

NURSERY SCHOOL TEACHERS' KNOWLEDGE OF
EMOTIONAL NEEDS AND USE OF APPROPRIATE
GUIDANCE PROCEDURES

by

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ABSTRACT

The purpose of this investigation was to ascertain the following: (1) nursery school teachers' knowledge of emotional needs of children and (2) nursery school teachers' use of appropriate guidance procedures. More specifically two major hypotheses were tested: (1) nursery school teachers' knowledge of emotional needs are unrelated to (a) number of years of teaching experience with three- and four-year-old children, (b) educational background of the teacher, (c) number of courses taken in college dealing with children, and (d) teacher scores on use of appropriate guidance procedures, and (2) teacher scores on use of appropriate guidance procedures are unrelated to: (a) years of experience working with three- and four-year-old children, (b) educational background of teachers, (c) number of courses taken in college dealing with children, and (d) type of school in which teachers are teaching.

The subjects utilized in this study were forty-seven nursery school teachers in Tucson, Arizona, employed in nursery schools and day-care centers during the year 1966-1967.

The questionnaire interview method was used in this study. The teachers were asked to write responses to nine nursery school situations which indicated the appropriateness of guidance procedures used.

Hypotheses were tested at the .01 level of probability.

The results of the data indicated that extent of educational background of teachers, number of college courses taken dealing with children, and number of years of nursery teaching experience are related to use of appropriate guidance procedures. Teacher scores on knowledge of emotional needs of children were found to be related to educational background of teacher, number of college courses taken dealing with children, and use of appropriate guidance procedures.

CHAPTER I

INTRODUCTION

The present century has witnessed a shift of emphasis in education from a primary concern for the school age child to a more extensive concern which has extended the age range downward to include the very young child.

In spite of the current interest in education of young children, several authors have suggested that much ground needs yet to be covered before the goals which are held to be important can be attained. Part of the problem seems to be that educators have not as yet reached a consensus as to the specific formulation or order of importance of these goals.

Goldsmith, formerly director of the National Association for Education of Young Children, has pointed out (in Schuler, 1963, p. 61): "The conditions under which our young children are cared for in groups are too often disgraceful."

H.W. Reichenberg (1962) indicated a contributory factor to this state of affairs when he suggests that in spite of persistent interest in the nursery school as to its effect on the child's personality development, little attention has been placed on the key factor -- the nursery school teacher.

How children learn and what should be taught to them are subjects of much research and discussion. Comparatively little has been said, however, about who is to do the teaching.

Practically all states have set up minimum standards that relate to the plant and the equipment of the nursery school (Steiner, 1957). However, fewer than one third of the states issue a certificate for nursery school teachers (Bliss, 1958). Although possession of a certificate to teach nursery age children does not, of itself, assure competence, it is an indication that the teacher has had certain training and academic preparation.

The personal characteristics of teachers and the guidance procedures they use are also important. Leeper et al. (1968, p. 54) have stated: "The guidance given the young child at the time he has an experience may determine whether the resulting habits and attitudes are good or bad even in adult life."

Baruch (1955, p. 143) stressed the importance of the role of the nursery school teacher in promoting emotional growth and development.

In a world where psychiatrists are far too few and where mental hygiene problems are far too many, it becomes extremely important to explore the ways and means of incorporating preventive and therapeutic procedures wherever the kind of relationships implicit in a situation would permit them to function.

The teaching situation is one such place. Teacher-child relationships can either become intensifiers of problems, or modifiers and reducers. If they are to become the latter, if they are to hold therapeutic values, they must be grounded on the teacher's understanding and acceptance of emotional aspects of children's and parent's living.

And yet a tendency to consider and deal with symptomatic behavior, and to disregard inner emotional content is prevalent and firmly entrenched among school people. Evidence of this comes as one works with teachers in either pre-service or in-service training, as one listens to discussions at teachers' institutions and workshops, as one hears off-guard comments in observed practices in regular classrooms; even unfortunately at the nursery school level.

These few representative selections from current literature indicate the need to examine further the role of the nursery school teacher in promoting various aspects of growth and development, most notably perhaps, the emotional dimension.

Objectives

It was the purpose of this study to ascertain (1) whether or not nursery school teachers in Tucson, Arizona know the fundamental emotional needs of three- and four-year-old children, and (2) the extent to which these teachers use appropriate guidance procedures to help meet these emotional needs. Two major hypotheses were tested, which for convenience were stated in null form.

- I. Teacher scores on the knowledge of emotional needs of children are unrelated to:

1. Number of years of teaching experience with three- and four-year-old children.
2. Educational background of the teacher.
3. Number of courses taken in college dealing with children.
4. Teacher scores on use of appropriate guidance procedures.

II. Teacher scores on use of appropriate guidance procedures are unrelated to:

1. Years of experience working with three- and four-year-old children.
2. Educational background of teachers.
3. Number of courses taken in college dealing with children.
4. Type of school in which teachers are teaching.

CHAPTER II

REVIEW OF LITERATURE

The literature reviewed below is pertinent to the following topics:

- The nature of emotional development
- The role of the nursery school in promoting emotional growth and development
- The emotional needs of children
- Appropriate guidance procedures in the nursery school
- Nursery school teachers' preparedness in use of appropriate guidance procedures

The Nature of Emotional Development

Before one can discuss the role of the nursery school teacher in promoting emotional growth and development it seems necessary to include a review of literature which can first define emotional development.

Although the term emotion is freely used by laymen and specialists, its precise definition is difficult to set forth. Jersild (1968, p. 306) discussed the differences between thoughts (cognition) and feelings (emotion).

Although cognition and emotion cannot systematically be set apart in an all-or-none fashion, they have distinctive features that are important from a developmental point of view. Both are grounded in physiological functions, but they differ physiologically. Cognitive experiences, including sensation, perception, imagining, and thinking, are localized primarily in the cerebral cortex. Emotional experiences not only involve the higher brain

centers, but also the "lower" or phylogenetically "older" portions of the brain stem, and the autonomic nervous system.

Generally speaking, cognitive behavior can be judged by a standard of truth. On a continuum ranging from relatively elementary sensory impressions to abstract thinking, cognition can, by and large, be assessed in terms of how faithfully it reflects objective reality, and in terms of its correctness from the standpoint of verifiable fact. An emotional experience on the other hand, is neither true or false. An emotional reaction can, of course, as regarded by others, or in terms of objective criteria, be judged as appropriate or inappropriate. But when a child is angry he is angry and that is that. He may, as an afterthought, view a particular display of anger as justified or foolish; but in the realm of emotions there is no verification process equivalent to the formula $3 + 2 = 5$ in the sphere of thinking.

While cognitive experiences may vary in veracity, affective experiences vary in quality and intensity. The qualities embrace all the fairly well-defined feeling states occurring in everyday life, such as pleasure or fear, and a vast range of nuances of feeling.

Crow and Crow (1962, p. 228) have defined the meaning of emotion.

The term "emotion" is associated with the Latin verb *emovere* which, translated, means to stir, to agitate, to move. Hence an emotion can be referred to as a stirred-up state of agitation, or a temporary disorganization of responses. One must keep in mind, however that the degree of agitation varies with the intensity of the emotional state. In extreme anger or fear, for example, there may be considerable disorganization of response, but in a milder emotional state, such as tenderness, the organism may be less "stirred-up."

According to Dinkmeyer (1965), emotions involve feelings, impulses toward action, and the subjective element of perception that produces the feelings and impulses.

Nearly all specialists have agreed that emotional development is a product of both maturation and learning (Gesell, 1949; Hurlock, 1964; Dinkmeyer, 1965; Jersild, 1968).

Hurlock (1964, p. 260) has stated: "As emotional patterns settle into habits and become driving forces for good or poor adjustment, the child's fate will be sealed."

Emotional growth and development is a continual process of clarification and evaluation of an attempt to integrate feeling, thinking and behavior.

Dinkmeyer (1965, p. 264) commented on Gesell's feelings about emotional maturity.

For Gesell, as the individual became more adequate physically, intellectually, and socially through the development of his capacities, there was a concomitant emotional growth. Outside control gradually disappears as the child's emotions mature, and ultimately the emotionally mature individual is able to function on the basis of inner controls. In our culture, growing up requires that the child relate in a certain way, express his anger in a controlled manner, and learn a number of other culturally approved expressions of emotion. Thus, a considerable amount of our emotional behavior is learned and related to a specific culture.

Dinkmeyer (1965, p. 266) went on to say:

For emotional development to proceed adequately, there should be available sufficient love, encouragement, and guidance. It is not merely a matter of suppressing and inhibiting emotional reactions. Instead, we need to be concerned about ways to rechannel the emotions to make them most effective in the development of the child.

Jersild (1968, p. 305) discussed emotional experiences and their relation to mental health.

In the course of development, a child's emotional experiences, and their after-effects, profoundly influence his "mental health." The label, "mental health" as commonly used is practically equivalent to emotional health, just as impaired mental health consists, to an important degree, of some kind of emotional disorder.

There seems to be a growing realization that the schools must play a more active role in developing programs which stimulate positive mental health (Dinkmeyer, 1965; Omwake, 1968).

The development of emotionally mature behavior is a goal of education, but how can teachers achieve this goal?

The Role of the Nursery School in Promoting Emotional Growth and Development

Many of the leaders in the field of child development believe that one of the main functions of the nursery school is to promote emotional growth and development (Foster and Mattson, 1939; Todd and Heffernan, 1966; Strang, 1966).

Taylor (1954, p. 14) quoted L. K. Frank who has written, "The nursery school in close and cooperative relationship with the home and parents is the primary agency for mental hygiene."

Frank (1938) analyzed the kind of learning necessary in early childhood with regard to the child's fundamental needs as a feeling, responding individual. He cautioned teachers against the dangers of expecting too much too soon

and at too great a cost to the child in his personal, social and cultural maturing. In his view, the role of the nursery school teacher is not only educational but clinical.

Landreth (1942, p. 132) suggested that teachers can contribute to the emotional growth and development of the child. They characterized the nursery school teacher as follows:

In the nursery school there are adults who, by natural aptitude and special training, have a sympathetic interest and measure of insight into the child's emotional needs. The nursery school teachers do not judge a child's behavior by adult standards. They are relatively free from other responsibilities during the period he is with them. They are free from conflicting ties in relation to the child. They can accept his expressions of aggressiveness, anger, and quarrelsomeness as indices of this development of control, rather than as reflections on their ability to rear an obedient and well-mannered child. For this reason they are sometimes more able to give him constructive help in developing acceptable overt emotional behavior than his parents.

Pflieger and Weston (1953, p. 132) recommended the following in their study:

Teachers need to know as much about developing emotional adjustment as they do about teaching subject matter. Teachers who have learned to understand the behavior of children have found that, with the exception of the grossly maladjusted child, causation is not too difficult to approach.

Teachers must help to give children the love and affection which they need. In order to be able to meet the inevitable disappointments of life, children need emotional support as they are growing up. When teachers observe behavior and attempt to discover unsatisfied needs, they are quite likely to find that the most commonly indicated needs are these:

the need for love and affection, the need to belong, the need for success, and the need for a feeling of personal worth.

Dinkmeyer (1965, p. 272) has agreed that the development of emotionally mature behavior is a goal of education. He stated: "In arranging the total school program, school administrations must take into consideration the significance of the basic emotional needs."

In drawing conclusions from these and other authors, (Foster and Mattson, 1939; Alschuler, 1947; Gilmer, 1951; Baruch, 1955; Breckenridge and Vincent, 1960; Reichenburg, 1962; Dinkmeyer, 1965; Read, 1966; Strang, 1966; and Todd and Heffernan, 1966), it seems that a nursery school teacher can promote emotional growth and development in the child by showing warmth and affection, by avoiding the hazard of pushing him beyond his abilities, by showing him proper ways to release his aggressive feelings, by engaging in frequent conversations with the child, by maintaining limits consistent with his stage of development, by helping parents acquire these same understandings, and by securing ways to satisfy his needs.

These conclusions might well concur with the impression Woeffheim left in her book, Psychology in the Nursery School (1954), that any distinction between education and therapy is artificial.

Emotional Needs of Children

Dinkmeyer (1965, p. 11) in his book, Child Development: The Emerging Self, stated the following:

A major purpose in studying child development is to help you (the student) relate to children effectively. In order to accomplish this it is necessary to integrate knowledge of children into a framework that facilitates action. Knowledge of need theory will be of great assistance. In order for the child to maintain psychological equilibrium there must be need satisfaction.

On the basis of this and other similar philosophies of need theory, (Frank, 1938; Maslow, 1954; and Combs and Snygg, 1959), it is important to recognize that when a child's fundamental emotional needs are denied or unmet, the development of the child will be affected.

Dinkmeyer (1965, p. 257) states: "Need deprivation must be recognized; and action programs instituted to meet them."

It seems then, in order to put guidance procedures to their most effective use, one must look at each individual child in terms of his denied or unmet needs and then plan effective guidance to help meet these needs.

There are several systems of fundamental emotional needs that could be used as a basis for testing nursery school teachers' knowledge of emotional needs (Frank, 1938; Maslow, 1954; and Dinkmeyer, 1965). The following list by Todd and Heffernan (1966, p. 410) was chosen because it seemed more well defined than the several others.

1. The need for a secure, loving, and dependable relationship first with mother, then with father and other members of the family.
2. The need for realization of one's own worth.
3. The need for adequate achievement.
4. The need for belonging to a group.
5. The need for freedom from fear and anxiety.
6. The need for freedom from guilt.
7. The need for a variety of experiences with the part of the world in which he lives.

Appropriate Guidance Procedures in the Nursery School

In spite of the beliefs of the preceding authors that teachers should aid in promoting emotional growth and development in the child, there is some indication that teachers are at times confused as to how they can effectively accomplish this goal.

The National Education Association reported in its 1950 yearbook, Fostering Mental Health in Our Schools, "... little has been done in working out guidelines to create the conditions for good mental health."

Jersild (1968, p. 312) stated: "If children are to acquire emotional health, it is necessary for parents and teachers to allow children to show and examine their emotions."

Read (1966, p. 95) stressed the importance of the use of constructive guidance procedures in order for a child to feel respect for himself.

It takes time to learn constructive ways of guiding behavior. The first step is to eliminate the destructive patterns in use. We must discard the gestures, the expressions, the tones of voice as well as the words that convey the impression that the other person should feel ashamed of himself. In passing judgment on another, we make the other person feel that we do not respect him. It is hard for a person to change his behavior unless he feels some respect for himself. The young child is especially dependent on feeling that others respect him.

If we believe there are reasons why a person behaves as he does, reasons why patterns of reacting are established, we will not blame the individual for his behavior. We may see it as undesirable or unacceptable. We may try to change it but we accept and respect him. We will not add to his burden by passing judgment on him.

In the May, 1968 issue of Young Children, Joanne Hendrick discussed ways in which aggression in children is handled in nursery schools. She suggested that one way of working with aggression in children that is often touched upon lightly or indirectly in nursery schools texts but which she feels deserves further amplification is sublimation.

Putting sublimation to work involves coping with aggression by providing a myriad of ways to translate unacceptable direct expression into forms which are acceptable and tolerable at school. This approach is of value because it is simultaneously emotionally satisfying to the child and safe for those around him.

First, it is necessary to think through what lies behind the child's behavior. Pronounced self-assertiveness is part of the developmental picture for four-year-old boys and girls. This rather out-of-hand phase serves a healthy purpose for these youngsters who are busy finding out who they are by asserting their individuality - somewhat like adolescence in this regard.

Assertiveness, then, is basically growth enhancing and for this fundamental reason we must not crush or

discourage it. We do not have to grit our teeth and let everything break loose either. This is where sublimation comes in so handy and seems especially appropriate for nursery schools.

Hendrick included in her article specific sublimation suggestions: large muscle activities, i.e., swinging, trike riding, climbing, sliding, jumping on old mattresses; vigorous use of hands in an aggressive way, throwing bean bags, punching bags, hammering, sawing, dough play, finger painting, tearing and crumpling paper, etc. She also suggests the value of noisy play, dramatic play, and water play as excellent cathartic activities.

Accepting a child's feelings and providing acceptable ways for a child to release his aggressive feelings is only a part of the total guidance picture. Setting limits that support the child in growth is an important part of guidance also.

Read (1966) establishes criteria that should be kept in mind when defining and evaluating "limits" for young children. Deciding on limits which will promote the most growth for each individual child at his particular stage of development will help the child find these limits acceptable.

Additional criteria she suggests that should be used to define and evaluate limits are the following: set only necessary limits, be sure that the child understands the limits, be consistent without being inflexible or afraid,

maintain the limits that have been set, feel comfortable when a child "tests out" limits, adapt limits to the needs of the individual, give the child time to accept the limits, and respect the child's feelings.

A more complete discussion of these limits may be found in The Nursery School (Read, 1966, pp. 222-246).

In order to evaluate those guidance procedures used by nursery school teachers in terms of their appropriateness, guides to speech and action were selected from Read (1966) and Todd and Heffernan (1966) and are included in Appendix B.

Read's suggested guidance procedures are used in Dr. Nimnicht's nursery school in Greeley, Colorado. The "New Nursery School" has two major objectives: to help children develop a positive self-image and to help children develop their intellectual abilities.

Nursery School Teachers Preparedness in Use of Appropriate Guidance Procedures

Little research has been conducted which presents any information about this area of interest.

D.W. Baruch (1955, p. 176) found in her study, "Procedures in Training Teachers to Prevent and Reduce Mental Hygiene Problems," that in a pre-test administered to students and nursery school teachers only three of sixty-five subjects manifested any degree of acceptance of children and adults.

She also recorded round table discussions of a group composed mostly of teachers and supervisors. Some of the attitudes expressed were these: "If you let a child express aggressiveness, the behavior becomes anti-social. Instead you must socialize him and see that he is 'controlled' from nursery school on."

Eveline B. Omwake, who is currently President of the National Association for the Education of Young Children, suggested that, unfortunately, many times the school provides its own models for aggressive action.

Observation of many new and old programs indicates that teachers are increasingly responding to aggression from children with a counter-show of aggression such as biting a child to "show him how it feels" or hitting, teasing, or belittling on the same illogical rationale. Verbalizing to the teacher is forced and reinforced, but spontaneous exchanges among children are often considered distracting to learning. The development of perception is stressed in cognitive terms but not in human relation terms (Omwake, 1968, p. 260).

Omwake suggested that it is up to the teachers to do the real work of helping children utilize their powers for both individual and common good.

If teachers are to be important to children in this way, they will need the support of preparation for the job, of research to discover disciplinary ways which are supportive and educative as well as decisive. We need to study further how best to help children deal with their negative feelings and the effects of their undesirable behavior at their own levels of understanding and control. Research should be conducted along these lines with the same investment as is presently being reserved for studies of the development of the intellect proper. And further,

they will continue to need an understanding on the part of the general public and other professions, of how difficult it is to model "the mature and human person" to a public of 15 to 30 appealing, challenging, active and vital youngsters in various stages of appropriate immaturity for six hours.

Summary

The literature reviewed was organized to gain insight into a series of pertinent topics proposed as being relevant to decisions concerning the nursery school teacher's role in promoting emotional growth and development.

The literature cited recognizes the importance of satisfying the emotional needs of children and of using guidance procedures which would help meet these needs.

The nursery school was characterized as a possible social structure in which emotional growth and development could be encouraged. Evidence was presented to support the belief that by careful development of the climate of the environment the school could play an important part in fostering a child's positive self-concept. Several authorities suggested that the teacher is the central figure in the development of emotional growth within the environment of the school, but that guidance procedures used by many nursery school teachers are not conducive to helping a child develop a positive self-image.

CHAPTER III

METHODOLOGY

The questionnaire-interview method of collecting data was used in this study. The questionnaire served as a guide which helped to standardize and objectify the interview (Good and Seates, 1954).

Construction of the Questionnaire

The questionnaire was constructed by the author and approved by a "panel of specialists" chosen by the author and the author's major advisor*.

The questionnaire consisted of three parts. Part I attempted to elicit from the respondents a ranked designation of five areas of the preschool curriculum and a listing of emotional needs of three- and four-year-old children. The curriculum areas to be ranked were as follows: intellectual, emotional, social, physical, and aesthetic.

Part II contained nine nursery school situations typical of the kind with which any nursery school teacher might be confronted. The respondents were asked to indicate

*Dr. F. I. Stromberg who left in 1967 and was replaced by Dr. V. A. Christopherson as thesis advisor.

the guidance procedures which they would use to deal with each of the nine situations.

In order to minimize distortion, the respondents were asked to write their reactions to the guidance situations in their own words. The following situations are offered below as illustrations of the nine nursery school situations.

Situation 1. Tim comes to school each morning unable to accept or to offer any friendliness. He takes every chance to interfere in the other children's play, knocking over a carefully built house of blocks, tearing someone's picture. Whenever he can, he hurts children through their possessions or directly by attack. How would you, the nursery school teacher, handle this situation?

Situation 4. Peggy feels insecure about her ability to do anything well. She backs out of any situation where she might fail. How would you, the nursery school teacher, handle this situation?

Situation 5. Jill was playing with a stick and some wooden rings. Kay came past, watched her, and then touched the rings. Jill hit Kay as if in protest at her interference. Kay turned to you for help. How would you, the nursery school teacher, handle this situation?

Part III of the questionnaire was designed to obtain the following information from the interviewee: *

1. The age of the children with which the subject was working.
2. Type of school in which the subject was presently teaching.

*The complete questionnaire can be found in Appendix A.

3. The number of years the subject has been teaching three- and four-year-old children.
4. Other age levels taught by the subject and the duration of each experience.
5. Age of subject.
6. The extent of subject's educational background.
7. The number of courses taken by the subject in college which dealt with children.

Administration of the Pre-Test

A pre-test of the questionnaire-interview was administered to one nursery school teacher and to thirteen student teachers who were currently engaged in teaching three-, four-, and five-year-old children in Tucson, Arizona.

The purpose of the pre-test was to: (1) establish clarity of questions, (2) practice the interview method, and (3) determine how much time would be needed to complete it.

It was discovered during the administration of the pre-test that one of the questions seemed ambiguous and needed to be clarified, and that the questionnaire needed to be shortened. Upon consideration, three of the original twelve situations were omitted.

The total time needed to administer each corrected questionnaire averaged thirty to forty-five minutes.

Interpretation

The responses to the nine nursery school situations were interpreted by using guidance procedures suggested

by Read (1966) and Todd and Heffernan (1966).

Two members of the faculty of the Division of Child Development in the School of Home Economics at The University of Arizona judged the interpretation patterns to be appropriate for each of the nine situations.* The criteria used to judge the appropriateness of guidance procedures used by nursery school teachers are included in Appendix B.

Before the responses to the nine situations were interpreted by the investigator, interpretation measure of reliability was computed at the eighty per cent level with two Child Development instructors at The University of Arizona.**

One limitation with regard to the methodology utilized in the study might be mentioned. In evaluating guidance procedures used by nursery school teachers one should consider how effectively teachers set and maintain limits, and what tones of voice or gestures a teacher might use in guiding behavior. In other words, the manner in which a teacher talks to a child is as important as what she says in terms of how effective the guidance will be, and what

*Dr. Joyce Huggins, Regional Training Officer for Headstart, Assistant Professor, and Mrs. Jean Dees, Supervisor of the Laboratory Nursery School.

**Miss Michele Callahan, Graduate Assistant; and Mrs. Nancy Kern, Lecturer.

effect it will have on the child's self-concept. This aspect of guidance cannot be evaluated through use of a questionnaire.

Selection of the Sample

After the questionnaire had been constructed, approved, and the pre-test administered, a list was compiled of all known nursery school and day-care centers in Tucson, Arizona. A random sample of fifty nursery schools was made from a list compiled from a variety of sources.

The directors of all the nursery schools and day-care centers in the sample were contacted by phone and their cooperation solicited. Due to the fact that some of the directors did not wish to participate in the study, additional nursery schools were selected and their directors contacted. Randomized procedures were utilized to obtain the additional schools.

Forty-nine female nursery school teachers of three- and four-year-old children in Tucson, Arizona engaged during the school year 1966-1967 in teaching at private nursery schools and day-care centers, religious nursery schools and day-care centers, community or government sponsored nursery schools and day-care centers, and parent cooperative nursery schools, were interviewed.

Administration of the Questionnaire

The investigator contacted by phone the teachers whose names were given by the directors of their respective schools. The purpose of the interview was explained and appointments were made to interview each of the teachers at her convenience. The interviews were conducted either at the schools or in the homes of the respondents.

Two of the questionnaires were not utilized in this study. One was discarded because the investigator found that a portion of the questionnaire was completed by someone other than the original respondent. The other questionnaire was inadvertently detoured to California and not recovered. The final number of questionnaires utilized was forty-seven.

Treatment of Data

The responses made by the teachers to the nine nursery school situations were interpreted according to the criteria listed in Appendix B.

If the respondent's statement appeared to encompass the point included in the criteria the respondent was given a "yes" score.

The maximum number of positive answers possible for each of the nine situations is provided below to help clarify the way in which the situations were scored.

<u>Situation</u>	<u>Possible number of positive answers</u>
Situation 1.	6
Situation 2.	5
Situation 3.	6
Situation 4.	5
Situation 5.	6
Situation 6.	5
Situation 7.	4
Situation 8.	7
Situation 9.	3
	Total . 47

In order to give a score to each of the nine situations that could be analyzed statistically the total possible number of "yeses" was divided into the number of "yes" responses given. The possible range of scores for each situation and also for the total responses in all nine situations was 0.00 to 1.00.

The teachers' responses on the knowledge of emotional needs were scored using the same system, i.e., the possible number of accurate responses* was divided into the number of accurate responses given. The possible range of scores on knowledge of emotional needs was 0.00 to 1.00.

After each of the forty-seven questionnaires was interpreted and scored, correlation coefficients were calculated on the CDC6400 computer at The University of Arizona Computer Center.

*A list of the emotional needs of children can be found on page 12.

The product moment correlation coefficient is given as $\frac{\text{Cov}(XY)}{s_x s_y}$ where $\text{Cov}(XY)$ is the covariance between two variables $(X+Y)$ and s_x and s_y are the respective standard deviations of the two variables.

Test of significance for the hypotheses that the correlation is zero ($\rho=0$) was made using the "z" test

where $z = \frac{r}{\sqrt{\frac{1-r^2}{n-2}}}$.

CHAPTER IV

FINDINGS

The discussion of the findings is in the following order: description of the sample, descriptive analysis of data, statistical analysis of data, results in relation to nursery school situations, and results in relation to the hypotheses.

Description of the Sample

The subjects participating in this study were forty-seven nursery school teachers employed in nursery schools, day-care centers, and nursery school - day-care centers in Tucson, Arizona during the school year of 1966-1967.

For the purpose of this study the term nursery school teacher is used in the most general sense and does not attempt to discriminate between the several different kinds of teacher roles in preschool situations.

The number of years of nursery experience on the part of the teachers ranged from none to thirty years. The mean number of years teaching experience with three- and four-year-old children for the total sample of teachers was 3.97 years. The mean number of total years teaching experience of the sample, i.e., nursery school teaching,

kindergarten teaching, primary and secondary teaching, was 5.99 years.

The numbers of teachers employed in the various kinds of preschools, differentiated according to type of school and sponsorship of schools, are shown in Tables 1 and 2, p. 34.

For the purpose of this study the title day-care center was given to those institutions that were primarily custodial in nature. The title nursery school was given to those schools which operated an educational program for the children in the morning with the children leaving the school for the day around 11:30 a.m. The title nursery school - day-care center was given to those schools which operated an educational program in the morning and provided lunch, rest time, and play time in the afternoon.

The age of teachers ranged from twenty to more than fifty years. The number of teachers differentiated according to age are shown in Table 3, p. 35.

The educational background of the teachers ranged from completion of the eighth grade to completion of a master's degree. Two of the teachers had completed the eighth grade only, thirteen were high school graduates only, fourteen had completed from one to three years in college, and eighteen were college graduates. Nine of the college

graduates had taken additional courses after graduation, and four of the teachers had master's degrees (Table 4, p. 35).

Of the thirty-two teachers who had attended college, eleven had taken one or two courses dealing with children, eleven had taken three or four courses dealing with children, and seven had taken more than four courses dealing with children.

Descriptive Analysis of Data

The following discussion will cover the responses received to: (1) Question 1, Part I of the questionnaire, areas of growth and development considered important; and Question 2, Part I, knowledge of emotional needs; and Part II of the questionnaire, appropriate use of guidance procedures in nine nursery school situations.

Part I, Question 1

When the teachers were asked to indicate which area of growth and development they felt should receive the greatest emphasis in nursery school education the rank order was as follows: emotional, twenty-five; social, seventeen; physical, one; intellectual, one; aesthetic, one; and no choice indicated, two.

Historically the emphasis in preschool education has tended primarily to be concerned with the social development of young children. In more recent times there

have been pronounced trends toward the emphasis of cognitive and intellectual development of the child. Perhaps, however, these responses indicate that the latter emphasis has not entirely replaced the former. The high incidence of response to emotional development may be considered surprising. Perhaps some of the teachers were influenced by the introduction to the questionnaire, i.e., "I am studying the role of the nursery school teacher in promoting emotional growth and development in the three- and four-year-old child ...". Although this same introduction was used with a pre-test group of thirteen student teachers, described on page 20, only four underlined emotional growth.

Part I, Question 2

The teachers were asked to name the emotional needs of children and were given a score of 1.00 if they listed seven out of seven of the basic emotional needs listed by Todd and Heffernan.

The possible range of scores was 0.00 to 1.00. The scores the teachers received on the knowledge of needs ranged from 0.00 to .57. The mean score for the sample was .24.

One might wonder why these scores were so low. There may have been any of several reasons for the low scores: (1) there had been little or no emphasis in the teacher's training concerning the emotional needs of children;

(2) emotional needs were not considered important by the teachers; (3) the teachers may have forgotten them; or (4) perhaps the intent of the question was not entirely clear to the respondents.

Part II, Nursery School Situations

The responses of the forty-seven teachers with regard to the nine situations were interpreted according to the criteria included in Appendix B.

The possible range of scores in each of the nine situations was 0.00 to 1.00. The mean scores for each of the nine situations are shown in Table 5, p. 36.

The nine situations are listed below. Each situation is followed by one response which scored near the mean.

Situation 1

Tim comes to school each morning unable to accept or to offer any friendliness. He takes every chance to interfere in the other children's play, knocking over a carefully built house of blocks, tearing someone's picture. Whenever he can he hurts children, through their possessions, or directly by attack. How would you, the nursery school teacher, handle this situation?

Response scored nearest mean

Tim's unkind actions may be ways for him to receive attention. Yet when he receives outward kindness he seems unsure how to react to it. When he destroys another child's activity, I would not make an issue of it - rather remind him quietly that this is not the way to act at nursery school and try to divert his attention to another activity. His undesirable actions should be ignored as much as possible and when he has done something kind or shared a toy he should be praised.

Situation 2

It is the first day of school. Sylvia and Beth follow you all morning, clinging to your skirt. How would you, the nursery school teacher, handle this situation?

Response scored nearest mean

First, I would show Sylvia and Beth that I know they are here by giving each some individual attention. I would give them a "helping" duty - something to make them feel that teacher notices them. Also, I'd try to get them into group activities with other children.

Situation 3

Bonnie has been pulling Lori's hair. Your assistant teacher told Bonnie not to do it anymore. While you are reading a story to the children Bonnie pulls the hair of the little girl sitting next to her. How would you, the nursery school teacher, handle this situation?

Response scored nearest mean

I'd probably tell her that it hurts when you pull hair and that we shouldn't do this. It should be done matter-of-factly. If she persisted she'd move to another place in the group, during this time trying to get her involved interest in the story.

Situation 4

Peggy feels insecure about her ability to do anything well. She backs out of any situation where she might fail. How would you, the nursery school teacher, handle this situation?

Response scored nearest mean

First by praising anything she does - whether she does it well or not. I would give her any assistance necessary without doing her work for her and never discourage her in any way.

Situation 5

Jill was playing with a stick and some wooden rings. Kay came past, watched her, and then touched the rings. Jill hit Kay as if in protest at her interference. Kay turned to you for help. How would you, the nursery school teacher, handle this situation?

Response scored nearest mean

I would take Kay back to where Jill was playing, and then say to Jill, "Jill, is it all right if Kay plays with you? Maybe both of you can make something, ok?"

Situation 6

Charles, whose aggressiveness is making him unpopular, prefers to play with a red tricycle. With his usual lack of awareness of the needs and feelings of others he proceeds to take it when he can. How would you, the nursery school teacher, handle this situation?

Response scored nearest mean

Explain to the whole class about sharing and not point out Charles as an example. Time Charles and tell him you are timing his turn, then it is time to share, or get off.

Situation 7

Bill is a child who holds aloof from the children and the teachers. One day he discovered the large red wagon. He plays with it almost exclusively and cannot bear to share it with another child. How would you, the nursery school teacher, handle this situation?

Response scored nearest mean

I would get the children who are always telling me that Bill does not let them use the red wagon and put them in line, each taking turns pulling and riding each child once around.

Situation 8

Kim is very shy and withdrawn at school. She does not speak to you or the children. She will not play with the children or participate in any activities. How would you, the nursery school teacher, handle this situation?

Response scored nearest mean

Encourage and praise Kim at every opportunity before the class. Let her do special simple things until she feels more secure with the group.

Situation 9

Jim would like to learn to ride a tricycle. He just tries for a minute and then gives up. How would you, the nursery school teacher, handle this situation?

Response scored nearest mean

Praise what he does. Try to get him to stay with it longer, perhaps by saying, "I wonder if you could ride to the end of the walk? It would be hard!" Accept his decision and be around the next time he gets on the bike to further reinforce his accomplishments.

Table 1
TYPE OF SPONSORSHIP

Sponsorship	Number of Teachers
Private nursery schools and day-care centers	27
Religious nursery schools and day-care centers	10
Community or government schools and day-care centers	7
Parent cooperative nursery schools	3
Total	47

Table 2
TYPE OF SCHOOL

Type of Schools	Number of Teachers
Nursery school - day-care centers	31
Nursery schools	11
Day-care centers	5
Total	47

Table 3
AGE OF TEACHERS

Age	Number of Teachers
Twenty to twenty-nine	16
Thirty to thirty-nine	14
Forty to forty-nine	11
Fifty plus	6
Total	47

Table 4
EDUCATIONAL BACKGROUND OF TEACHERS

Education Background	Number of Teachers
Eighth grade graduate only	2
High school graduate only	13
One to three years in college	14
College graduate	5
Over four years college	9
Master's degree	4
Total	47

Table 5
CORRELATION OF SITUATION SCORES AND
EMOTIONAL NEED SCORES WITH TOTAL SITUATION SCORES

Situ- tions	Range	Situation Mean Score	Correlation of Situation Scores with Total Situa- tion Scores	Correlation of Emotional Need Scores with Total Situation Scores
1	0.00 to 1.00	.46	.72**	.32*
2	0.00 to 1.00	.62	.73**	.47**
3	0.00 to 1.00	.31	.59**	.34**
4	0.00 to 1.00	.61	.68**	.34**
5	0.00 to 1.00	.38	.66**	.53**
6	0.00 to 1.00	.42	.75**	.48**
7	0.00 to 1.00	.39	.65**	.29*
8	0.00 to .86	.43	.71**	.39**
9	0.00 to 1.00	.63	.57**	.48**

Note: Mean score for the total nine situations was .46.

Levels of Significance: * = .05
(z test) ** = .01>

Table 6

MEAN SCORES OF TEACHERS WITH REGARD TO
NURSERY SCHOOL GUIDANCE SITUATIONS

	Mean Score
<u>Type of nursery school</u>	
Teachers in day-care centers	.29
Teachers in nursery school - day-care centers	.46
Teachers in nursery schools	.61
<u>Educational Background</u>	
Eighth grade graduation	.26
High school graduation	.36
One to three years in college	.47
College graduation	.50
Over four years of college	.60
Master's degree	.54
<u>Number of courses taken in college dealing with children</u>	
Few (two or less)	.39
Several (three or four)	.59
Many (more than four)	.65

Description of Total Scores

Each teacher received a total score based on the responses she made to each of the nine nursery school situations.

The possible range of scores was 0.00 to 1.00. The total scores ranged from .08 to .94 with a mean of .46 and a standard deviation of .19.

The mean scores of teachers, with reference to their educational background and to the kind of school in which they were teaching, is presented in Table 6, p. 37. The mean scores of teachers with few, several, or many college courses dealing with children are also given.

It is interesting to note the quadratic relationship between extent of educational background and scores on appropriate use of guidance procedures.

Statistical Analysis of Data

The total scores received on the nursery school guidance situations were correlated with each of the nine situational scores. The total scores were then correlated with the following nine variables to determine the relationships between them (Table 7, p. 41). Teacher scores on knowledge of emotional needs were correlated with all but the first of the following nine variables (Table 8, p. 42).

1. Score on knowledge of emotional needs.
2. Type of nursery school in which the teacher was teaching with regard to distinction between two groups: (1) day-care centers, and (2) nursery schools and nursery school - day-care centers.
3. Number of years nursery school teaching experience.
4. Number of years kindergarten teaching experience.
5. Number of years primary teaching experience.
6. Number of years secondary teaching experience.
7. Age of teacher.
8. Educational background of teacher.
9. Number of college courses taken dealing with children.

In order to study the various interrelationships among the variables utilized, a series of z-tests were computed. Values at the .01 level of probability were considered necessary to indicate significant relationships and/or differences (Downie and Heath, 1965, p. 129). Correlations of the preceding variables are included in Table 9, p. 43.

Results in Relation to Situation Scores

Each teacher's response to each of the nine situations was evaluated according to the forty-seven criteria in Appendix B and given a score. The possible range of scores was 0.00 to 1.00. The mean scores of the nine situations ranged from .31 to .63. The correlation of each situation

with the total score of the nursery school guidance situations ranged from .57 to .75 (Table 5, p. 86). The correlation of each situation to score on knowledge of emotional needs ranged from .32 to .53 (Table 5).

Table 7

CORRELATION OF VARIABLES TO TOTAL SCORE ON THE RESPONSES
TO NINE NURSERY SCHOOL GUIDANCE SITUATIONS

Variable	Variable - Total Score Correlation
Knowledge of emotional needs	.59**
Type of nursery school in which employed	.28*
Number of years teaching experience with three- and four-year-old children	.42**
Number of years teaching experience in kindergarten	.11
Number of years teaching experience in the primary grades	.07
Number of years teaching experience in the secondary grades	.07
Age of teachers	.06
Extent of educational background	.48**
Number of courses taken in college dealing with children	.61**

Levels of Significance: * = .05
 ** = .01 >

(z test)

Table 8

CORRELATION OF VARIABLES TO TEACHER SCORES ON
KNOWLEDGE OF EMOTIONAL NEEDS

Variable	Variable - Knowledge of Emotional Needs Correlation
Total score on appropriate use of guidance procedures	.59**
Type of nursery school in which employed	.25*
Number of years nursery school teaching experience	.20
Number of years teaching experience in kindergarten	-.22
Number of years teaching experience in the primary grades	-.15
Number of years teaching experience in the secondary grades	-.21
Age of teachers	.007
Extent of educational background	.45**
Number of courses taken in college dealing with children	.56**

Level of Significance:
(z test)

* = .05
** = .01

Table 9

CORRELATIONS OF VARIABLES SIGNIFICANT AT THE .01 PROBABILITY LEVEL

	1	2	3	4	5	6	7	8	9	10
1. Total score	P	.59	X	.42	X	X	X	X	.48	.61
2. Score on knowledge of emotional needs	.59	P	X	X	X	X	X	X	.45	.56
3. Type of preschool in which teacher taught (1) day-care centers, (2) nursery schools and nursery school - day-care centers	X	X	P	X	X	X	X	X	X	X
4. Number of years nursery school teaching experience	.42	X	X	P	.58	X	X	.50	X	.34
5. Number of years kindergarten teaching experience	X	X	X	.58	P	.34	X	X	X	X
6. Number of years of primary teaching experience	X	X	X	X	.34	P	.66	X	X	X
7. Number of years of secondary teaching experience	X	X	X	X	X	.66	P	X	X	X
8. Age of teacher	X	X	X	.50	X	X	X	P	X	X
9. Education background of teacher	.48	.45	X	X	X	X	X	X	P	.69
10. Number of college courses taken dealing with children	.61	.56	X	.34	X	X	X	X	.69	P

Note: X means no significant correlation; P means perfect correlation on basis of z scores.

Results in Relation to Hypotheses

The hypotheses in this study were divided into two categories. The first set of hypotheses refers to the relationship of the teachers scores on the knowledge of emotional needs to: (1) number of years of teaching experience with three- and four-year-old children, (2) educational background of the teacher, (3) number of courses taken in college dealing with children, and (4) teacher scores on use of appropriate guidance procedures.

Hypothesis I,a Teacher scores on the knowledge of emotional needs of children are unrelated to years of experience working with three- and four-year-old children.

The correlation between teacher scores on the knowledge of emotional needs and the years of experience working with three- and four-year-old children was .20, which is not significantly different from zero at the .01 probability level.

Hypothesis I,b Teacher scores on the knowledge of emotional needs of children are unrelated to the educational background of the teacher.

The correlation between teacher scores on the knowledge of emotional needs and the educational background of the teacher was .45, which is significantly different from zero at the .01 probability level.

Hypothesis I,c

Teacher scores on knowledge of emotional needs are unrelated to the number of courses taken in college dealing with children.

The correlation between teacher scores on the knowledge of emotional needs and the number of courses taken in college dealing with children was .56, which is significantly different from zero at the .01 probability level.

Hypothesis I,d

Teacher scores on the knowledge of emotional needs are unrelated to teacher scores on use of appropriate guidance procedures.

The correlation between teacher scores on the knowledge of emotional needs and the teacher scores on use of appropriate guidance procedures was .59, which is significantly different from zero at the .01 probability level.

The second set of hypotheses address themselves to the relationship of the teachers' use of appropriate guidance procedures to: (1) years of experience working with three- and four-year-old children, (2) educational background, (3) number of college courses dealing with children, and (4) type of school in which the teacher was employed.

Hypothesis II,a

Teacher scores on use of appropriate guidance procedures are unrelated to years of experience working with three- and four-year-old children.

Teacher scores on use of appropriate guidance procedures correlated with the years of experience working

with three- and four-year-old children was .42, which is significantly different from zero at the .01 probability level.

Hypothesis II,b

Teacher scores on use of appropriate guidance procedures are unrelated to educational background of teachers.

The correlation between teacher scores on use of appropriate guidance procedures and educational background was .48, which is significantly different from zero at the .01 probability level.

Hypothesis II,c

Teacher scores on use of appropriate guidance procedures are unrelated to number of courses taken in college dealing with children.

The correlation between teacher scores on use of appropriate guidance procedures and number of college courses dealing with children was .61, which is significantly different from zero at the .01 probability level.

Hypothesis II,d

Teacher scores on use of appropriate guidance procedures are unrelated to the type of school in which teachers are teaching.

The correlation between teacher scores on use of appropriate guidance procedures and type of school in which they were employed was .28, which was not significantly different from zero at the .01 probability level.

CHAPTER V

SUMMARY AND CONCLUSIONS

In the sample of forty-seven nursery school teachers in Tucson, Arizona utilized in this study the mean number of years' nursery school teaching experience was 3.97. The majority of the teachers were employed in nursery school - day-care centers. Nearly one-half of the teachers interviewed were college graduates and fourteen of the teachers had attended college from one to three years. Two of the teachers had completed the eighth grade only, and two had received a master's degree.

Those teachers who had taken more than four college courses dealing with children received the highest mean score on appropriate use of guidance procedures (Table 6, p. 37). Those teachers who had over four years of college received a higher mean score than teachers with other educational backgrounds (Table 6).

Teachers employed in nursery schools received higher mean scores than those employed in day-care centers or nursery school - day-care centers.

The mean score on knowledge of emotional needs was quite low at .24 out of a possible 1.00. None of the teachers were able to list more than four of the seven emotional needs listed by Todd and Heffernan. The needs most often listed were love and security.

The nursery school situation mean scores ranged from .31 to .63 out of a possible 1.00. The mean score for all nine situations was .46. Teachers scored lowest in those situations (1, 3, 5, and 6) where children exhibited aggressive behaviors. This finding concurs with those in Baruch's study (1955). She found that teachers are resistant to accepting hostility in children.

Situation 7, concerning the child who was quiet and aloof and would not share his wagon received a relatively low mean score also. Most of the teachers would not support his dependency on it; they wanted him to share the wagon.

Situation 8, concerning the child who would not play with any of the children and would not talk to them or the teacher and would not participate in any activities, received a lower score than those other situations where the children exhibited shy or withdrawn behaviors. In analyzing the responses given to this situation, it appeared that many of the teachers chose to handle the situation in a way that would help Kim build rapport with the teacher and thus make her feel somewhat secure. However,

none of the teachers chose to help the child by having her come earlier to school in order for her to get used to the surroundings without the complicating presence of the other children. Perhaps the possibility of this aspect of guidance did not occur to them as one which might be helpful.

The hypotheses, stated in null form, in relation to the findings are as follows. Teacher scores on knowledge of emotional needs of children are unrelated to years of experience working with three- and four-year-old children. This hypothesis could not be rejected at the .01 level of significance. It may be concluded that knowledge of emotional needs is not related to years of nursery teaching experience.

The hypothesis that teacher scores on knowledge of emotional needs are unrelated to the educational background of the teacher was rejected at the .01 level of significance. It may be concluded that knowledge of emotional needs is related to the extent of the educational background of the teacher.

The hypothesis that teacher scores on knowledge of emotional needs are unrelated to courses taken in college dealing with children was rejected at the .01 level of significance. It may be concluded that knowledge of emotional needs is related to the number of college courses taken dealing with children.

The hypothesis that teacher scores on the knowledge of emotional needs are unrelated to teacher scores on use of appropriate guidance procedures was rejected at the .01 level of significance. It seems then that knowledge of emotional needs is related to appropriate use of guidance procedures in the nursery school.

The hypothesis that teacher scores on use of appropriate guidance procedures are unrelated to years of nursery school teaching experience was rejected at the .01 level of significance. It may be concluded that use of appropriate guidance procedures is related to number of years teaching experience with three- and four-year-old children.

The hypothesis that teacher scores on use of appropriate guidance procedures are unrelated to educational background of teachers was rejected at the .01 level of significance. It may be concluded that use of appropriate guidance procedures are related to educational background of teachers.

The hypothesis that teacher scores on use of appropriate guidance procedures are unrelated to number of courses taken in college dealing with children was rejected at the .01 level of significance. It may be concluded that there is a relationship between appropriate use of guidance

procedures in the nursery school and the number of college courses taken which dealt with children.

The hypothesis that appropriate use of guidance procedures are unrelated to the type of school in which teachers are teaching with distinction between two groups-- day-care centers, and nursery schools and nursery school - day-care centers--could not be rejected at the .01 level of significance. It may be concluded then that with regard to the distinction of type of schools mentioned above, teachers scores on use of guidance procedures are unrelated to type of school in which they were teaching.

Discussion

In this investigation certain variables were found that can be correlated with use of appropriate guidance procedures. Generally, those teachers who had the greatest number of years' nursery school teaching experience, scored highest on knowledge of emotional needs, had taken the most courses in college dealing with children, and had the most extensive educational background, scored highest on use of appropriate guidance procedures.

No correlations were found which indicated a significant relationship between use of appropriate guidance procedures and type of school in which teachers were employed. Neither were there significant correlations

between use of appropriate guidance procedures and number of years kindergarten, primary, or secondary teaching experience.

Relatively high correlations were found between use of appropriate guidance procedures and (1) knowledge of emotional needs and (2) number of courses taken in college dealing with children.

Although one could not conclude a cause and effect relationship from the preceding correlations, perhaps the results do indicate the need for a greater emphasis of emotional needs and appropriate guidance of young children in the educational training of nursery school teachers.

It seems that many of the teachers still hold rather rigid attitudes about what is "right" and "wrong" behavior without regard for individuality or stages of development or emotional needs of children.

It is doubtful that teacher training can improve or modify personalities of teachers who lack certain characteristics needed in their profession. Perhaps, however, more emphasis needs to be made in helping a teacher take seriously the task of understanding herself. Working with the dependencies or aggressions of young children often reveal childish or hostile traits in a teacher's own makeup.

Since it was found in this study that teachers' mean scores on use of appropriate guidance procedures become

higher as educational background became more extensive, and mean scores became higher as the number of college courses taken dealing with children increased, it seems imperative to set up licensing requirements for teachers in this state and to restrict licensing to those teachers who are qualified by certain educational standards.

Suggestions for Further Study

During the preparation of this thesis the author has been continually impressed by the scope and magnitude of the questions still to be answered with regard to the nursery school teacher's role in fostering emotional growth and development of young children. The most fundamental questions still seem to be:

1. What effect does the nursery school teacher have on the emotional growth and development of the child?
2. What methods of guidance can most effectively promote a positive self-concept in the child?
3. How enduring is a teacher's influence on a child's self-concept?
4. What methods of instruction could be used in college courses to better assure competence of future teachers?
5. What methods of instruction can be used to help students become more accepting of the feelings of children?

APPENDIX A

SAMPLE QUESTIONNAIRE

Instructions

I am completing my Master's Degree in Child Development at the University of Arizona. I am studying the role of the nursery school teacher in promoting emotional growth and development in the three- and four-year-old child. Your cooperation in assisting me with my research is greatly appreciated.

You do not need to give your name. I would, however, like you to fill out the questions on the last page for research purposes (age, education, etc.).

Part I

1. Which area of growth and development do you feel should receive the greatest emphasis in nursery school education: intellectual, emotional, social, physical, or aesthetic? (Underline only one)..
2. What do you consider are the emotional needs of the three- and four-year-old child?

Part II

The following questions are situations with which any nursery school teacher may be confronted. Please read the situations carefully and answer them as completely as you can.

1. Tim comes to school each morning unable to accept or to offer any friendliness. He takes every chance to interfere in the other children's play, knocking over a carefully built house of blocks, tearing someone's picture. Whenever he can, he hurts children through their possessions or directly by attack. How would you, the nursery school teacher, handle this situation?

2. It is the first day of school. Sylvia and Beth follow you all morning, clinging to your skirt. How would you as the nursery school teacher handle this situation?

3. Bonnie has been pulling Lori's hair. Your assistant teacher told Bonnie not to do it anymore. While you are reading a story to the children Bonnie pulls the hair of the little girl sitting next to her. How would you, the nursery school teacher, handle this situation?

- 4. Peggy feels insecure about her ability to do anything well. She backs out of any situation where she might fail. How would you, the nursery school teacher, handle this situation?

- 5. Jill was playing with a stick and some wooden rings. Kay came past, watched her, and then touched the rings. Jill hit Kay as if in protest at her interference. Kay turned to you for help. How would you, the nursery school teacher handle this situation?

- 6. Charles, whose aggressiveness is making him unpopular, prefers to play with a red tricycle. With his usual lack of awareness of the needs and feelings of others, he proceeds to take it when he can. How would you, the nursery school teacher, handle this situation?

7. Bill is a child who holds aloof from the children and the teachers. One day he discovered the large red wagon. He plays with it almost exclusively and cannot bear to share it with another child. How would you, the nursery school teacher handle this situation?

8. Kim is very shy and withdrawn at school. She does not speak to you or the children. She will not play with the children or participate in any activities. How would you, the nursery school teacher, handle this situation?

9. Jim would like to learn to ride a tricycle. He just tries for a minute and then gives up. How would you, the nursery school teacher, handle this situation?

Part III

1. What age children are you presently teaching?

- 3's
 4's

2. In which type of school are you presently teaching?

- Private day-care center
 Private nursery school
 Private nursery school and day-care center
 Religious sponsored day-care center
 Religious sponsored nursery school
 Religious sponsored nursery school and day-care center
 Community or government sponsored day-care center
 Community or government sponsored nursery school
 Community or government sponsored nursery school and day-care center

3. How many years (including this year) have you taught three- or four-year-old children?

4. How many years have you taught kindergarten?

5. How many years did you teach in the primary grades?

6. How many years did you teach in the secondary grades?

7. How old are you?

- 20-29
 30-39
 40-49
 50+

8. What grades did you complete in school?

- 8
 12, high school graduate
 1-3 years in college
 college graduate
 over four years of college
 Master's degree

9. If you attended college, then answer the following questions.

While in college, did you ever complete any courses in child development, child psychology, or any related subject in this field. Any course dealing with children in a special way?

- () yes
() no

10. If "yes" was the answer to question 9, then answer the following question.

By what department was this course or courses taught? If you took more than one please indicate the number of courses as well as the department which taught each one.

APPENDIX B

CRITERIA FOR INTERPRETATION OF RESPONSES TO NURSERY SCHOOL SITUATIONS

Situation 1.

Tim comes to school each morning unable to accept or to offer any friendliness. He takes every chance to interfere in the other children's play, knocking over a carefully built house of blocks, tearing someone's picture. Whenever he can, he hurts children through their possessions or directly by attack. How would you, the nursery school teacher, handle this situation?

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Avoids trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Avoids motivating a child by making comparisons between one child and another or by encouraging competition. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Seeks to understand the cause of the child's behavior. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Arranges the environment to promote acceptable behavior. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Finds appropriate ways to give the child a sense of achievement and/or self-confidence. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Accepts the child as he is and/or helps him find a suitable outlet for his hostility. For example, "You feel like hitting something. We don't hit people. What is there for you to hit?" |

Situation 2.

It is the first day of school. Sylvia and Beth follow you all morning, clinging to your skirt. How would you, as the nursery school teacher, handle this situation?

Yes No

- ___ ___ 1. Avoids trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior.
- ___ ___ 2. Avoids motivating a child by making comparisons between one child and another or by encouraging competition.
- ___ ___ 5. Finds appropriate ways to give the child a sense of achievement and/or self-confidence.
- ___ ___ 11. Lets the shy child watch as long as he needs to.
- ___ ___ 12. Lets the child stay near her, if he wishes, in a new situation.

Situation 3.

Bonnie has been pulling Lori's hair. Your assistant teacher told Bonnie not to do it anymore. While you are reading a story to the children Bonnie pulls the hair of the little girl sitting next to her. How would you, the nursery school teacher, handle this situation?

Yes No

- ___ ___ 1. Avoids trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior.
- ___ ___ 2. Avoids motivating a child by making comparisons between one child and another or by encouraging competition.
- ___ ___ 3. Seeks to understand the cause of the child's behavior.
- ___ ___ 4. Arranges the environment to promote acceptable behavior.

- ___ ___ 5. Finds appropriate ways to give the child a sense of achievement and/or self-confidence.
- ___ ___ 6. Accepts the child as he is and/or helps him find a suitable outlet for his hostility. For example, "You feel like hitting something. We don't hit people. What is there for you to hit?"

Situation 4.

Peggy feels insecure about her ability to do anything well. She backs out of any situation where she might fail. How would you, the nursery school teacher, handle this situation?

Yes No

- ___ ___ 1. Avoids trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior.
- ___ ___ 2. Avoids motivating a child by making comparisons between one child and another or by encouraging competition.
- ___ ___ 3. Seeks to understand the cause of the child's behavior.
- ___ ___ 4. Arranges the environment to promote acceptable behavior.
- ___ ___ 5. Finds appropriate ways to give the child a sense of achievement and/or self-confidence.

Situation 5.

Jill was playing with a stick and some wooden rings. Kay came past, watched her, and then touched the rings. Jill hit Kay as if in protest at her interference. Kay turned to you for help. How would you, the nursery school teacher, handle this situation?

Yes No

- ___ ___ 1. Avoids trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior.

- ___ ___ 2. Avoids motivating a child by making comparisons between one child and another or by encouraging competition.
- ___ ___ 3. Seeks to understand the cause of the child's behavior.
- ___ ___ 6. Accepts the child as he is and/or helps him find a suitable outlet for his hostility. For example, "You feel like hitting something. We don't hit people. What is there for you to hit?"
- ___ ___ 7. Interprets aggressive behavior to the child attacked. For instance, "Johnny did not mean to push you. He was trying to catch the ball."
- ___ ___ 8. Encourage the children to tell each other how they feel. Does not force them to say they are sorry.

Situation 6.

Charles, whose aggressiveness is making him unpopular prefers to play with a red tricycle. With his usual lack of awareness of the needs and feelings of others, he proceeds to take it when he can. How would you, the nursery school teacher, handle this situation?

Yes No

- ___ ___ 1. Avoids trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior.
- ___ ___ 2. Avoids motivating a child by making comparisons between one child and another or by encouraging competition.
- ___ ___ 3. Seeks to understand the cause of the child's behavior.
- ___ ___ 4. Arranges the environment to promote acceptable behavior.
- ___ ___ 6. Accepts the child as he is and/or helps him find a suitable outlet for his hostility. For example, "You feel like hitting something. We don't hit people. What is there for you to hit?"

Situation 7.

Bill is a child who holds aloof from the children and the teachers. One day he discovered the large red wagon. He plays with it almost exclusively and cannot bear to share it with another child. How would you, the nursery school teacher, handle this situation?

Yes No

- ___ ___ 1. Avoids trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior.
- ___ ___ 2. Avoids motivating a child by making comparisons between one child and another or by encouraging competition.
- ___ ___ 3. Seeks to understand the cause of the child's behavior.
- ___ ___ 13. Protects his dependence on a particular piece of equipment for his security: "Let Tommy have the doll. He needs it."

Situation 8.

Kim is very shy and withdrawn at school. She does not speak to you or the children. She will not play with the children or participate in any activities. How would you, the nursery school teacher, handle this situation?

Yes No

- ___ ___ 1. Avoids trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior.
- ___ ___ 2. Avoids motivating a child by making comparisons between one child and another or by encouraging competition.
- ___ ___ 3. Seeks to understand the cause of the child's behavior.
- ___ ___ 5. Finds appropriate ways to give the child a sense of achievement and/or self-confidence.
- ___ ___ 9. Helps the shy child form a close relationship with another child or the teacher.

- ___ ___ 10. Helps the shy child by having him come earlier to school, so that he can get used to the equipment without the complicating presence of other children.
- ___ ___ 11. Lets the shy child watch as long as he needs to.

Situation 9.

Jim would like to learn to ride a tricycle. He just tries for a minute and then gives up. How would you, the nursery school teacher, handle this situation?

Yes No

- ___ ___ 1. Avoids trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior.
- ___ ___ 2. Avoids motivating a child by making comparisons between one child and another or by encouraging competition.
- ___ ___ 5. Finds appropriate ways to give the child a sense of achievement and/or self-confidence.

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