op. cit., pp. 190-194.

Table 23. Between group t-values from Role Survey data.

Role	t-values ^a
Director of learning	1.31
Counselor and guidance worker	11.60
Mediator of the culture	2.00
Link with the community	4.30
Member of the professional staff	1.89
Member of the profession	1.91

^aA value of 2.03 needs to be exceeded for significance.

4.30. There is evidently a difference in the way teachers who accept and those who reject the inservice proposal perceive the roles of "Counselor and guidance worker" and the role of "Link with the community." Those who reject the proposal perceive themselves as a "Link with the community" and do not perceive themselves as "Counselor and guidance workers." The opposite is true of the accept group. They disagree with being a "Link with the community" and agree with being a "Counselor and guidance worker."

Summary

Brief summaries of the statistical treatment of the four hypotheses of this study indicate:

1. Hypothesis 1 is rejected. There are no statistical differences between those teachers who accept and those who reject a proposed inservice training project in self-appraisal when sex, marital status, age, grade level taught, teaching load, teaching tenure, and interest in academic achievement are considered as variables.
2. Hypothesis 2 is accepted. Those teachers who accepted the proposal tended to agree with statements which were constructed around theoretical, controlling, challenging, positive views and internalized behavior bases. The five attributes mentioned are those which were found from the literature to describe the adequate, hence non-threatened person. The results of applying the t-test for significance to the data pertaining to Hypothesis 2 also indicate that the teachers who reject the inservice proposal disagree with the five types of statements mentioned above. From the scores the two groups of this study gave the fifty statements of the Q-sort it was discovered that significant differences exist in their feelings of threat.
3. Hypothesis 3 is accepted. Those teachers who accepted the inservice proposal were found to have significantly higher scores on the M.T.A.I. than

those who rejected. This instrument indicates that high scores reveal a secure person and low scores an insecure person.

4. Hypothesis 4 must be partially accepted. There is a tendency represented by the data which indicates that there is agreement in the role perception of the "Director of learning," "Mediator of the culture," "Member of the professional staff," and "Member of the profession" roles. There is also an indication that the two groups disagree in their perceptions of the role of "Link with the community" and "Counselor and guidance worker." Those who accepted the proposal view themselves as counselors and guidance workers and not as links with the community whereas those who rejected the proposal view themselves as links with the community and not as counselors and guidance workers.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER STUDY

This chapter is divided into three sections: (1) summary of the study, (2) conclusions from the treatment of the data, and (3) implications for further study.

Summary

Underlying this study was an assumption that a greater understanding of the differences of attitudes toward inservice programs by teachers would bring about greater acceptance of these proposals in inservice education. The study concerned itself with differences in several characteristics and attitudes of teachers. The differences were studied after the teachers of the sample were identified as those accepting or rejecting a proposal in self-appraisal.

The general assumptions of this study provide several basic implications for evaluating inservice programs: (1) essentially, changes that accrue from teachers' participation in inservice programs need to be evaluated; and (2) acceptance of new ideas or concepts is a necessary first step in changing one's behavior. The research

presented in this study focused on teacher attitudes toward inservice activities.

Many kinds of activities have been classified as inservice; however, this study was concerned with teacher self-appraisal as described by Flanders' method of Interaction Analysis. Flanders' system of Interaction Analysis provided the vehicle for the inservice activity of this study. About twelve hours of training are necessary to become a reliable observer of classroom activity. Interaction analysis as presented in the proposed inservice activity involves ten categories of teacher-student verbal interaction and an objective system of feedback for anyone participating.

The literature reviewed involving inservice activities indicates that the activities are intended to bring about change. It was a major intent of this study to discover whether or not differences in attitudes between those who accept and those who reject inservice proposals existed. Part of this study was a replication of a study done by Flanders;¹⁰² the rest focused on teacher attitudes, their role perception, and feeling of threat.

This research was limited to the teacher population of the Sunnyside School District in Tucson, Arizona. The writer had served in an administrative capacity in that

102. Flanders, loc. cit.

school system prior to conducting the study. He did not hold a position with the district at the time the research was conducted.

Other limitations of this study are that the validity of the findings are limited by the validity of the instruments used and not all characteristics of teachers were studied. It is quite possible that when other characteristics are considered differences may be found to be significant.

Some teachers might feel threatened and choose to participate while others who do not feel threatened will choose not to participate. Means of the two groups of the study were considered and no provision for these types of subjects was made.

Literature pertaining to this study was reviewed in three areas: (1) evaluation of inservice activities, (2) role theory, and (3) perceived threat. The major emphasis in the review of literature pertaining to evaluation of inservice activities was placed on that work being done to determine what attitudes or feelings teachers have toward these activities. The plethora of information on inservice activities was overwhelming, as was the fact that there was little evidence to indicate that attitudes toward inservice education were being determined. There was no evidence in the literature which revealed that research was being conducted to determine if differences in attitudes or

perceived roles existed between groups of teachers who rejected and those who accepted proposed inservice activities. The second area of search was directed to that of role.

Much of the literature relating to role was screened from previous research on the topic. Major contributors to this portion of Chapter II were Kinney, Fishburn, Wagoner, and Havighurst. The California Teachers Association provided the description of six roles used in this study. The Role Survey developed by Wagoner¹⁰³ was used as the instrument for this portion of the study.

There is one major conclusion which can be drawn from the literature pertaining to role. A role is an expectation that someone has, either for his own behavior or that of another. The expectation of behavior changes as the behavior reevaluates or as his perceptions of his environment change. Role description is a complex undertaking. Rationale for items used in the Role Survey instrument may be found in Wagoner's work or that of the California Teachers Association.

The literature revealed that little has been done to describe an individual's total role behavior. Most researchers separated a person's total role behavior into several segments. In a portion of this study were compared

103. Wagoner, loc. cit.

six roles between those who accepted and those who rejected the inservice proposal in self-appraisal.

The third area of selected literature involved the aspect of threat. From the literature it was discovered that the definitions of inadequate-adequate were such that these terms could be used around which to construct an instrument. It was found that adequacy-inadequacy could be described in five separate ways. Table 24 displays the terms used to construct an instrument which would determine if an individual felt adequate or inadequate.

Table 24. Terms used in determining threat

Adequate	Inadequate
Challenge	Defensiveness
Theoretically oriented	Factually oriented
Positive views	Negative views
Controlling	Controlled
Internalized stimuli	External stimuli

Five statements were constructed around each of the ten terms with the intent that an adequate person would agree with statements on the left and disagree with statements on the right and that the opposite would be true for

an inadequate person. All respondents reacted to all fifty statements of the instrument.

A Q-sort was selected as the appropriate instrument for several reasons: (1) by studying the behavior of the adequate or inadequate person from a theoretical point of view, a universe of statements was drawn to which different people could react;¹⁰⁴ (2) "truth" or "falsity" of the Q-sortings is not at issue;¹⁰⁵ (3) Q-technique is open to diverse regions of social psychology; (4) Q-sort relies upon small sample theory;¹⁰⁶ and (5) Q-method is easy to administer and lends itself readily to statistical analysis.

The Q-sort consisted of sorting a collection of statements on small cards into piles. The piles contained different numbers of statements. When a subject placed a statement in a given pile he placed a numerical value on that statement. The values of the statements of this Q-sort instrument ranged from 1 to 9. The scores were then treated statistically for significance between the two groups of this study.

The remaining portion of this research was concerned with a statistical analysis of the data. In the

104. Robert E. Cummins, "Some Applications of 'Q' Methodology to Teaching and Educational Research," Journal of Educational Research, LVII, No. 2 (October, 1963), 96-98.

105. Ibid., p. 96.

106. Stephenson, loc. cit.

next section is found a summary of the conclusions which can be derived from the treatment of the data.

Conclusions

Hypothesis 1. Those teachers who accept the inservice training proposal in self-appraisal have characteristics different from those who reject it based on:

1. Sex
2. Marital status
3. Age
4. Grade level taught
5. Teaching tenure
6. Class load
7. Number of credits earned during previous year

Chi-square was chosen as the statistic which would best show relationships among the seven variables of this hypothesis. Table 25 shows the relationship treated and the resulting Chi-square values. All of the Chi-square values needed to exceed 5.99 to be able to reject the null hypothesis. None of the Chi-square values proved to be significant at the .05 level. The conclusion that can be made from this information is that there is no difference between those teachers who accept and those who reject the inservice proposal based on sex, age, grade level taught, experience, highest degree held, marital status, and interest in academic achievement.

Table 25. Relationships considered for Hypothesis 1 with the resulting Chi-square values and tables where located.

No.	Table	Relationship	Chi-square Value
1.	12	Males/age	.27
2.	13	Females/age	3.24
3.	14	Males/experience	1.21
4.	15	Females/experience	3.19
5.	16	Total population/experience	4.08
6.	17	Bachelor degrees/age	4.35
7.	18	Masters degrees/age	.52
8.	19	Total population/grade level taught	4.04
9.	20	Total population/marital status	.81
10.	21	Total population/sex	.96*
11.	22	Total population/age	1.76

*Chi-square necessary for significance for this test is 3.80. All other tests require a value of 5.99 to be significant at the .05 level.

In the first major hypothesis the investigator was concerned with some of the characteristics of teachers considered by Flanders in a study mentioned earlier.¹⁰⁷ Flanders discovered that nothing had been done to determine what kinds of teachers react differently to inservice activities. This study revealed no significant differences between teachers when the M.T.A.I., sex, and interest in academic achievement were considered. He did find that some difference existed among teachers who accept and reject inservice training activities when age was considered.

It can be said that the research done with the Sunnyside School System teachers tends to agree with Flanders except with respect to teachers' attitudes as measured by the M.T.A.I. and age. There was no significant difference found to exist among teachers in relation to age. However, the treatment of Hypothesis 3 revealed differences contrary to Flanders' regarding attitudes.

The results of testing Hypothesis 1 indicate that, at least for one teacher population, it is impossible to predict what teachers will or will not participate in inservice activities. It cannot legitimately be said that there is a higher acceptance frequency among young teachers than older ones. It also cannot be said that more women

107. Flanders, loc. cit.

are likely to participate in inservice activities than men or that elementary teachers tend to be more receptive than Junior and Senior High teachers. The traits considered in Hypothesis 1 are evidently not very good predictors of whether or not teachers will participate in inservice activities.

Hypothesis 2. Those teachers who accept a proposed inservice training project in self-appraisal feel less threatened than those who reject it. A t-test for significance yielded a value of 12.47. This value indicates that there is a significant relationship between those who accept and those feeling less threatened. There is nothing in this conclusion which can be extrapolated to include those who accepted the proposal yet still felt threatened and those teachers who rejected the proposal and did not feel threatened.

Hypothesis 3. Those teachers who accept the inservice training proposal obtain higher scores on the Minnesota Teacher Attitude Inventory than those who reject the proposal.

A t-test was chosen for this hypothesis. A t-value of 2.51 surpasses a value of t which is significant at the .05 level. This result makes it possible to conclude that the subjects do differ significantly in their attitudes as measured by this instrument.

There are several implications that can be assumed from these results. Contrary to Flanders' results, the M.T.A.I. evidently has the power to discriminate among the attitudes of teachers participating and those not participating in inservice activities. There are differences among teachers in relation to their attitude toward classroom situations.

Hypothesis 4. Those teachers who accept an inservice proposal view their roles differently from the way in which those who reject the proposal view theirs.

There were no significant differences in the way the groups view four of the six roles. There was a significant difference in the manner in which the two groups of this study viewed the roles of "Counselor and guidance worker," and "Link with the community." Those who reject the proposal view themselves more as a link with the community than a guidance worker, while the opposite is true of the accept group. Independent t-tests were used to draw these statistical inferences.

Extrapolation of the Findings

The four hypotheses of this study were written to enable the researcher to answer the following question: Are there differences among individuals who accept and those who reject an inservice proposal in self-appraisal? There are other questions which gave rise to the hypotheses

of this study. What kinds of teachers accept inservice proposals? Are teachers who reject different, in some way, from those who accept? Are the proposals threatening? Has role perception anything to do with accepting or rejecting a proposal? This research has made it possible to answer these questions within the limits of validity of the instruments used and the representative quality of the population tested.

There seems to be no credence to the idea that age, sex, marital status, grade level taught, teaching experience or interest in academic achievement or degree held, either singly or collectively, are determiners of whether or not teachers will participate in an inservice program in self-appraisal. This study indicated that differences among teachers based on these characteristics were trivial. There is no indication that an inservice program in self-appraisal would have participants who were young, single females with Bachelor's degrees or old married men teaching high school with Master's degrees. Are teachers who accept different, in some way, from those who reject a self-appraisal project? Yes.

An assumption of this study is that success of inservice programs depends upon acceptance of new ideas or concepts on behalf of teachers. This can be assumed if it is true that inservice programs are directed toward improving teaching. It can be concluded, from the results

of testing Hypothesis 2, that those teachers who have not accepted teacher self-appraisal evidently feel more threatened than those who accept the concept. In this case the concept is that of self-appraisal through the study of Flanders' Interaction Analysis System. A possible conclusion from the results of testing Hypothesis 2 indicated that there is a positive relationship between teachers' accepting an inservice proposal and non-threatened feelings.

This study does show that those who accept will probably feel adequate to the task of self-appraisal. Those teachers who reject the inservice proposal will probably feel inadequate to the task. The teachers who reject will probably be defensive and have a feeling of being controlled by self-appraisal rather than being able to control it.

It also shows that non-participating teachers tend to be insecure and view their role slightly different from those who choose to participate. It is interesting to note that there was the smallest difference between the two groups in their perception of the role of "Director of learning." There was greatest difference in the way the two groups viewed the roles of "Link with the community" and "Counselor and guidance worker." Those people who rejected this proposal view themselves as a "Link with the community" and do not perceive themselves as "Counselor

and guidance worker." The exact opposite is true of the group of teachers who accepted this inservice proposal.

If these are valid conclusions and the Sunnyside School System is not atypical then teachers who accept a concept or new idea have significantly different attitudes than do those who do not accept the new idea. The M.T.A.I. indicates that those who accept the new idea, in this case the inservice proposal, tend to be more secure. This instrument is designed along a secure-insecure continuum. It would seem important for someone introducing inservice programs to know what attitudes teachers possess.

There are differences between groups of teachers who say they will participate and those who say they will not participate in self-appraisal. Some educators have advocated that only those teachers who have been teaching in the same school for a long period of time are receptive to inservice work. Some administrators feel that the faculty meeting is the approach to make toward inservice activities. The investigator is able to say that, for at least one school district teacher population, these are not valid criteria for describing participants and non-participants in inservice activities involving self-appraisal.

The most significant factor in determining success of inservice activities is teacher attitude. Contributing to the attitudes of teachers might quite possibly be the

credibility of the individual presenting the proposal or the proposal itself. Attitudes change. It may be impossible to determine attitudes before presenting self-appraisal programs; however, this area appears to be the richest field for research in determining success of inservice programs in self-appraisal.

It seems apparent that in order to achieve a higher level of acceptance of inservice proposals it will be more important to know something about teachers' attitudes and feelings than how old they are or what grade level they teach.

Implications for Further Study

The results of this study indicate that there are some differences between individuals who accept and those who reject an inservice proposal. Individuals differ in their perceptions of at least two roles, and their attitudes and feelings of threat differ.

The following recommendations for further study are suggested:

1. Studies similar to this should be conducted over a wider range of proposed inservice activities. Inservice programs cover a wide area of activities and it is quite possible that a teacher who felt threatened by one program might not feel so toward another.

2. Attitudes should be studied further. The question of whether or not attitudes are direct results of proposed activities should be answered.
3. Evidence of threat from this study is not conclusive and should be studied further. Tunnel vision and role conflict are areas which need further study as related to attitudes toward inservice activities. This study indicates that a Q-sort instrument is appropriate to use when studying threat. It is possible that an instrument of this construction could be used to determine threat toward a wide range of inservice activities.

APPENDIX A

PRESENTATION OF INSERVICE PROPOSAL

The following is the text of the presentations made at the several buildings in the Sunnyside School District.

"Mr. Frymier, in an address to a recent A. S. C. D. meeting, made reference to three aspects of education. He made an analogy with the manufacturing process. For example: Management plans a product, factory personnel produce that product, and the consumers evaluate the product by their purchase of it. Within this framework is constant feedback of information from the consumer to each of the other two levels, and vice versa. Mr. Frymier makes the charge to educators present that educational institutions do not have a built-in system of feedback and furthermore do not have a group or groups involved with evaluation exclusively. He makes a statement to the effect that if classroom teachers do not take it upon themselves to make some evaluations of their activity some other group less qualified to do so will take it upon itself to make evaluations of the teaching activity.

The major evaluation of classroom activity comes from some source outside the classroom, namely an administrator or supervisor given that responsibility through an institutional hierarchy. Having been in this position several times in the past, I know from experience that the administrator is not always thoroughly adequate to the task of making evaluative conclusions which can be fed back conveniently to the classroom teacher. I feel

strongly enough about this that I have chosen to leave direct involvement in education to see if methods can be devised whereby more teachers would choose to define, analyze, and evaluate their own activity. Supervisors of teachers are constantly being asked to make judgments about teaching effectiveness. Some practitioners are said to be more effective than others. There seems to be implied here that there is an ideal teacher running around somewhere. Classroom behavior of the teacher is an observable thing; however, ideal behavior is another matter. We measure effectiveness for the purpose of monetary reward, retention, promotion-dismissal, and improving instruction. Teacher evaluation involves value judgments in the light of agreed educational objectives. The description of the classroom activity is concerned with identification and inter-relationships of teacher behavior.

Behavior and behaving styles have been described in many ways. Almost any set of characteristics which describe a human being would also describe a teacher. (Most teachers are human, too.) Teachers have been variously described as friendly, dogmatic, direct, dictatorial, democratic, systematic, indirect, mad, bad, glad, sad, and a host of other terms. Some of these terms involve quality. Let us for the moment omit these descriptions from our working vocabulary and concentrate on those

attributes which imply no quality, hence are neutral and are not prone to arouse the emotions.

When speaking about evaluation, it seems necessary to discuss also analysis and definition. By these terms are meant analysis of classroom behavior and defining the behaviors displayed. Before extended analyses can be made, definitions of class activity must be agreed upon. The functions of analysis and definitions must occur before evaluation can take place. From all of this looms the ominous question referred to earlier--"Why make evaluations of education's major activity--that of the classroom teacher?" For many years a major premise of evaluation has been to improve instruction. One might ask, "Improve instruction toward what end?"

H. S. Broudy of Illinois has revealed the futility of searching for the ideal teacher by the following statement:

It would be strange if straightforward analysis of overt behavior succeeded in trapping all the nuances and contrasts that give depth to the teacher and the teaching act. Perhaps that is why millions of dollars spent on isolation of the traits of the successful teacher have turned up all sorts of interesting and valuable information about all sorts of things--indeed about everything except the object of the search itself.¹⁰⁸

If the successful teacher is so illusive, it would be well to deal more with descriptions and analyses of the

¹⁰⁸. H. S. Broudy, Crucial Issues in Education (New York: Holt, Rinehart and Winston, 1964), p. 343.

teaching action than with evaluation toward an ideal. It seems to me that before modification of teaching behavior can occur, the teacher must be willing to spend some time outside the classroom to study his own behavior. The one person who can change behavior is the behavior himself. Also, the most important and lasting changes are those generated from within the behavior.

Many attempts have been made to codify behavior in the classroom. Bales, Hughes, Bellack, Ohio State, Smith, Flanders, Amidon, Roberson, and others have all arrived at unique methods of coding classroom activity. These people are interested in this aspect because these codes have feedback systems built into their use. These systems appeal to me, for they address themselves directly to the classroom processes.

I am proposing to you now that you take ten hours of your time to become more than just familiar with one of the methods of coding classroom behavior. I will conduct five two-hour workshops dealing with Flanders Interaction Analysis. You are under no duress to do this and the only benefits which are likely to accrue are your abilities to analyze your own classroom behavior.

The privacy of your classroom will be maintained, as no one will observe you or any recording made of your class. The five two-hour workshops mentioned earlier will

begin at a later date and those of you who wish to participate will be so informed as to the time and place.

I will now give to you a form which I am asking that you complete and return to me before you leave this room. Thank you for listening. It was a pleasure talking to you and to be among friends made while working in the Sunnyside Schools.

APPENDIX B
PARTICIPANT DATA FORM

PLACE ONLY ONE LETTER OR NUMBER IN A BLANK. YOUR COOPERATION IN THIS STUDY IS GREATLY APPRECIATED.

NAME _____, _____
 (last) (first)

25 Check one:

I WILL PARTICIPATE IN THIS INSERVICE TRAINING PROGRAM. ___

I WILL NOT PARTICIPATE IN THIS INSERVICE TRAINING PROGRAM. ___

26 I WORK AT: (check one)

1 ELVIRA ___ 2 LIBERTY ___ 3 LOS RANCHITOS ___ 4 MISSION MANOR ___

5 JUNIOR HIGH ___ 6 HIGH SCHOOL ___ 7 OTHER ___

27 THE NUMBER OF STUDENTS I MEET PER DAY IS APPROXIMATELY _____

28 CIRCLE THE GRADE LEVEL YOU TEACH. (You may circle more than one.)

1 2 3 4 5 6 7 8 9 10 11 12 other

31 AGE ___

33 SEX ___ (1=male, 2=female)

34 MARITAL STATUS ___ (1=married, 2=single, 3=other)

35 UNITS EARNED PAST CALENDAR YEAR ___

37 DATE _____

38 M.T.A.I. ___

42 ROLE SURVEY _____

48 Q SORT _____

APPENDIX C

ROLE SURVEY

In this appendix will be found the Role Survey.
After each statement on the survey was the following:

Highly Undesirable	Neutral	Highly Desirable
. 1 . 2 . 3 . 4 . 5 . 6 . 7 .		

The information found below appeared on each instrument.

TEACHER ROLE SURVEY

ON THE FOLLOWING PAGES ARE ITEMS WHICH DESCRIBE A TEACHER'S BEHAVIORS IN SPECIFIC SITUATIONS. THEY COULD OCCUR IN ANY SUBJECT MATTER AREA. PLEASE INDICATE, BY CHECKING A POINT ON THE SCALE, HOW YOU WOULD RATE THE BEHAVIOR DESCRIBED IF ENGAGED IN BY A TEACHER IN YOUR SCHOOL.

THE LEFT-HAND END OF THE SCALE INDICATES "HIGHLY UNDESIRABLE" AND THE RIGHT-HAND END INDICATES "HIGHLY DESIRABLE."

Example: (a) Within the general scope and sequence of the course, the teacher allows his pupils to select the lessons which they wish to emphasize.

. 1 . 2 . 3 . 4 . 5 . 6 . 7 .

(begin on next page)

1. The teacher helps the class compose a letter to the local government body recommending the removal of a wartime curfew on minors.
2. The teacher works with other teachers to develop a report showing how each part of the school program fits within the over-all aims of the school.
3. The teacher accepts an invitation to speak on the needs of education at a meeting of a taxpayers' association.
4. To a group of pupils who insist that there is nothing wrong with cheating on an income tax return, the teacher assigns the task of identifying all the tax-supplied facilities they use.
5. The teacher shows the class how the topic of their lesson can be used to help solve an economic problem which troubles their community.
6. In giving an assignment, the teacher makes the objectives clear, establishes a connection between the assignment and the student's needs, and allows time for clarifying questions and answers.
7. When a pupil consults him about feelings of social inadequacy, the teacher avoids pointing out to the pupil certain mannerisms which make him unattractive.
8. When nominated, the teacher agrees to become a candidate for office in the state teachers' organization.
9. The teacher makes an anecdotal record of an incident where a pupil showed an unusual degree of insight and puts it in the pupil's cumulative record.
10. When the teacher contemplates what, to him, is a desirable change in the school program, he assesses the forces which might oppose it and plans how they might be changed or overcome.
11. The teacher explains to a school curriculum committee how the adoption of flexible scheduling would aid or hamper the achievement of the school's aims.
12. The teacher keeps a file of information about diagnostic tests which relate to skills needed in his own and related subjects.

13. When a pupil with little intellectual ability proposes to take courses leading to a physics major, the teacher goes over his previous school record with him, asking him to evaluate his past performance.
14. The teacher speaks to a businessmen's group about the increased buying power of well-educated people and to a church group about the joint responsibility of church and school for the moral training of youth.
15. When presented with an opportunity which might bring personal gratification but discredit to other teachers, the teacher rejects the opportunity.
16. The teacher allows and encourages each of his classes to pick a pupil to send weekly notices of class activities to the local newspaper.
17. The teacher regularly reads journals and periodicals in both his subject matter field and in education.
18. When his subject matter area engages in a curriculum study, the teacher makes sure that the revised curriculum is psychologically and sociologically consistent with the school program.
19. When a fellow teacher is observed drunk and disorderly, the teacher accepts the responsibility of removing him from public view.
20. The teacher periodically sends unclaimed books to the school library or other designated place for their return.
21. The teacher keeps a record of pupil's abilities to cope with specific tasks and uses this as a basis for both class and individual assignments.
22. When interest and emotions run high before an election, the teacher gives his pupils the assignment of recording the number of favorable references to each side made by the largest newspapers covering the campaign.
23. The teacher checks the temperature, lighting, and ventilation of the classroom each day.
24. When a pupil ask him for direction in choosing a career, the teacher suggests ways in which the pupil might evaluate his own strengths and weaknesses.

25. In a state school office election, the teacher votes for a candidate who specifies an adequate certification procedure, rather than for one who refuses to comment on the topic.
26. The teacher periodically sends to parents a calendar of classroom events with an invitation to attend class at any time.
27. The teacher allows and encourages his class to hold a debate on the Supreme Court ruling requiring desegregation of schools.
28. When pupils disagree because of diverse value frameworks, the teacher offers substitute criteria, such as logic and usefulness.
29. The teacher perceives a pupil as having a severe emotional disturbance and gives concrete reasons in writing to the school person responsible for specialized counseling.
30. As a local officer, the teacher insists upon adherence by the local teachers' organization to the policies set by the state and national organizations.
31. The teacher accepts an appointment to a local citizens' committee studying the feasibility of a school bond issue.
32. In a recitation session, the teacher poses questions of different levels of difficulty and attempts to call on the students according to their ability.
33. When a newspaper editorial complains about the lack of responsibility shown by the community's youth, the teacher assists his pupils in planning and executing a fund-raising campaign for a local charity.
34. When his pupils profess disinterest in the plight of the unemployed in large eastern cities, the teacher points out how unemployment in one section of the country affects all parts of the nation.
35. The teacher helps a group of pupils prepare a dramatization and assists others with individual projects which illustrate the topic being studied.
36. When the teacher finds that his class objectives and plans are not consistent with those of the school, he revises his own to make them congruent with the school's.

37. The teacher refuses to evaluate another teacher in the school to a parent.
38. The teacher joins local, state, and national teacher organizations each year.
39. The teacher encourages each pupil to keep a folder containing his returned tests and assignments, so that he can evaluate his own progress.
40. The teacher points out to the faculty that certain pupil behaviors rated desirable by the teachers are not measurable in terms of the school's objectives, and suggests remedies for the problem.
41. For evaluation of pupil achievement, the teacher uses objective and essay-type teacher-made tests, standardized tests, anecdotal records, and projective techniques.
42. Although he has no specific duty assigned, the teacher makes a tour of the school grounds and halls before and after the school day.
43. In anticipation of a play being presented by the school drama group, the teacher describes to his class the social situation in the country where the play was written.
44. When a pupil asks for help in planning his educational future, the teacher secures achievement and aptitude scores from the pupil's records and discusses them with him.
45. In conversations at a community social affair, the teacher makes a point of referring to areas of school accomplishments.
46. When the class is divided for and against an activity which can be done only as a class, the teacher allows discussion of both viewpoints and accepts the view of the majority.
47. The teacher uses a sociogram to gain information about pupil friendships and uses the results to place an isolate with a group which may appeal to him.
48. The teacher allows a pupil to attempt duties previously handled by several pupils, with the assurance that he can request help if he finds it necessary.

THANK YOU FOR YOUR ASSISTANCE

APPENDIX D

Q-SORT INSTRUMENT

This appendix contains (1) the items of the Q-sort instrument, (2) directions found on each envelope of the instrument, and (3) directions found on the outside of the large envelope containing the entire instrument.

122. With very few exceptions, my students look forward enthusiastically to attending my class.

131. In order to be successful, a teacher should be worried about doing the wrong thing.

141. There is a high degree of regularity in my activity as a teacher.

151. Teachers spend most of their time in class concentrating on subject matter.

179. Our society's demands are so great that no institution can meet them.

196. Teachers have little to say about students' courses of study.

209. I can completely lose myself in the activities of the classroom.

218. Teachers having trouble making decisions want to be sure they are not going to make mistakes.

231. Those things which affect some people within a school will eventually affect all people in that school.

243. Attitudes and feeling about others can be taught.

264. This inservice training project is a big challenge.

286. I have a strong interest in the theory of teaching.

279. Teachers know very little about the learning process.

298. Frequently my students get out of hand.

308. The most valuable aspect of teaching is the relationships one has with people.

345. Self-appraisal is a tool through which I can gain more complete control of my classroom behavior.
354. I would like to have a model of successful teaching.
365. Teaching is very stimulating for me.
385. Once in awhile we should take a chance to improve instruction.
397. Teachers do not set the standards for their professional services.
415. In this day and age it is very difficult to find time in which to plan my lessons.
453. The theory I learned in college classes is not very practical for my own teaching.
466. There is always time to do something for children.
499. I find it difficult to finish tasks which need to get done.
516. I already know enough about the Flanders System to get along in the classroom.
523. I get something out of each faculty meeting.
534. A good teacher is one who always has his mind on the accidents that could happen at school.
567. I need to know more about coding classroom behavior.
572. If a person worries about his job, he is probably afraid of losing it.
584. Teachers should not always seek the practical way of doing things.
604. Emotional poise and stability are very important to a teacher.
617. The activity in the classroom is a private thing between teacher and pupils.
624. As a whole, education is accomplishing its goals.

636. I cannot agree with the fact that knowledge of interaction patterns improves student achievement.
659. We should know the results of a teaching practice before inaugurating it in our classroom.
671. My ideas about teaching seem similar to very few others'.
705. I welcome the opportunity to be able to analyze my teaching.
722. I generally do the right thing to enhance learning.
737. I need to have someone prescribe teaching activities for me.
787. More emphasis should be placed on studying successful teachers.
806. We need not be afraid of something we don't understand.
823. My colleagues hold essentially the same views on teaching as I do.
843. Discipline has seldom been of concern to me.
852. Teachers cannot afford to speculate.
893. Self-appraisal through interaction analysis will tend to further restrict classroom freedom.
914. My job is to teach, not experiment.
942. I am in full control of my classes.
961. It would be exciting to have objective information about my verbal activity in the classroom.
981. I do not need to imitate a model of a successful teacher in order to be a successful teacher.

Directions found on each envelope of the Q-instrument

ENVELOPE # 9

Place 2 (two) cards in this envelope the statements with which you very strongly agree.

ENVELOPE # 8

Place 3 (three) cards in this envelope the statements with which you strongly agree.

ENVELOPE # 7

Place 6 (six) cards in this envelope the statements with which you agree.

ENVELOPE # 6

Place 9 (nine) cards in this envelope the statements with which you slightly agree.

ENVELOPE # 5

Place 10 (ten) cards in this envelope the statements with which can neither agree nor disagree.

ENVELOPE # 4

Place 9 (nine) cards in this envelope the statements with which you slightly disagree.

ENVELOPE # 3

Place 6 (six) cards in this envelope the statements with which you disagree.

ENVELOPE # 2

Place 3 (three) cards in this envelope the statements with which you strongly disagree.

ENVELOPE # 1

Place 2 (two) cards in this envelope the statements with which you very strongly disagree.

The following are instructions found on the outside of the large envelope given respondents completing the Q-sort.

INSTRUCTIONS

PLEASE READ ALL OF THESE DIRECTIONS BEFORE PROCEEDING

At the beginning of the school year you were asked to participate in an inservice training project. You have been randomly selected from those who chose to and those who chose not to participate in this project to complete this test. In this envelope are fifty statements and nine envelopes. You are asked to sort the statements into three stacks as follows:

Agree	Undecided	Disagree
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

After you have done this, sort the cards into NINE stacks according to the directions on each envelope.
PLEASE PLACE EACH CARD INTO SOME ENVELOPE. Thank you.

APPENDIX E

CATEGORIES OF FLANDERS SYSTEM

FLANDERS' INTERACTION ANALYSIS

CATEGORIES FOR INTERACTION ANALYSIS

1. *	ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.
2. *	PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head, or saying, "um hm?" or "go on" are included.
3. *	ACCEPTS OR USES IDEAS OF STUDENT: clarifying, building, or developing ideas suggested by a student. As a teacher brings more of his own ideas into play, shift to category five.
4. *	ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.
5. *	LECTURING: giving facts or opinions about content or procedure; expressing his own ideas, asking rhetorical questions.
6. *	GIVING DIRECTIONS: directions, commands, or orders to which a student is expected to comply.
7. *	CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
8. *	STUDENT TALK--RESPONSE: a student makes a predictable response to teacher. Teacher initiates the contact or solicits student statement and sets limit to what the student says.
9. *	STUDENT TALK--INITIATION: talk by students which they initiate. Unpredictable statements in response to teacher. Shift from 8 to 9 as student introduces own ideas.
10. *	SILENCE OR CONFUSION: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

*There is NO scale implied by these numbers. Each number is classificatory, it designates a particular kind of communication event. To write these numbers down during observation is to enumerate, not to judge a position on a scale.

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