

Educational Ideology and Teacher Behaviour:
Observations from Teachers and Students.

A Thesis

by

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Submitted to the Faculty of Graduate Studies
in Partial Fulfilment of the Requirements
for the Degree of Master of Education

The Department of Educational Foundations
and Administration.
at the

University of Manitoba

Winnipeg, Manitoba.

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ISBN 0-315-48083-1

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May 24, 1988

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Attention: Helen Agar

Dear Helen:

Thankyou for your letter of May 20, in which you requested another copy of pages 164 - 165 of my thesis, the original pages being too blurred for microfiche. I have enclosed copies for you, I hope these are suitable. Please let me know if you require better ones than those I have enclosed!

Your letter also requests permission from the author for the copy-right pages used in the survey portion of the thesis. I wrote twice to the Goodyear Publishing company, both times having my letter returned as non-forwardable, but I did obtain direct permission from the author, Dr. O'Neill. I have enclosed original copies for you of my correspondence, please let me know if you require anything else with respect to copyright. If you require further information or if I have to write to Dr. O'Neill again, please let me know as soon as possible.

I will be away from the end of June for about 6 weeks, so please try to contact me before then if you require further information.

Many thanks!

Yours sincerely,

Kenneth Pearce.

Enclosures.


MAY 27 1988

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July 11, 1985

Dr. W.F. O'Neill,
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Dear Dr. O'Neill,

You may remember my writing to you in February regarding the use of your "Educational Ideologies Inventory"; I would like to thank you for extending your permission to use the inventory in my studies. I have now obtained a copy of "Rethinking Education" from Kendall Hunt and am now drafting a thesis proposal dealing with the possibility of exploring the relationship (or lack of) between a teacher's ideological perspective and practice in the classroom.

If it is not asking too much, I wonder if I could have your permission to make quotations and use one or two figures from your texts; "Educational Ideologies" and "Rethinking Education", for the thesis proposal and, if it is developed, for the thesis itself? All such references will of course be properly acknowledged.

Yours sincerely,

Kenneth Pearce

7/30

Kel —

You have my permission
for the above. Good luck on your
project.

EDUCATIONAL IDEOLOGY AND TEACHER BEHAVIOUR:
OBSERVATIONS FROM TEACHERS AND STUDENTS

BY

KENNETH PEARCE

A thesis submitted to the Faculty of Graduate Studies of
the University of Manitoba in partial fulfillment of the requirements
of the degree of

MASTER OF EDUCATION

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ACKNOWLEDGEMENTS

I am indebted to many people for the completion of this study, including the many teachers and students who shared my interest at the University of Manitoba. Colleagues have tolerated my intrusion into their working lives with equanimity and my family have supported me during long periods of seclusion.

I am particularly indebted to Dr. W.F. O'Neill of the University of Southern California, Los Angeles, for his permission to use the Ideologies Inventory and his very significant text "Educational Ideologies".

My thesis committee members have been a constant source of advice and encouragement and I thank them whole-heartedly.

ABSTRACT

This study examined the ideological perspectives of a group of teachers in rural Manitoba to determine the philosophical consistency of their views on education. The study also examined the behaviour of a group of eight teachers to determine whether an individual's ideological perspective is apparent in behaviour. Survey responses from 60 teachers, and interviews with 24 colleagues and 24 students provided data which illustrates that a generally consistent ideological perspective is held by most of the teachers studied. However, the study reveals significant inconsistencies on some important educational questions. Data reveals that behaviour reflects a teacher's ideology, and suggests a need for teachers, administrators, and teacher-educators to consider more closely the importance of philosophy. The study's conclusions indicate potential social and economic restraints upon teachers, but also describe teachers' reliance upon methods which have proven successful in the the past rather than consider ideology in educational practice.

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Educational Ideology and Teacher Behaviour:
Observations of Educational Practice
from Teachers and Students.

I. THE NATURE OF THE STUDY; ITS CONCEPTUAL FRAMEWORK

Introduction.

In general, do we think about what we do? Is philosophy more than an 'armchair science' for teachers? It is perhaps obvious that we do not always act consciously, but it is equally obvious that it is often assumed, both by others and by ourselves, that we 'know what we are doing'. By this it is meant that we have considered our actions and their context, and are aware of the consequences of those actions. This description should be particularly relevant to teachers, because of the nature of their work. In fact, behind this study are two basic assumptions: firstly, that a philosophical perspective which is logical and justifiable is important to all teachers, and secondly, that a philosophical perspective is especially important for teachers in public schools because here teachers have a dual role which is

vulnerable to pressure from society at large. The first assumption is important because philosophy is concerned with discovery; for example, it asks what is meant by the terms used in a particular situation, or what the intention is behind a particular practice. Teachers should be very much concerned with these kinds of questions, for the very nature of the teacher's daily tasks involve a complex multiplicity of demands. The second assumption is significant because these demands are placed upon the public school system by society at large, and because teachers are trained and licenced by a publicly funded system. It is difficult of course to define 'society at large', but the plethora of sociology and psychology texts dealing with role conflict and the teacher are sufficient evidence of the notion that social pressures exist. The pressures are created by an awareness among teachers that they are viewed as the servants of many: business, universities, and the undefinable 'general public' who call for literacy and basics, and many other emphases in the school.

All teachers should be aware of the pressures exerted upon schools which may result in a conflict between the teacher's dual responsibility for developing an educated mind in individuals on the one hand, and promoting social conformity on the other. It

could be argued that 'social conformity' is not an appropriate term for the task of promoting 'social responsibility', 'social awareness', and 'social expectations'. The point being made here is that these aims are more appropriately termed social conformity, if there is no questioning by the teacher of the philosophical assumptions behind 'responsibility', 'awareness' and 'expectations'. Thus, all teachers must be prepared to consider carefully their practices in the classroom to ensure that underlying perceptions of the nature and purpose of knowledge are based upon philosophical examination, rather than a reaction to what the teacher sees as society's expectations of the teacher.

Even if there were no conflict between social and individual emphases in education, it is desirable that teachers articulate an objective for their educational practices which recognizes at least a general perspective of the purposes of knowledge. This is especially important if the teacher is viewed as something more than a mere 'technician', working on behalf of society at large to ensure that the educational 'machine' is working. Such individuals are more likely to continue teaching students particular skills or practices simply on the basis of habit or assumed inherent worth. Such practices have potential long-term

effects on students. Many of those scientists who worked on the Manhattan Project for example, now wish that they had given more thought to the moral implications of their particular tasks. In other words, they now wish they had thought about why they were doing their research, rather than just concentrating on solving the immediate problem in hand. Perhaps there is a similar need to consider axiological imperatives in public school laboratories.

It is also important for school boards and administrators to recognize that it is not appropriate for teachers in the public school system to abrogate their philosophical responsibility to a curriculum committee or to a particular school system--there should be an obligation upon all teachers to come to terms with the philosophical assumptions behind educational practices.

Teachers must also recognize the necessity for developing a critical perspective on their work, or they may unwittingly perpetuate an uncritical acceptance among students, affecting the way students react to social problems. This is something regarded by Shermis and Barth (1982) as an alarming problem among social studies teachers. The latter study cites passivity among both teachers and students, fostered in a self-perpetuating cycle of schooling which seeks

only to promote "discipline and the training of future citizens to become passive spectators." (p. 33)

Thus, teachers should become critical not only of their own practices but of the pressures and assumptions intrinsic in these practices. This is important because of the social context of the teacher's work. As teaching is a social act, the pressures and assumptions inherent within the school setting reflect the morality and norms of the existing social order.

In this study therefore, the term 'ideological perspective' is used in preference to 'philosophical perspective' because the former allows a more direct application to educational problems than the more general philosophical systems might. Thus, O'Neill's (1981) 'educational ideologies' are used as the theoretical template for this study because:

The educational ideologies ... are related to philosophical systems, but they differ from the usual systems of philosophy in four basic respects:

1. They are more specific systems of general ideas than most philosophies tend to be.
2. They are immediately rooted in social ethics (that is, in moral and political

philosophy) and only distantly rooted in the more abstract systems of philosophy, like realism, idealism and pragmatism.

3. They are intended primarily to direct social action and not merely to clarify or order knowledge.

4. They are both a cause and an effect of fundamental social change. (p. 2)

Basically, O'Neill has divided educational philosophy into six ideological stances which reflect either 'General Conservatism' or 'General Liberalism'. There are three Conservative ideological positions: Conservatism, Intellectualism, and Fundamentalism, and three Liberal positions: Liberalism, Liberationism, and Anarchism. According to O'Neill, teachers' fundamental assumptions about education can be determined, and can be categorized in accordance with these six ideological positions. This position is treated as being 'discovered' in each individual, rather than 'declared'; thus an individual will not necessarily be regarded as being conscious of his ideological perspective.

Significance of the study.

The questions posed by this study hold theoretical and practical significance for teacher-

educators, for teachers, and for administrators.

There are many reasons why ideological perspectives could be significant to teacher-educators. Perhaps most significant are those raised by studies which have revealed concern for the potential influence of ontological perspective in educational practice. There is little doubt that ontological perspective is regarded as a significant factor in educational practice; it has been suggested that ontology "... functions as a kind of logical rudder for epistemological thought" (Zais. (1976) p. 111). For educators of teachers, this is an especially important point, for it indicates that the decisions made by individual teachers during their daily work are based upon the logic the teacher uses in making those decisions. Further, Zais implies that the teacher's perception of the nature of reality will determine what kinds of logic are used, in that the kind of thinking which will be employed by the teacher will be directed by a foundational picture of reality held by the teacher. A consideration of ontology during a teacher's training would thus appear appropriate.

Teachers need to consider their educational practices, because the presence of inconsistency in teacher behaviour could result in confusion for

students. For example, if teachers hold inconsistent ideological perspectives their behaviour with relation to discipline or morality might leave students without a sense of value on some important questions. Thus, in choosing to react in a particular way to a situation such as minor vandalism or swearing, the teacher fails to clarify the 'appropriate' behaviour if he treats similar incidents in different ways. Unless the teacher has a clear commitment to an educational ideology, his reaction to such incidents may be different even where the circumstances for these 'offences' are similar. Students are left with vague impressions of 'appropriate' values if damage to property or swearing is ignored sometimes but reacted to at other times. Similarly, if students were to ask questions about ethical and aesthetical aspects of life, for example, teachers holding inconsistent ideological perspectives would not have a clear personal axiological framework and might well pass on to students a sense of ambivalence on these important questions, with obviously negative results. Thus it would seem fair to assume that teachers should be clear in their own mind regarding the purposes of education and have some rationale for subscribing to any particular purpose.

Administrators should share this concern, and be

aware of the possibility of differing perspectives among teachers under their supervision. At the very least, discussion of educational matters might be clarified by such awareness. Also, as teachers in public schools have the responsibility of educating the vast majority of citizens, society should be concerned about the relationship between ideology and educational practice. School boards and administrators should be asking: Should teachers be consistent in their understanding of the nature of reality and their treatment of knowledge? Should teachers' educational practices reflect the ideological stance of the teacher or of the institution in which a teacher works? Do educational institutions have an ideological commitment which can be separated from the ideological commitments of individual staff members?

The Purpose of The Study.

The general purpose of this study is to determine whether a teacher's educational ideology is reflected in general day-to-day actions of such teachers in the school. The study attempts to establish a profile of teachers' ideological perspectives so that the following may be determined:

- a) Do individual teachers hold consistent educational ideologies?

b) Are these ideologies reflected in a teacher's actions in the school?

Organization of Thesis.

Chapter 2 reviews the literature and the work of O'Neill on this topic and explains the educational ideologies' relationship to the consistency of philosophical perspectives in practicing teachers. The difficulties involved in examining the reflection of such perspectives in educational practice are also summarized.

Chapter 3 outlines the methodology of this study, describing the procedures used and the selection of instruments, interview questions, and subjects.

Chapter 4 describes the data for each of the eight selected teachers and their respective colleagues and students. Data from an initial survey is summarized, followed by the teacher's interview. This is followed by descriptions of interviews with colleagues and students.

Chapter 5 analyzes the data, examining the profiles of the eight selected teachers, prepared from all four sources. Here, the findings are related to the two main objectives of this study; to determine whether the teachers show evidence of consistent ideological perspectives, and to determine whether

such perspectives are evident to others through the behaviour of these teachers.

Chapter 6 contains the main observations and conclusions from the study, and describes the possible implications for teachers, administrators and school boards, as well as for society at large, and discusses further research possibilities.

II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK.

Introduction.

In terms of behaviour, an ontological perspective often proves an unconscious foundation to action:

"Implicit and irrational as it may be ... the philosophy represents a deeply felt commitment and is a powerful determinant in the decision-making processes of every individual, as well as of society as a whole." (Zais. p. 105). Thus, even when a teacher is unaware of his or her ontological perspective, educational practice is still affected by that view of the nature of reality. An earlier proponent of research into philosophical perspective, Brown (1968) observed that a sense of direction may be given to a teacher's practices in the classroom by the teacher's philosophy of life. He further posits a "beliefs-practices dilemma" which results when a teacher cannot base his educational practices on a particular philosophical perspective:

Teachers who are unable to relate their practices to beliefs are lost, adrift, and forced to snatch at passing straws, which may account for the rapid succession of fads in American education. (pp. 26-27)

In general, studies into the possible significance of philosophical perspective in educational practice can be classified in two ways: those which examine the presence of consistent/inconsistent philosophical perspectives, and those which explore the reflection of such perspectives in behaviour.

Studies in Consistency of Philosophical Perspective.

Those who hold consistency of philosophical perspective as a self-evident need in teaching, think that it is important for teachers to show a sense of purpose in their teaching. This sense of purpose must be at least internally articulated by the individual teacher, or the teacher is viewed as lacking direction and of running the risk of leaving students with an unclear impression of the value of education. Further, the lack of consistency in terms of the teacher's view of the purpose of education is viewed as compelling students to flounder in a sea of diverse, half-hearted, lukewarm commitments leaving them disillusioned, puzzled, and uncommitted. On a slightly less severe note, those who value consistency of philosophical commitment do so because they suggest that, of all groups, teachers should recognize the value, if not necessity, of a logically conceived basis to the education process.

In 1973, Alice Clark, of the University of North Dakota department of psychology, conducted a study of elementary teacher trainees using an 80 question inventory which was developed by Ross (1970), and which was designed to test for 'idealism', 'realism', 'pragmatism' and existentialism. The study indicates a typical emphasis upon the importance of a consistent philosophical perspective: "(The teacher) may not be consciously aware of (his) philosophy in a formal sense, but if his beliefs and values are too inconsistent, his behaviour is going to be seen by others as confusing and unpredictable." Clark goes on to suggest that:

"In fact, a teacher's philosophical perspective permits relatively valid predictions about his behaviour in the classroom. A teacher's efficiency is enhanced when his philosophy of education is in harmony with his theory of learning and both are consistent with his practices of teaching.

Only then is he consistently able to make spontaneous decisions in unique situations."

(p. 54)

The study generally agreed with the findings of earlier work conducted by Ross (1970), stating that particular teachers would suit particular types of

schools. For example, those who have a philosophical preference for existentialism would be happier and perhaps more effective teachers if they worked in a structure which is open and less constrained by curricular objectives. In other words, they would be most effective in a school such as Summerhill. However, Clark concluded that her study "raised more questions than it answered", and stated that teachers appeared to hold generally neutral philosophical positions. (pages 63-64)

In 1974, Weinstock, Starr, and Fazarro, again using inventory instruments, attempted to relate philosophical perspective to educational practice, testing a group of secondary teachers for flexibility" and "logical consistency" in terms of 'empiricism' or 'rationalism'. The study concluded that there was no difference between two sub-groups in terms of 'superior' or 'inferior' classrooms but also found that there was an evident "... lack of logically consistent, rationalistic framework in educational ideas .." in the group studied (p. 120) A somewhat different finding emerges from a study by Butzow and Ryan (1975) which showed that teachers tended to favour a combined "role preference of realism and pragmatism ... (teachers saw themselves) as being very much in charge." (p. 79)

An implied, but eclectic, consistency of philosophical perspective is also supported by Dobson, Dobson, and Kessinger (1980). Their study in the United States declared that people in general (not just teachers):

tend to maintain a consonance of their opinions, ideas, and attitudes. Therefore individuals attempt to eliminate or minimize surprise by composing a subjective consistency upon their environments. (p. 96)

Although Dobson, Dobson, and Kessinger do not suggest that a consistent philosophical perspective exists in all individuals as such, they do imply that individuals hold congruity between behaviour and ontology as being somehow important. Unfortunately, a Canadian perspective offered by Miller of the University of Alberta (1981) appears to contradict the notion that individuals show concern for matching their behaviour with their philosophical perspectives. His study supports conclusions reached in earlier research, where teachers are described as holding no consistent philosophical orientation. However, Miller's study also finds 51% of teachers favour a "control orientation, now called the behaviourist approach to educational opinion and practice ..." (p. 189) Again, this would indicate a perceived need on the part of

teachers for order in their world, implying of course some sort of agreement between what they believe the world to be and their actions.

Finally, Dobson and Dobson (1983) summarize many other studies from the period 1968 to 1980 and conclude that such studies revealed few teachers with consistent philosophies of education: "teachers proceed with an eclectic approach composed of bits of data from diverse psychological and philosophical camps." (p. 21) Generally, the studies cited by Dobson and Dobson tend to support the idea that the philosophical perspective held by individual teachers should be consistent rather than eclectic, because teacher practices are more likely to be effective when there is a consistent philosophical foundation to such practices. However, for the large part, these studies have not clarified why consistency in philosophical perspective is necessary, nor why effectiveness in the classroom is related to consistent philosophical foundations to educational practice.

Studies of the Reflection of Philosophical Perspective in Behaviour.

The significance of any inconsistency in a teacher's philosophical perspective would most obviously be measured in terms of the effect on students. Studies

have largely ignored such effects however, and have mainly concentrated upon the degree to which behaviour can be said to reflect adherence to one particular educational theory or another.

However, some studies have also investigated the larger question of philosophical perspectives. Brown, (1970) for example, states that the major question to be asked is that dealing with " ... the congruity of the relationship between beliefs and behaviour. Does the teacher do what he believes and believes what he does?" (p. 273) This need is supported by Dearden's British position paper which discusses the dilemma posed by practices which are not supported by theory:

Still worse is the ideological rationalization of an existing practice, thus mystifying reality with spurious justifications rather than providing a deeper understanding of it." (pages 24-25)

Initially, research into philosophical perspective and its relationship to behaviour tended to find no relationship between teacher attitudes and teacher practices. For example, Woog (1972. p. 29) supports Brown's (1970) study in that there appeared to be no relationship between teacher attitudes and teacher practices. This conclusion came from a study of the

relationship between a group of 26 elementary teachers' priorities in terms of their 'behavioural objectives of instruction and their practice in the classroom'. Woog also observed that although "... in general (teachers) believe that the category affective-personal is the most important ... (p. 3) ... (teachers) do not seem to translate this priority into their verbal classroom practice." (p. 28) Thus, despite choosing a particular kind of teaching style which they saw as most appropriate to promote learning, the teachers did not use it in their classrooms. Similarly, a study conducted by Dobson, Goldenberg and Elsom in 1972 found no difference between two groups tested for the reflection of "custodial, humanistic, or control" ideologies in their classroom behaviour. (p. 79) But, the study appears to indicate that in specific items of a survey scale, 'humanistic' teachers revealed more verbal emphasis than 'custodial' teachers. (p. 80)

Implicit in this last point is the possibility of finding a relationship between belief and behaviour if the more general survey instruments were replaced with something more specific. In 1975, this need was supported by Butzow & Ryan. They found that no relationship existed between a student teacher's philosophical position and "teaching preference", but

they also suggest that consistency may be present but be masked by the 'public' posture teachers feel obliged to present, due to the nature of their work. "Personal philosophy may not correlate with professional behaviour because that behaviour is constantly on public view." (p. 80)

Then, in 1977, Roweton declared that "... the only viable test for humanistic worth in teaching unfolds conspicuously through daily performance." (p. 175). This raised the interesting possibility that it is only behaviour which 'counts' when considering educational practice, and that research should take a detailed look at behaviour, including a teacher's statements, actions, and feelings. This is further supported by Dearden's (1980) observation that a teacher's personality affects educational practice: "... since (the teacher's) temperaments, values, and abilities may importantly condition the application of a particular piece of theory." (p. 25) Phillips' (1981) Australian study also concludes that "... a person's action is often influenced not only by the intentions that are held, but also by the beliefs and chain of reasoning that are entertained." His study concluded that "What is needed is a study of teacher actions, and this requires that intentions beliefs, and reasonings be taken into account." (p. 101).

In a study which analyses clinical teaching styles, Tibbles (1981) asserts that an understanding of

different clinical teaching styles, (which) are logical extensions of epistemological viewpoints, enables one ... to ascertain an individual's, a department's, or a school's basic philosophy." (p. 446),

thus adding to the growing conviction that there is a relationship between teacher behaviour and philosophical perspective. Also, in a study using observers and a survey instrument, Dobson, Hopkins, and Elsom (1973) found a relationship existed between "teachers' philosophy of human nature and nonverbal behaviour used by teachers in the classroom." (p. 100) They further suggested that their survey instrument could be used to "describe and investigate the performance of student teachers." (p. 101)

Thus, in general, while it is apparent that there should be some relationship between behaviour and philosophical perspective, it is equally apparent that there is need for clarification of the nature of the problem, and a need to define more closely what it is about philosophical perspective that is important when studying teachers. In this regard there would also appear to be a need to consider students' perceptions

of teacher behaviour.

"Ideological" Perspective.

Obviously, there is much discussion prevalent which indicates the difficulty of separating, for example, psychological aspects from the philosophical in such debates over teacher behaviour. Such discussion is also important in terms of the 'political' nature of teachers' roles and their somewhat ambivalent obligations to society at large and to individuals in particular. This problem must also be addressed when defining terms which outline the parameters of the problem being studied. Thus, as teachers operate largely in public schools, institutions which are basically agencies of society, W.F. O'Neill (1981) feels that the term 'ideological' be used when discussing philosophical perspectives of teachers.

While much of the research cited above is not directly related to the notion of educational ideologies as such, it does provide a general perspective of concern about educational practice and teachers' philosophical perspectives. This concern is evident in a variety of fields as diverse as communications research and medical lecturing styles. For example, in a discussion of the political implications

of "contradictory classroom behaviours", Marshall (1984) observed that:

When verbal messages contradict non-verbal ones, we tend to believe the non-verbal; that is, if we see the contradictions, we will judge people by their actions rather than words." (p. 13).

Marshall makes an important observation here. There have been erroneous evaluations in the past of particular educational theories; faulty because a practice was assumed to reflect the theory: "The error can be tragic. One might cite here the rejection of Dewey's theories that resulted from assessment of faulty implementations of his ideas." (Rosenauer, 1983) Clearly, there is a need to clarify the nature of philosophical perspectives and their relationship to educational practices.

Literature Indicating a Need for Further Research.

To date, much research into philosophy and behaviour has involved the use of questionnaires and trained observers. Childress & Dobson (1973) speculate that these research techniques put people on the 'defensive' and mask true relationships which may exist. (pages 157 - 159) Additionally, Dearden (1980) concludes that teachers could be "self-deceived" into

believing that their practice related to a theory of educational practice, or that teachers may be constrained by "external" factors into behaving in a particular way. (p. 26).

Thus, despite much study, there still appears to be considerable doubt over the relationship between ideology and behaviour. Miller (1981) concludes in his study at the University of Alberta:

... it should be noted that, as is always the case in attitude and opinion studies, one must be especially cautious about suggesting any direct relationship between stated beliefs and actual behaviours. We still know little if anything of the relationship between category membership and classroom performance, and nothing of that between a teacher's perception of an educational system and the actual theory and practice in operation within the system.

(p. 190)

However, much of the above research into teacher perceptions has involved the use of survey instruments and trained observers. It is also necessary for adequate research to include a more detailed look at self-reports in conjunction with such methods. Harre & Secord (1972) have called for a closer look at "...

reports, feelings, plans, intentions, beliefs, reasons, and so on..." in research. (p. 7).

Also, none of the above studies have involved perceptions of behaviour from significant others, such as students and fellow-teachers. Nor have any attempted to relate specifically such perspectives of a teacher's behaviour to that teacher's ideological perspective.

Finally, there appears to have been no attempt in a Canadian school system to explore ideological perspectives among teachers or to relate ideological perspective to educational objectives by testing the relationship between ideology and educational practice.

THEORETICAL FRAMEWORK

It is generally accepted that teachers should have a firm understanding of objectives in education and that they should understand the goals of the public education system. This position is made clear by P.J. Miller (1981):

Among the several important population groups whose opinions, as it were, lie behind and affect educational practice, that of prospective and practising teachers must be considered of special significance. Not

only does this particular population control the day to day practice of education; equally important, in view of its training and experience, we might reasonably (sic) expect that its knowledge of the contemporary educational process would be more intimate and reliable than any other group, its understanding of the theory underlying the practice more sophisticated, and its opinions better informed. Indeed, as a source of insight into the present character of public education, the educational opinions of teachers, both prospective and practicing, must be considered primary data.

(p. 186)

It is evident then, that teachers' perspectives on educational practice are viewed by Miller as being significant to educational research. However, such perspectives may be influenced by a personal system of values, based on the individual's view of the nature of reality. This view is sometimes termed 'ontological perspective'. The importance of ontology is illustrated by figure 1 below. As the figure shows, if a teacher has a particular perspective of the nature of reality, then educational practice may

ultimately be affected through that teacher's
foundational assumptions about the purpose of
education:

Figure 1.

THE RELATIONSHIP BETWEEN PHILOSOPHY AND
PHILOSOPHY OF EDUCATION

ONTOLOGY	(What is ultimately knowable and how can we know it?)
(encompasses)	
AXIOLOGY	(What is ultimately good?)
(which includes)	
MORAL THEORY	(What is good interpersonal behaviour?)
(which is implemented in)	
POLITICAL PHILOSOPHY	(What is good social organization?)
(which is partially expressed as)	
EDUCATIONAL PHILOSOPHY	(What knowledge is necessary and how should it be imple- mented?)

Note. From Educational Ideologies (p. 25) by W.F.
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If a teacher holds a particular view of the
nature of reality, subordinate values related to this

view may affect this teacher's role in the school and may, through the actions of the teacher, affect the very character of the school itself. Ideas about ultimate good and moral theory are obviously key components of the social order; thus a teacher's ontological assumptions, influencing axiology and moral theory, appear to be potentially significant in terms of the operation of the public school system. This view is supported by Miller (1981) who states that the ideas held by individual teachers about educational practice become "... an ideology within which an educator is forced to think and act." (p. 182)

There are many aspects to the study of ideology and behaviour, one of which is the degree of free choice enjoyed by individuals in their actions. However, even if the behaviourist perspective of belief structure were accepted as valid and all individuals were regarded as being bound by pre-determined genetically-based tendencies reinforced by environmental influences, it would probably still be true to state that individuals, whether consciously or unconsciously, eventually adopt an ideological perspective (see figure 2 below). The element of choice is a contentious issue in the behaviourist world, and the significance of choice in the

development of ideological perspective complicates matters further. However, if indeed an individual's knowledge becomes significant in determining behaviour, then it would appear that a teacher's treatment of knowledge, fundamental assumptions about right and wrong, and inherent assumptions regarding the purpose of public education may well originate from the teacher's ideological perspective, whether it is developed consciously or unconsciously.

Figure 2.

BEHAVIOUR AND KNOWLEDGE

BEHAVIOUR (gives rise to)

EXPERIENCE (which leads to)

LEARNING (which makes possible)

KNOWLEDGE (which becomes primary in determining)

BEHAVIOUR

Note. From Educational Ideologies (p. 31) by W.F. O'Neill, 1981, Santa Monica, Goodyear Publishing Company. Copyright 1981 by the Goodyear Publishing Company. Reprinted by permission.

W.F. O'Neill's Educational Ideologies.

Dr. W.F. O'Neill, of the University of Southern California, has written two texts which examine various philosophical positions. He has outlined their general characteristics and shown their under-

lying points of departure from one another. From this quite detailed summary of philosophical positions, O'Neill has developed six perspectives which he has termed the 'Educational Ideologies'. These ideologies have become the framework for a survey instrument which O'Neill (1981) has developed into an inventory which tests for an individual's ideological perspective. The inventory makes it possible to develop a 'profile' of individual teachers, indicating where the teacher's perspective lies with respect to six 'points of departure', or philosophical stances:

1. adherence to intuitive and/or revealed standards of belief and behavior;
2. philosophical and/or religious enlightenment based on speculative reason and metaphysical wisdom;
3. adherence to established standards of belief and behavior;
4. practical intelligence (that is, effective problem-solving);
5. development of new and more humanistic social institutions; or
6. elimination of institutional restraints and the fullest realization of personal freedom. (p. 361)

Respectively, these stances are translated by O'Neill

into six basic educational ideologies which he calls Fundamentalism, Intellectualism, Conservatism, Liberalism, Liberationism, and Anarchy. These six ideologies fit into one of two general philosophical categories: General Conservatism, (which embraces Fundamentalism, Intellectualism, and Conservatism), and General Liberalism, (containing Liberalism, Liberationism, and Anarchism.) Thus, under either General Conservatism or General Liberalism, there are three specific groupings which identify certain assumptions about the overall goal of education. A teacher's responses to the 104 item questionnaire (see Appendix A), reveal the degree of agreement or disagreement with the ideological positions. From these responses a profile is developed showing the teacher's general and more specific ideological beliefs. Thus the teacher's philosophical assumptions about educational practice are revealed.

The inventory seeks to address the following important questions about education:

1. What is the overall goal of education?
2. What are the more immediate objectives of the school as a specific social institution?
3. What are the general characteristics of the teaching-learning situation?

4. What is the general nature of the child as learner?
 5. How should education be controlled, organized, and administered?
 6. What should be the general nature of the curriculum?
 7. What special subject matter should be taught?
 8. What instructional methods and evaluation procedures should be employed?
 9. How should discipline be maintained?
- (p. 366)

The teacher reveals his beliefs about these questions when responding to the inventory and enables the development of a 'picture' of the teacher's foundational assumptions behind educational practice. These foundational assumptions reveal the teacher's position on the ideological scale, and show whether he is generally Conservative or Liberal, or more specifically, whether there is consistent agreement with any of the more specific scales.

Thus, O'Neill's (1981) text summarizes major philosophical assumptions about the nature of reality, relating these ontologies to the field of education. The educational ideologies are not merely a re-

labelling of philosophical positions, but are a serious attempt to clarify philosophical perspectives with specific relationship to teachers and to teaching. O'Neill's contribution to research in this area is thus important, for he has attempted to show how the opinions of teachers about educational practice can be related to philosophical positions. Further than this, he has developed a framework for research by compiling his ideologies from a consideration of the complex nature of the teacher's position in society.

O'Neill also makes an interesting speculation of the relationship between ideology and educational practice. Regarding the behaviour of teachers in the classroom, a major assumption behind O'Neill's instrument is that "... "It is better to act on the basis of intellectual conviction than unreflectively" ... and that ..."A good portion of the behavior that occurs in schools is based upon such convictions and is not merely predicated on the unreflective 'practice of practice.'" (p. 26) Applying what many would see as common sense reasoning, O'Neill assumes that considered actions, especially in schools, are preferable to actions which are the result of routine or unquestioned habit.

However, this position is somewhat modified by

the behaviourist perspective of educational practice where it is considered that "... most practice is not based upon 'theory' ... (but is) merely an extension of prior practice." (O'Neill, p. 27) Thus, behaviour is seen as both a determining factor in future actions and a result of reflective thought. A major question to be asked however, is whether "habit, custom, or impulse" are more significant than ideology in terms of the relationship between philosophy and practice in education. The answer to such questions could reveal significant implications for the public school system, particularly for students.

This concern also appears to be partly reflected in an initial survey conducted for the current study, using O'Neill's Ideologies Inventory instrument. The results show that 90% of respondents agreed with the statement that an individual is defined, both to himself and to others, through his ACTIONS. (Inventory item 16 - Appendix A - refers.) The survey thus appears to support O'Neill's (1981) claim:

In the final analysis ... BEHAVIOR VERIFIES BELIEF: a person is what he does and not what he says he does. This is true for three basic reasons.

a) Belief is ultimately a facet of behavior. Behavior is a far broader category

which encompasses belief as but one of its aspects. Only a small part of behavior is directed by conscious awareness, let alone by explicit ideas and theories. In short, belief is a subset of behavior, which is used to explain and direct additional types of behavior.

b) All belief is a product of behavior.

Belief evolves out of behavior. At basis, our beliefs describe the meaning inherent within the experience generated by our past behavior.

c) The purpose of belief is to direct behavior. (p. 29)

What O'Neill suggests here is twofold: firstly, he suggests that we are, to a large extent, defined to others and to ourselves by our actions. Secondly, he suggests that behaviour is not a question of EITHER conscious action OR what the behaviourist would call a 'response to environmental stimulation', but is BOTH considered and responsive behaviour. In other words, we behave as we do both as a result of past learning via responses to environmental stimulation, and as a result of the use of reason. Belief is not some separate theoretical function, but is actually a

product of experience and reason combined.

This study attempts to put such ideas to the test and explore teacher behaviour in the school situation to see if there is a relationship between declared ideological perspective and observed educational practice. It does so on the basis that "self-reports (are to be taken) seriously in arriving at adequate explanations of behaviour", (Harre & Secord p. 107), and thus uses interviews as the basic research instrument. In doing so, the study also accepts that all individuals have a 'philosophy of life', even if it is adopted "by osmosis" and further, that this philosophical outlook on life is an important aspect of the decision-making process of all teachers:

Implicit and irrational as it may be ... the philosophy represents a deeply felt commitment and is a powerful determinant in the decision-making processes of every individual, as well as of the society as a whole." (Zais, p.105)

III. METHODOLOGY.

In the development of this study there were five stages which began with an initial survey used for the selection of a population, using O'Neill's Ideologies Inventory instrument. This was followed by the selection and interview of a study group of eight teachers. Then, selection and interview of three colleagues for each of the eight teachers took place. The selection and interview of three students for each of the eight teachers was then made. Finally, content analysis of interviews was made to ascertain the ideological perspective of the eight selected teachers, and also to see if that ideological perspective is evident in behaviour.

Initial Survey, 1984/85.

In the 1984/1985 school year, O'Neill's 104 item survey instrument (See Appendix A) was administered to a group of 90 teachers in a typical rural school division in Manitoba. Responses were received from 60 teachers, and involved two high schools, and five combined elementary/junior high schools. The instrument provided responses from teachers to a series of philosophical statements about education. The teachers

were asked to rate their response to these statements as strongly agreeing, agreeing, neutral, disagreeing, or strongly disagreeing. A picture or 'profile' was prepared of each teacher's degree of agreement with six specific educational ideologies: Fundamentalism, Intellectualism, Conservatism, Liberalism, Liberationism, and Anarchism. Data was also analysed to determine agreement or disagreement with the broader philosophical categories of General Conservatism and General Liberalism.

Teacher Interviews.

A case-study was then made involving eight full-time teachers selected from the 60 respondents to this initial survey. Those teachers who responded were asked if they would be willing to be interviewed for a study of behaviour and ideological perspective. Fifteen of the 60 respondents indicated their willingness to become more fully involved, some after further explanation of the study by the researcher. From these fifteen teachers, a simple random draw of eight names took place to provide the selected teachers for the study. The objective was to study this small group of teachers and to determine whether a teacher's views on the objectives of education revealed a consistent ideological perspective. Then,

to interview both colleagues and students of those teachers, to find out whether the behaviour of those teachers reflected the teacher's ideological perspective.

Structured interviews (see Appendix B) provided data on the selected teachers' perspective of the goals of education. This data was used to determine a profile of the individual's ideological perspective. The eight teachers who were selected for the case study were asked to describe their beliefs or to describe their behaviour with respect to eight major areas of education: the aim of education, the goal of schools as social institutions, the control, organization and administration of schools, the overall description of the teaching-learning situation, the nature of children as learners, the nature of the curriculum, appropriate teaching methodology, and methods of discipline. Responses to these questions were used to create a profile of the teacher. The profile describes where the teacher's description of behaviour or statement of belief lies with respect to the educational ideologies, that is, Fundamentalism, Intellectualism, Conservatism, Liberalism, Liberationism, or Anarchism. If the response to a particular item could not be matched with one of these six specific ideological stances, then an attempt was made

to relate it to the broader categories of either General Conservatism or General Liberalism.

Colleague Interviews.

Selection of colleagues took place in the following manner. After they were interviewed, each of the eight teachers were asked to list those colleagues, including principals, who had worked in the same school for the past two years. A group emerged which ranged in teaching experience from under 5 years to more than 25 years. The researcher then informally approached these colleagues (after a simple random draw), one by one, until three colleagues for each of the eight teachers had agreed to be interviewed. This process was carried out until three colleagues had been interviewed for each of the eight teachers. With some obvious rewording, the same basic questions were used as for the teachers. (See Appendix C)

Student Interviews.

The process used for the selection of colleagues was repeated for student selection. However, in the case of students under age 18 years, verbal approval was sought from parents first. Then a letter, listing the questions to be asked, was sent for their

approval. In all cases, interviews with students took place only if the student felt at ease. If a particular question appeared to cause discomfort, the researcher would attempt to reword it or would immediately move on to the next item. Students ranged in age from grade five to grade twelve inclusive. Again, apart from obvious rewording, the questions used were the same as those for teachers. As there were many ages included, two basic instruments were constructed, one worded more simply than the other. Also, the questions were asked in a different order than those in the teacher interview instruments. (See Appendix D)

Content Analysis.

Upon completion of all interviews, the 'ideological perspective' of each of the eight teachers was defined. This was done by carefully analyzing the content of the teacher's interview, and determining the ideological perspective inherent within either the teacher's expressed beliefs regarding the goals of education, or his described behaviour. In all cases, the ideological perspective was determined by using O'Neill's summary of the educational ideologies. (1981. pages 296-309). Thus, each interview was analyzed and each item response was labelled according

to the educational ideologies summarized in the Comparative Overview: Fundamentalism, Intellectualism, Conservatism, Liberalism, Liberationism, or Anarchism.

Then, content analysis of interview data from colleagues took place- the interview item responses were analyzed to see where they would most appropriately appear in the educational ideologies summary. Thus the researcher attempted to develop a 'profile' of the teacher based on the observations of the teacher's colleagues, firstly on an individual basis, then using the three interviews together. The same process was then followed with student interviews.

Thus, teacher interview data were used to determine, in accordance with O'Neill's (1981) ideological framework, whether the selected teachers held consistent ideological perspectives. The interview data from colleagues and from students were used to determine whether those ideological perspectives were reflected in a teacher's actions in the school.

From the teacher interview responses, general orientation scores were used to develop a profile indicating individual orientation in terms of ideological consistency, using the following questions underlying O'Neill's ideologies summary:

1. Does a person have a clear-cut educational ideology or ideologies? Does he have a decided tendency in any given ideological direction or directions? ...
2. Is his Educational Ideologies Profile consistent? ... Do his inclinations in any particular ideological direction tend to be inconsistent in terms of his (behaviour)?
3. Does he tend to be highly suggestible, agreeing rather uncritically with virtually all positions regardless of consistency or self-contradiction?
4. Does he tend to be negativistic? Does he tend to disagree with, or to be hypercritical of, virtually all of the ideological positions, without exception?

(p. 377)

Colleague interviews were then used to obtain a description of each teacher's behaviour from those working in the same basic area (grade level and school) as the teacher, allowing a more complete description to emerge. The profile developed from these descriptions was then compared with the profile developed from the description provided by the teacher. This comparison served two purposes: it

allowed speculation as to whether ideological perspective is revealed in behaviour, and it served as a means of checking the consistency of a teacher's ideological perspective.

Finally, student interviews provided a further perception of the selected teachers, allowing a quite detailed description of each teacher, and gaining a perspective from those who are potentially most affected by the behaviour of teachers in the school situation. The use of students also brings into closer perspective the nature of the problem as the student's perspective of a teacher's behaviour was compared to the teacher's ideological perspective, revealed through both teacher and colleague profiles.

Thus, including those with the teachers, a total of 56 interviews resulted, involving staff and students of two Elementary/Junior High schools, and one Collegiate. Interviews were recorded on cassette tapes to enable more detailed analysis. Confidentiality of all interviews was maintained throughout the process of the study.

Basically, the study was a short term examination of a group of rural teachers conducted over a period of two years. The Ideologies Inventory instrument was applied in the first school year, followed by the

interviews in the second year. Three colleagues, all teaching in the same school as the teacher, and three students each of whom had been taught by the teacher for two years, were interviewed to see whether an ideological profile could be determined from the behaviour of the teacher. The theoretical template for the study was provided by O'Neill's (1981) text on the Educational Ideologies, and the selection of interview items was related directly to the underlying philosophical questions posed by O'Neill's inventory instrument.

(O'Neill, 1981. p. 366)

Through the process of using colleagues, those fellow-teachers who had been exposed to the actions of the teacher in the daily process of the work-place over a long period (more than 18 months in most cases), the researcher hoped to gain a clearer impression of the ideological perspective of the teacher than might have been possible if external observers were brought in for the purpose of the study. Thus students and colleagues were considered to be a potentially more frank and informative source of information than would be provided by visiting observers, who would be more limited in terms of their duration of exposure to the speech and actions of the

teacher. At the same time, Brown's (1968) call for a recognition of subjectivity in research, both on the part of the researcher and his subjects, (p. 240-241), has some relevance to studies into ideology and behaviour. Thus, interviews were chosen as the chief means of data collection for the study.

Finally, Dobson, Dobson, & Kessinger (1980) observed that "Since teachers expose their values in interaction with others and since value collisions are inherent in a pluralistic society, then the time has come to provide means for challenging teachers towards values/behaviour congruency." (p. 83) It was hoped that, using interviews with the teacher and referring to colleagues' and students' observations of these teachers, the researcher and those involved in the study would be mutually challenged by this exploration of the complex nature of behaviour and its relation to ideology.

Limitations.

This is a small-scale study limited to one school division in a rural area of Manitoba and the results are not therefore generalizable to other populations. There were no trained observers and the study relies upon structured interviews. The interviews are related to a theoretical template which is itself a

summary of philosophical positions resulting in some degree of simplification. These considerations place obvious constraints upon the depth of the study and the significance of the findings.

IV DATA DESCRIPTIONS: THE EIGHT TEACHERS AND THEIR IDEOLOGICAL PROFILES.

The descriptions which follow are summaries of the Ideologies Inventory responses, and item by item summaries of interview responses for each of the eight teachers. Also included are item by item summaries of the interview responses from colleagues and students of those eight teachers. The interview data are listed in the same order as the interview instrument (Appendix B), but item numbers are not given.

As well as giving the item response summary, each response has been related to O'Neill's Educational Ideologies, so that there is a continuously emerging profile of the teacher's ideological perspective. Thus, the teacher's declared ideological perspective, revealed by responses to O'Neill's Ideologies Inventory instrument, is listed first. This is followed by the teacher's interview responses. Colleague interview responses appear next, listed as a summary of the three colleagues' responses on an item by item basis. This procedure is also applied to student interview responses, which are listed next. Again, both colleague and student interview data have been related to O'Neill's Educational Ideologies in the

same way as the teacher interviews. The overall result is an emerging profile of how the teacher describes himself, and how the teacher is described by his colleagues and by his students.

There are eight sources of data for each of the eight teachers selected for study. Two are from the teacher, three from colleagues of that teacher, and three from students of the teacher. Data are listed here in four sections, the first describes a teacher's Ideologies Inventory instrument responses and the second lists that teacher's interview responses. The third section lists the interview responses of that teacher's colleagues, on an item by item basis. Finally, the fourth section lists the interview responses of that teacher's students, again on an item by item basis.

A letter of the alphabet is used to identify each teacher and that letter is used for the colleagues and students of that teacher. Thus, all data relating to the first teacher appears under the section "Teacher A", and all data relating to the second teacher, "Teacher B", and so on.

The first section of each teacher's data description describes the ideological perspective of the teacher by summarizing the teacher's responses to the Ideologies Inventory instrument. This summary

results in a graphic representation and is given at the start of each teacher's data description. It should be noted that the Educational Ideologies Inventory Profile indicates a score for each of the six educational ideologies. There is also a score for the teacher's responses to General Conservatism and General Liberalism. For clarity, the latter have been labelled to show the degree of emphasis by the teacher on these broad ideological perspectives.

As the graph shows, each teacher's responses to the 104 item instrument have been assessed to determine how much agreement or disagreement the teacher shows with respect to statements which describe a particular educational aim. Each of these statements is appropriate to the philosophical position inherent within one of the educational ideologies, or in general to educational Conservatism or Liberalism. It is thus possible to see whether the teacher's ideological perspective is consistently Conservative or Liberal. It is also possible to see specifically where the teacher agrees with that ideological perspective. Conversely, it is also possible to see whether a teacher's educational ideology is inconsistent, and in what way it is inconsistent.

The second profile is developed from the

teacher's interview, where the teacher describes his or her educational practices. The remaining two profiles are developed from descriptions of the teacher by the three colleagues, and by the three students. An overall summary then follows, comparing colleagues' and students' descriptions to the information provided by the teacher.

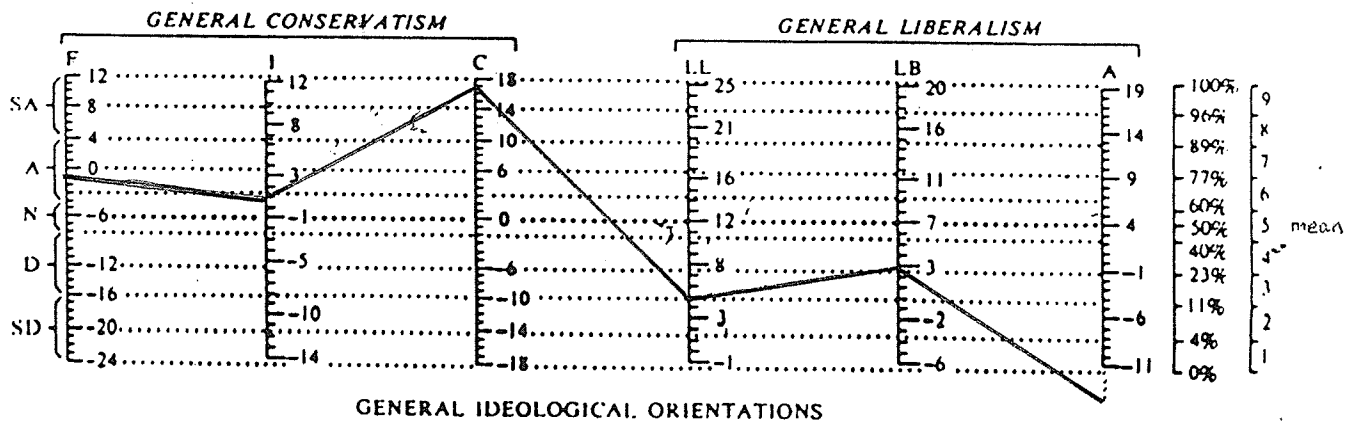
Finally, all teachers, colleagues, and students are referred to in male gender, regardless of sex.

Figure 3

Teacher A

EDUCATIONAL IDEOLOGIES PROFILE

	FUNDAMENTALISM (F)	INTELLECTUALISM (I)	CONSERVATISM (C)	LIBERALISM (LL)	LIBERATIONISM (LB)	ANARCHISM (A)
Raw score	-1	1	17	5	3	-15
Mean score	-6	-1	0	12	7	4
Standard Deviation	8	6	8	6	6	7



General Conservatism (GC)		General Liberalism (GL)	
Raw score	8 (strongly agree)	Raw score	0 (strongly disagree)
Mean score	0	Mean score	7
Standard Deviation	6	Standard Deviation	4

Ideologies Inventory Profile.

Analysis of this teacher's responses to the Ideologies Inventory instrument (Figure 3) reveals that Teacher A shows strong agreement with General Conservatism and strong disagreement with General Liberalism. On the six specific scales there is agreement with Fundamentalism, neutrality with respect to Intellectualism, strong agreement with Conservatism, disagreement with both Liberalism and Liberationism, and very strong disagreement with Anarchism. Thus, this profile reveals a consistent ideological preference for Conservatism.

Teacher Interview Profile.

This teacher describes the major aim of education as one in which young people are trained to fit into society, and the goals of schools as the provision of basic skills and the creation of "responsible citizens." This generally Conservative ideological perspective is not reflected in more specific descriptions the teacher provides of his behaviour however. For example, despite seeing the general characteristics of the teaching-learning situation as mainly as involving teachers imparting knowledge, a Conservative view, this teacher qualifies his views

with statements which imply both Liberal and Conservative perspectives. For example: "Students discover truths on their own but with guidance and direction of the professional". This view could indicate a preference for a Liberal perspective, if emphasis is on individual discovery and teacher guidance rather than direction.

Even further at variance with the Conservative goal of education declared at the beginning of the interview, Teacher A's perception of the nature of children as learners revealed a perspective which agrees with Liberalism, and is in many respects in sympathy with Liberationism. For example, great concern was in evidence for the difficulties experienced by students resulting from environmental (social) factors and peer pressure. It was suggested that more able students learn in spite of the teacher, and that the influence of schools is much more pronounced on those from poorer backgrounds. Comments regarding other impediments to learning included references to the degree of ability of educators as being a potential bar to learning on the part of the more able students. Implying that students are more able than many teachers perceive them to be was quite an unexpected response from such an experienced teacher.

In terms of methodology, this teacher appears

verbally to stress organization and preparation, but in practice, admits that no formal lesson plans are used: "I do a lot of things off the cuff." To some extent this practice relies upon the teacher's superior knowledge and experience, but there is certainly a preference for such an approach too. There is thus an implied preference for a methodology which embraces a less formal approach, allowing students, to some extent, to determine what will be learned.

This view is also reflected in the teacher's description of a definite willingness to discuss openly special subject matter and show alternatives and "let kids form their own opinion, not lead them." However, there is ambivalence too, because of the additional statement that teachers have "carte blanche to perpetuate society's moral structure etc. on behalf of society", a view which could indicate a decidedly Fundamentalist ideological stance.

The latter view may indicate that contradictory ideological perspectives are evident, as the teacher also describes himself as being in sympathy with Liberalism when he states that very free discussion often takes place in his classes: "I will spend the whole period if necessary to discuss student questions ... or (the students) would develop a negative attitude

(towards education, and would) regard the educational system as 'pail filling' ..." This is a revealing statement, for it indicates a willingness to abandon curricular constraints and shows that the teacher adopts a Liberalist stance in advancing education through student-oriented explorations of the nature of reality. The teacher clearly states that students should not be regarded as mere receptacles for knowledge, and he implies a sense of empathy towards them in this regard.

The teacher's behaviour with respect to discipline reflects a similar sense of empathy with students. Rather than stress order and use students as examples to others by 'bawling them out' in front of their peers, the teacher would rather "Talk one-to-one ... because peers will take advantage and 'rib' the student further" if publicly taken to task. However, the teacher also declares himself as a 'firm believer in corporal punishment', but this is qualified by the admission that he has never actually used it.

Thus, Teacher A's description of his behaviour would indicate an inconsistent ideological perspective which includes both Conservative and Liberal stances, and describes tendencies as diverse as Fundamentalism

and Liberationism.

Colleagues' Interview Profile.

Teacher A is described by colleagues' responses as holding a generally Conservative goal for education, teaching "respect for authority and (concentrating upon) subject matter" as well as adhering to a conventional view of society and the fostering of "manners and courtesy". Although one teacher thought Liberalism was more likely because of a perceived broader view of the goal of education, the general description from colleagues' indicates that this teacher holds generally Conservative views of the goal of education.

In some respects, there is also an implied preference for Intellectualism in colleagues' descriptions of the teacher's behaviour, as the teacher is shown as emphasizing knowledge, "certainly not ... morals or social values". However, the description borders on Fundamentalist ideology according to one colleague: "(The teacher) sees school as a place to transmit knowledge ... with no critical or analytical emphasis."

There is agreement among all three colleagues however with respect to this teacher's relationship with students, as they perceive an emphasis on

teacher-controlled activity, despite good rapport with students. In fact, Teacher A, despite exhibiting traits of behaviour appropriate to Intellectualism, is described by colleagues as behaving in a manner appropriate to the Conservative ideology, as the latter sees "the child as requiring firm guidance and sound instruction before he becomes effectively socialized as a responsible citizen" (O'Neill. 1981, p.301) Such a view is in keeping with colleagues' descriptions of Teacher A, particularly as the Conservative perspective regards teachers as a source of knowledge, but without a focus on reason and speculative wisdom found in Intellectual ideology.

A Conservative perspective is also apparent with respect to the teacher's organization and administration of classes and extra-curricular activities, as all three colleagues describe an emphasis firmly placed upon the model of teacher-in-control and the teacher as source of superior knowledge. There is however, agreement that discussion would be restricted to facts rather than questions of value, which could indicate a Fundamentalist tendency to minimize intellectual aspects of study.

Strong Conservatism is evident from colleagues' descriptions of methodology, as they reveal practices such as largely formal lessons with notes and lectures

predominating, and with emphasis on facts. As the teacher is described as revealing a preference for rule-governed behaviour, this would also indicate practices appropriate to a Conservative ideological stance on discipline. There might be a more emphatic emphasis on discipline however, as one colleague states that the teacher's method of maintaining discipline can be summarized as "Fright, used responsibly", which could imply "conformity to duly constituted authority" cited by O'Neill as indicative of Fundamentalism.

Colleagues descriptions of Teacher A would thus appear to indicate a consistently Conservative profile of behaviour for this teacher, but with a tendency towards Fundamentalism in some areas.

Students' Interview Profile.

Teacher A is described by students as using an academic emphasis in day-to-day class activity and not relating such matters to educational goals or objectives as such. This might indicate a Conservative emphasis on established patterns of social behaviour, especially as students indicate no attempt on the teacher's part to put class work into a larger context than the more immediate task of fulfilling classroom

objectives. There is thus an implied acceptance by the teacher of inherent worth in subject matter.

However, ambivalence is evident too, for students reported the frequent practice of informal discussion within the regular classroom situation, despite a preponderance of text and workbook material and an emphasis on factual rather than evaluative material. All students considered such discussion as potentially more stimulating and 'educational' than the rather strictly enforced formal text and workbook assignments which took up the majority of class time.

It is interesting to note that students' descriptions of Teacher A indicate a sense of frustration on their part with the strong emphasis on formal text and workbook routines. Students expressed the view that they learned more when the teacher used less formal methods, because the teacher's vast experience and knowledge made even 'informal' talk a learning experience for them. There was a general sense from student interviews that the teacher almost felt compelled to assume the largely formal Conservative approach.

Student descriptions of the teacher's adherence to the curriculum also rated the teacher as Conservative, as the teacher keeps to a formal class structure and restricts material to a factual basis in general,

indicating a likely Conservative emphasis. However, one student describes a more emphatic view: "(The teacher) would likely remove French and have more (work on) computers" if he was in a position of control over the curriculum. This might indicate both a Fundamentalist (minimizing intellectual aspects) and a Liberal (emphasizing practical over academic) stance. Hence, a somewhat unclear picture, but largely, in context, a Conservative one.

Students describe all classes as highly teacher-dominated even to the extent of having teacher demonstrations of experiments which students might be expected to experience first-hand. Methodology is described as largely Conservative by descriptions of an emphasis on formal classroom procedures, (actually tending toward the Fundamentalist practice of highly structured lecture, recitation, and supervised study).

Finally, students' descriptions of the teacher's methods of maintaining discipline reveal a standard Conservative emphasis on the teacher as authority figure and describe a strict control of student behaviour by the teacher. As the general emphasis is on order for the sake of order, it would seem appropriate to categorize these descriptions as Fundamentalist, as O'Neill's ideological summary describes this ideological perspective on discipline as "Generally nonpermis-

sive ... (and) features conformity to duly constituted authority." (1981, p. 309) Despite being described as having a more relaxed, easy rapport with some students, the teacher appears to have impressed the students with the fact that he sees order as necessary and that he will enforce it. "(The teacher) will yell, loudly, or slam a hand on the desk. If all the class is noisy he has used a wooden hammer on the desk. (The teacher has also used) a ruler on the head."

Thus the general picture emerging from students is one which reveals the teacher as Conservative, perhaps tending towards Fundamentalism on some aspects of behaviour.

General Summary: Teacher A.

Both colleagues' and students' observations of Teacher A are similar. However, it would appear that in general both colleague and student perceptions of the teacher are more firmly Conservative than is apparent from the responses of the latter. This is particularly apparent with items 4 and 7, where the teacher responded to these questions from a decidedly Liberal stance. It was significant that the teacher's perceptions of his methodology being practiced in the

classroom did not agree with observations from colleagues or from students. It is interesting to note that students and colleagues observe a Liberal potential in the teacher regarding both the teacher's attitude towards children as learners (item 4) and methodology employed (Item 7). There was also agreement between both student and colleague descriptions of a general vacillation between limited periods of a more open classroom style and the formal textbook and note-giving commonly employed. It was implied by both groups that there is some element of compulsion on the teacher to assume a largely Conservative approach to teaching. One colleague thought that the teacher was a "fascinating source of knowledge" but that the wealth of knowledge was "not used fully", while a student reports an impression that the teacher would, if in charge of schools, say that students should be taught in a variety of ways, "Not just from books".

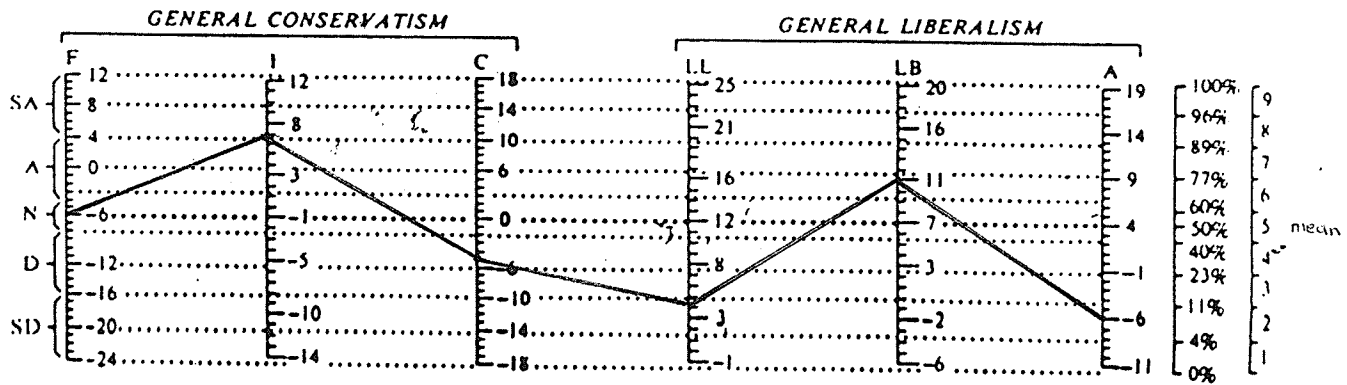
Thus both colleagues and students describe a generally Conservative ideology with respect to Teacher A, but suggest a sense of compulsion on the teacher's part to confine his educational practices to this ideology.

Figure 4

Teacher B

EDUCATIONAL IDEOLOGIES PROFILE

	FUNDAMENTALISM (F)	INTELLECTUALISM (I)	CONSERVATISM (C)	LIBERALISM (LL)	LIBERATIONISM (LB)	ANARCHISM (A)
Raw score	-6	7	-5	4	11	-6
Mean score	-6	-1	0	12	7	4
Standard Deviation	8	6	8	6	6	7



	General Conservatism (GC)	General Liberalism (GL)
Raw score	7 (agree)	-2 (strongly disagree)
Mean score	0	7
Standard Deviation	6	4

Ideologies Inventory Profile.

Figure 4 shows that Teacher B reveals agreement with General Conservatism and strong disagreement with General Liberalism. On specific scales, this teacher is neutral on Fundamentalism, shows strong agreement on Intellectualism, disagrees with Conservatism, and strongly disagrees with both Liberalism and Anarchy. It is interesting to note however, that agreement with Liberationism is almost as pronounced as that revealed

for Intellectualism. Thus there is agreement with two specific ideologies, but they are on opposite sides of the general ideological scale; one being Conservative; the other Liberal.

Teacher Interview Profile.

As one of the characteristics of Intellectualism is the view that truth is an intrinsic value of knowledge, and that knowledge is an end in itself, (O'Neill, p. 298), Teacher B holds views on the goal of education which are in agreement with Intellectualism, as learning is seen as holding inherent value, and the fostering of a love of learning is the perceived goal of education. At the same time, there is a desire to "Create a sense of awareness, an understanding of the need for authority, responsibility and co-operation."

There is ambivalence however in some respects, as there is an evident Conservative emphasis on teacher directiveness when discussing the general characteristics of the teaching situation, but there is also a desire to promote effective personal behaviour, indicating a Liberal perspective. (O'Neill, p. 297) There is a similar ambivalence in this teacher's view of the nature of children as learners; a need for guidance (a Conservative stance) on the one hand, but a recogni-

tion on the other hand that most students are keen to learn and interested in understanding, not just learning, (a Liberal, perhaps even Liberationist perspective.) (O'Neill, p. 301) There is a typically Conservative stance with respect to the control and organization of classes, as the teacher describes behaviour which is teacher controlled and teacher-centered, with strong emphasis on teacher-organized activities.

In discussing the curriculum however, Teacher B reveals a willingness to respond to student questions on such matters as religion, politics, morality, and philosophy. The teacher expresses the view that it is not right to respond with what this teacher sees as a standard teacher response: "Well, there are two sides to every question ...". This willingness to deal with the moral implications of decision-making shows that this teacher is quite concerned about philosophical and moral concerns. The teacher expresses the view that students must be encouraged to understand different positions even if they disagree with a particular stance. This practice would indicate an ideological perspective in agreement with the Liberationist emphasis on individual differences.

Despite the response above, there is a standard Conservative emphasis to methodology in general, as

classroom practices, despite being varied, are largely teacher-directed. "Kids want and need direction in class and in extra-curricular activities. They like smooth operations. (I use) organized activities, (which are) teacher-centered..."

This is also reflected in the teacher's practices with respect to discipline, where definite Conservative perspectives are evident with emphasis on teacher-directed behaviour and attention to the task in hand: "I won't speak if they are rowdy, I write on the board a list of things to do, and when asked a question I simply point to the board. As they get louder I get quieter."

Thus Teacher B would appear to espouse views which are consistent with the ideological perspective of General Conservatism. However, there is some evidence of Liberalism in some aspects of methodology. This tendency towards Liberalism is potentially Liberationist if the teacher's attitude towards special subject matter and the nature of the curriculum are taken into account.

Colleagues' Interview Profile.

With respect to the overall goal of education, all three colleagues describe an Intellectual stance from

this teacher, with emphasis on teaching the use of reason and the inherent value of knowledge. As well, colleagues describe a preparation for life through study, implying the "use of knowledge for its social utility" (O'Neill, p. 298), a Conservative emphasis.

There is some ambivalence in the perspectives developed from colleagues' descriptions regarding Teacher B's view of teaching; colleagues describe the teacher as nurturing students rather than regarding them as 'vessels to be filled'. They also see the teacher as having high expectations of students, and as generally holding positive views of their capacity to contribute to the learning process: "(The teacher) sees each student as having creative forces and statements to make." Yet this is qualified by a somewhat strict control which is exercised by the teacher who stresses punctuality and expects co-operative behaviour from students. "(The teacher) is firm ... will insist on punctuality (and) teaches responsibility. (There is a definite) teacher separation from students." Thus there are some aspects of behaviour which are appropriate to Liberalism, and others more appropriate to Conservatism.

In fact, Colleagues describe the teacher in a somewhat ambivalent manner, as they stress the importance placed upon order, but also state that "Control

is not the right word really, organized (might be more appropriate)" This view is echoed by another colleague: "I think (the teacher) would like a strict school with definite guidelines. My impression is that (the teacher) is very well organized, well planned. Not rigid, but organized." This might suggest a typically Conservative stance on the control and organization of schools, with teacher-dominated rule-governed behaviour being emphasized, but there is certainly a feeling among colleagues that the teacher is not entirely comfortable with such a stance.

This teacher's treatment of special subject matter such as politics, religion, philosophy and morality, is described by all three colleagues as stressing the philosophical, interpreting questions and events. Such practices suggest behaviour appropriate to the Intellectualist ideology. An Intellectualist emphasis was also evident in the teacher's methodology. In evaluating student work for example, the teacher is described as stressing the value of deductive reasoning by looking for evidence of formal reasoning in student written work. However, in general matters of discipline, the teacher is described as following generally Conservative emphases on teacher-directed, rule-governed behaviour expectations.

Thus the profile of Teacher B which emerges from colleagues' descriptions is one which describes the teacher as Generally Conservative, and, more specifically, with Intellectualism. There are some aspects of behaviour which suggest a leaning towards Liberationism, but only in the broadest terms.

Student's Interview Profile.

Again reflecting a dual emphasis on the Conservative and the Intellectual, the description of this teacher's view of the main goal of education reveals both preparation for life in a social context (employability), and a quest for the truth. One student for example states that the teacher advises students to prepare themselves directly for a place in society by taking high school courses such as Accounting, and not simply by taking university entrance courses: "Do something you can use later on. There is more to life than the merely academic." Yet another description contrasts sharply with this: "(The teacher) tells you that education is not there to make you into a doctor or a lawyer, but is to help you get something out of life rather than just existing. To help you cope with things better."

It is apparent from these descriptions that

students perceive two objectives to education from the behaviour of Teacher B. However, all students agree that there is a decided emphasis by this teacher on the importance of being critically aware of "the world and how people think and all that sort of thing." There is thus an apparent emphasis on rational thinking in many respects appropriate to the Intellectualist ideology, in which is stressed decision-making on the basis of intellectual reflection. However, in the absence of an overtly stated philosophical position, such reflection may actually be more closely related to Liberalism, as the latter stresses rational problem solving by developing the individual's critical awareness of problems encountered in life. (O'Neill (1981) pages 300 and 301 refers)

There is much ambivalence evident in responses to questions on Teacher B's view of children as learners and the nature of teaching. There is an apparent stress on teacher-directives and control, and yet a definite encouragement of individual critical thinking on the part of students. Generally, responses from students imply aspects of both Conservative and Liberal ideological stances.

General control and administration of classes reveals some interesting contrasts, for students describe a definite emphasis on teacher-control and a

high degree of organization, but report a mixture of teacher-directives and encouraging of individual thought. When asked how the teacher would be likely to control schools if in charge, one student said there would be "More control--like the Communist system (this teacher) likes everything in order!" But the same student said that there would be religion in classes too. Yet another student thought that the teacher would like to see less pressure on teachers, implying more freedom and hence less stress on curricular objectives: "There would be less pressure on teachers likely from school boards (if this teacher were in charge of schools). However, this teacher's behaviour reveals a personal emphasis on control of students, as described by all students.

The teacher also reveals Conservative practices with respect to emphasis on the curriculum and avoidance of special subject matter, as students state: "(The teacher) always relates discussion to the (topic) ... will answer student questions, but not much. Probably feels sensitive to differences in the school, so doesn't give ideas or (the teacher) does not want to push (his) own ideas." There is also standard Conservative behaviour with respect to methodology and discipline.

Thus the picture emerging from students is of a somewhat ambivalent ideological perspective. The teacher appears to espouse generally Conservative methodology, but with some aspects more related to Intellectualism. In some areas there are aspects of behaviour which reflect a Liberalist ideological stance.

General Summary: Teacher B.

It is interesting to note here that ambivalence, an apparent tension between Conservatism and Liberalism, is reflected not only in data from the teacher, but also from colleagues and students. There is thus consistency between the data sources, but general inconsistency in terms of ideological perspective for this teacher.

What is perhaps most interesting of all is the difference between the three groups of data relating to Item 6: a somewhat surprising perspective is especially apparent in student descriptions of this teacher's discussion of special subject matter. The teacher expressed a Liberationist ideological stance with respect to special subject matter, but the students description of the teacher's behaviour can only be rated as Conservative. Obviously, the

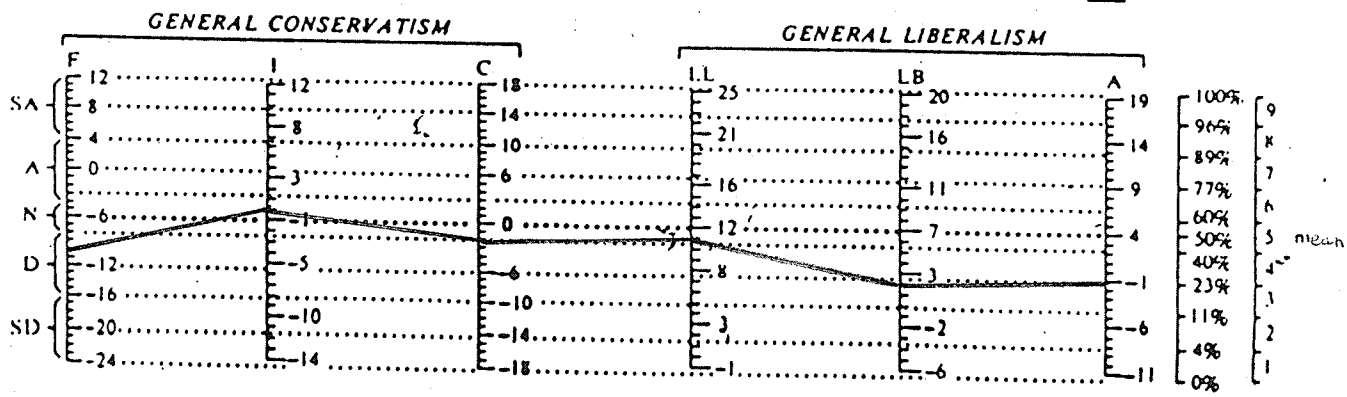
students perceive the teacher as more restrained in discussion than the teacher would like to think is the case. In fact, in general, student perceptions of the teacher's behaviour in methodology and discipline is more emphatically Conservative than the description emerging from either teacher or colleagues. Students' perceptions are less Conservative than colleagues' perceptions, but both of these groups rate the teacher as more Conservative than would be expected from the Ideologies Inventory and this teacher's interview response, where the teacher declared a Liberationist emphasis.

Figure 5

Teacher C

EDUCATIONAL IDEOLOGIES PROFILE

	FUNDAMENTALISM (F)	INTELLECTUALISM (I)	CONSERVATISM (C)	LIBERALISM (LL)	LIBERATIONISM (LB)	ANARCHISM (A)
Raw Score	-10	0	-2	11	2	-1
Mean Score	-6	-1	0	12	7	4
Standard Deviation	8	6	8	6	6	7



	General Conservatism (GC)	General Liberalism (GL)
Raw score	3 (agree)	7 (neutral)
Mean score	0	7
Standard Deviation	6	4

Ideologies Inventory Profile.

As figure 5 reveals, this teacher shows no agreement with any of the six specific scales; disagreeing with Fundamentalism, only bordering on neutral for Intellectualism and Conservatism, and almost bordering on agreement with Liberalism. However, disagreement with both Liberationism and Anarchism is revealed. In the general scales there is agreement with Conservatism and neutrality with Liberalism. Thus, there appears to be no consistent ideological orientation. All that can be said is that the teacher disagrees with the more pronounced degrees of both Conservative and Liberal ideologies, Fundamentalism and Anarchy. With disagreement also evident on Liberationism, perhaps there is a greater degree of disagreement on the Liberal scales, implying at least a slight tendency towards Conservatism, thus a generally Conservative tendency might be expected in this teacher's behaviour.

Teacher Interview Profile.

Teacher C shows a commitment to Conservative goals in education but with ambiguity respecting the terms used when describing those goals: "To prepare individuals for a productive, beneficial, useful life; to (prepare for) work. To prepare for living on

(their) own, how to socialize, how to think for themselves, to problem solve ..." Generally, the overall response is a mixture of Conservative and Liberal perspectives.

The teacher reveals a concern for students as individuals, recognizing the need for patience and understanding for example, and expressing the need for co-operation between student and teacher. Taken in context of the interview responses as a whole, it would appear that he shows no clear commitment to either a generally Liberal or a generally Conservative perspective of children as learners. However, within the confines of a commitment to conformity and a pattern of behaviour which generally seeks to maintain appropriate control, the teacher would appear to be following generally Conservative procedures. This is evident from his description of children as learners. The teacher describes a need to be cautious and be aware of the social pressures on teachers: "Children are impressionable and as such the teacher must be very careful as to what is said and done in class, for (much of what goes on in the class) will be reported home."

Similarly, although students are seen by Teacher C as naturally predisposed towards good behaviour and as eager learners with teachers "feeding" the

students, he also describes a necessity for teachers to "set down standards which have to be met." The latter perspective is also reflected in the teacher's stress upon the curriculum, maintaining progress through units of work, and in his classroom structure, reflecting rule-governed classroom activity and in-class streaming of students. These emphases suggest a Conservative ideological preference, which views "Individual similarities as more important than individual differences and properly determinative in establishing appropriate educational programs." (O'Neill, 1981. p. 301)

As the teacher tends to show a concern for avoiding controversial discussion and attempts to maintain curricular goals, his caution and concern for behaviour appropriate to rules set down by the teacher, reflect generally Conservative ideological preferences.

In discussing evaluation however, the teacher implies a Liberal ideological perspective. This is apparent from a declaration by the teacher that evaluation is seen as an administrative necessity. The marks kept for students' work is, in effect, perceived as protecting the teacher by serving as an illustration of effective teaching, rather than having any real purpose for the student. This indicates a

Liberal perspective, implying stress upon problem-solving based on issues seen as important by the students themselves. Liberalism attaches educational importance to individual student learning, and tends to reduce the importance or desirability of objective evaluation. This teacher describes his evaluation procedures as "ongoing, but I need concrete marks for the sake of records. I prefer an ongoing, interactive type of evaluation."

Finally, in terms of discipline, this teacher sets down class rules in addition to school rules, and insists that students work without disturbing others. However, in dealing with problems, he tries to avoid publicly remonstrating: "I try to find out about the problem before I deal with it. I try to be fair, but try to be immediate." Of course, this could imply that the teacher is thinking more of the student than the organization--in other words he will not stress the infraction publicly to ensure that students recognize the need to keep order, a Conservative emphasis on control. Instead, he will follow the Liberal stance and will make sure that he is "Generally democratic and objective in determining standards of conduct." (O'Neill, p. 309) However, without consulting with students in the establishment of rules, the teacher is actually using aspects of both Conservative

and Liberal ideologies.

A recognition that even in the more minor aspects of classroom management, such as "the way students open their books", the teacher is involved in 'discipline' again serves to illustrate the ambiguity behind this teacher's descriptions of his educational practices: "It depends on individual kids, with some you can reason, with others you can't deal with them as effectively in the same way. Anything the teacher does is discipline... even the way kids open their books can be controlled." However, while it may be possible to interpret the attempt to reason individually with students as a Liberal practice, overall, there is a generally Conservative emphasis on discipline. Thus the teacher describes himself as a mixture of Conservative and Liberal practices, with no really firm emphasis on either.

Colleagues' Interview Profile.

Teachers C is described by colleagues as stressing two goals of education, preparation for taking one's place in the work-force, and the development of effective personal behaviour. The latter is somewhat related to the necessity of coping individually once the student enters society on his own. Generally, colleagues indicate that the teacher subscribes to

aspects of both Conservative and Liberal ideological perspectives.

Colleagues agree however that this teacher views the teaching situation as one which sees the teacher as firmly in charge. "The teacher is the authority, kids should sit and listen. The kids are at their desks, and he is at the front, in control." Their descriptions rate the teacher as consistently Conservative. This is illustrated by behaviour of the teacher which emphasizes respect for rules and respect for one another, and a teacher-centered description of the teaching/learning situation.

In describing the teacher's attitude toward the curriculum and the likelihood of his introducing special subject matter into his classes, colleagues described a teacher-centered emphasis on formal classroom procedures. All colleagues said that special subject matter would be avoided because this teacher would closely follow the curricular objectives and would be likely to avoid discussion which might stray from the curriculum or might be seen as controversial. Such practices are reflective of the Conservative ideology.

The teacher's evaluation procedure also revealed a Conservative emphasis, as colleagues describe the teacher as using highly structured formal lessons. Two

colleagues thought that there would be a heavy emphasis on testing by this teacher. Thus, from what the colleagues know of this teacher, their description would suggest that he holds a Conservative ideological perspective.

As all colleagues agree that rule-governed behaviour expectations would predominate, despite a genuine approachability and good-humoured willingness to join in with student playground activity, the teacher's ideological preference in disciplinary practices are clearly Conservative. Thus, colleagues describe Teacher C as consistently Conservative, despite some ambiguity over the main goal of education.

Students' Interview Profile.

As there is agreement from all students that the teacher would stress general class work, and not relate this to any short term social goals or long term goal, there is an implied emphasis on the inherent value of subject matter. In fact, with emphasis on social conformity and behaviour in school coupled with this stress on class-work, the teacher appears to conform to Conservative ideological perspectives of the goal of education.

In fact, students describe a generally Conservative emphasis. For example, students would rate the teach-

er's stance on the nature of the teaching-learning situation as Conservative or tending towards the Intellectual, as there is careful emphasis on knowledge, valued for its own sake, and an attempt to deal with knowledge step by step, so as to allow understanding. Hence, an Intellectual view of knowledge, with a Conservative emphasis on guidance and sound instruction.

When asked what the teacher would do if he were in charge of all schools, students agreed that this teacher would likely emphasize the same things as presently stressed by the school, and hence an implied reference to the past, and to time-honoured practices, would rate the teacher as Conservative. This is only implied however, because the teacher does not reveal in his interaction with students any feelings of frustration with the current structure, which is generally Conservative, taking all interviews into context.

All students indicated no discussion of special subject matter, and described an adherence to curricular objectives in classes. This would suggest a Conservative ideology, because the teacher's behaviour suggests compliance with political socialization (avoidance of potential controversy in the school).

The teacher's methodology is consistent with the Conservative emphasis on formal structure and emphasis on the academic approach to learning with textbook and notes: "Well, we sit down and do it... Sometimes from the overhead and sometimes from the board. Questions, and tests, and sometimes practice tests."

Student descriptions of Teacher C's practices related to discipline are typically Conservative. "He'll yell at us, or talk to us all separately, more often though he talks to you on one side." "Either (the teacher) will scold them or make them put their heads down (on the desk)--not for long though, about like five minutes. Sometimes he tells you off in front of the whole class, sometimes he takes you out into the hall, or brings you to his desk and talks quietly to you." Thus, a Conservative emphasis on discipline is apparent, an expectation of good citizenship in terms of proper behaviour in accordance with the dominant cultural perspective. Thus, students describe Teacher C's behaviour as consistently Conservative.

General Summary: Teacher C.

Perhaps the most significant aspect of data for this teacher is revealed by responses to Item 4. The ambivalence revealed by interviews with the teacher

and with colleagues indicates no clear preference in terms of ideological perspective on a clearly important question (the nature of children as learners). In addition, despite a general adherence to Conservative educational practices, the intrusion of Liberal perspectives in three places (items 1, 4, and 7) revealed in the interview with the teacher, indicate a lack of consistency in terms of specific ideological perspective.

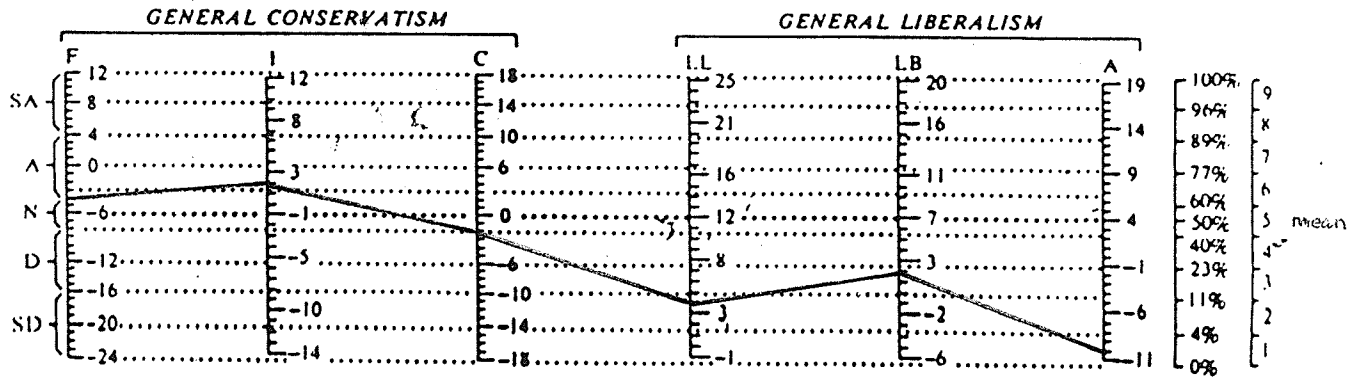
Another interesting feature of the data collected from students is that there is no evidence of behaviour which could be interpreted as Liberal. Thus, in terms of educational practices, this teacher is rated as overwhelmingly Conservative by student observations of teacher behaviour. Finally, the teacher's evaluation procedure also proved interesting because colleagues revealed a significantly more Conservative emphasis than was described by the teacher.

Figure 6

Teacher D

EDUCATIONAL IDEOLOGIES PROFILE

	FUNDAMENTALISM (F)	INTELLECTUALISM (I)	CONSERVATISM (C)	LIBERALISM (L)	LIBERATIONISM (LB)	ANARCHISM (A)
Raw Score	-4	2	-2	4	2	-10
Mean Score	-6	-1	0	12	7	4
Standard Deviation	8	6	8	6	6	7



Ideologies Inventory Profile.

The Educational Ideologies Profile for this teacher (Figure 6) shows disagreement with General Conservatism and strong disagreement with General Liberalism. Thus, there is disagreement with both major ideological emphases. In the specific Conservative ideologies, the teacher reveals neutrality in Fundamentalism, slight agreement with

Intellectualism, and slight disagreement with Conservatism. In the specific Liberal ideologies, there is strong disagreement with Liberalism, disagreement with Liberationism, and strong disagreement with Anarchy. The only area where potential agreement exists with any of the educational ideologies thus appears to be Intellectualism, but even here agreement is barely evident.

Teacher Interview Profile.

Teacher D reveals a definite Conservative perspective with respect to the major goal of education when he states that it is: "Indoctrination. For the protection of society, schools exist to perpetuate the values of society. Even being punctual teaches what society expects from individuals. (The main goal of) education is to teach the ethics of society, the work ethic, social mores and so on."

A similar perspective emerges from the teacher's practices which describe a teacher-centered emphasis on basic literacy, stressing of obedience to the teacher, and a development of a willingness to conform to rules, and a general fostering of social conformity. However, in describing the general nature of the child as learner, (Item 4) the teacher is less emphatic about the Conservative stance, indicating

that there is an expectation from society that teachers will adopt the more formal, Conservative emphasis on firm guidance, but expresses unhappiness with this expectation. Also, the comment from this teacher that students are constantly learning without necessarily needing guidance from teachers implies a view consistent with the Liberal ideology. "(Children are) constantly learning ... they learn lots just watching others' behaviour ... even watching television they are constantly learning."

Despite emphasising structured objectives and insisting that students learn to follow standards of respect for teachers, and for peers, this teacher becomes less emphatic in describing his views on educational practice. Although he describes his own behaviour as Conservative, the teacher indicates an element of compulsion to follow practices which are beyond his immediate control. He states that the way he controls, organizes, and administers his classes is: "...all decided for me. I am strictly limited by the curriculum and the law, by the public education system. Only the classroom ethos is under my control."

Of course, it could be argued that such statements declare the teacher as consistently Conservative, because holding such a view is in itself a conserva-

tive position. However, in the context of the interview as a whole, it would appear that this teacher believes he is compelled to follow practices which might not necessarily agree with his own ideology.

Similarly, the teacher describes a reluctance to discuss moral, political, or philosophical matters, (Item 6) because of social constraints and an expectation placed upon the teacher to exercise caution in such matters. Thus the teacher reveals Conservative practices but sees them as being required rather than being chosen.

In general, the teacher describes his methodology as largely Conservative; compliance with curricular objectives is strongly evident, and the teacher follows largely Conservative practices with respect to discipline. Thus there is an overall Conservative emphasis on firmness and teacher control.

The teacher thus describes himself as typically Conservative in his educational practices, but qualifies this description with opinions which indicate a compulsion to follow a prevailing ideology which is not necessarily in keeping with his own.

Colleagues' Interview Profile.

Colleagues' describe Teacher D's perception of

the major goal of education as a Conservative one. The teacher sees the aim of education and the goals of the school as "Indoctrination (into) a way of life, a type of life (emphasizing) obedience of authority, the Police, Church, School (to ensure) the perpetuation of society." Emphasis on career preparation is also noted.

They describe this teacher as generally being in charge, and seeing the necessity of teacher-directed activity, but also being defensive of weaker students. He is described as viewing the nature of teaching as one in which "Children discover and the teacher helps in this discovery, a kind of sharing."

However, colleagues describe a definite Liberal perspective on the nature of children as learners. In fact, two colleagues gave descriptions which imply Liberationist perspectives, as both described the teacher as holding the view that children have a unique understanding of the world about them. The teacher is described as expressing the view that children have an "intuitive feeling or knowledge about (reality)". In the context of this teacher's concern for emphasis on individualism within the confines of "membership in a particular society at a particular time" (O'Neill, 1981. p. 302), such views reflect beliefs appropriate to the Liberationist ideology.

There is a generally Conservative emphasis on the general control, organization, and administration of classes, despite colleagues' descriptions of the teacher's empathy for students exhibited in general interaction with students: "(The teacher) recognizes their sense of humour ... ignores minor transgressions ... on field trips he gets involved and has fun. He sees extra-curricular activities as a time to get to know about kids in a non-threatening way." Despite this, "(The Teacher) lays down rules on day one. He spells out consequences and gives students responsibilities. In class (the teacher) is very well organized." The teacher is thus described generally as following a Conservative emphasis on the teacher as demonstrator and authority figure, but also as having a need to empathize with the students' individual differences.

All colleagues agree that Teacher D would exercise constraint and would be unlikely to discuss special subject matter outside the curriculum, which would imply a Conservative emphasis on the task in hand. However, this is qualified somewhat by colleagues' comments: "Social constraints would make (the teacher) most reluctant (to discuss morality, philosophy, politics, religion) as in this area mores and taboos of different cultures ... preclude raising

matters which would get back to the parents ... and confuse the kids." (Because of their background, the students would not understand the aims of the teacher.) One colleague stated that this teacher, even if free to discuss such matters, would not "push his own views on others ... He respects their views as much as his own." Such descriptions lead to some ambivalence for they illustrate that the teacher would follow Conservative educational practices, but implicit within such practices is an element of compulsion. In addition, colleagues descriptions reveal tendencies in the teacher's behaviour which might indicate an underlying ideological Liberal perspective.

Similarly, a generally Liberal ideology is reflected in behaviour with respect to evaluation, as colleagues describe a stress upon daily objectives and individual progress, and a methodology which shows a child-centered approach which stresses individualism.

However, in describing the teacher's behaviour related to discipline, colleagues reveal a standard Conservative emphasis on good citizenship and proper behaviour. "There is no questioning the authority of the teacher." "(The teacher) makes expectations clear and simply expects adherence (to the rules as stated)."

Thus, colleagues perceive Teacher D as following practices generally appropriate to Conservative ideology. However, this is somewhat qualified by descriptions of pressure on the school to follow such practices, and the teacher's Liberal perspective on the nature of children.

Students' Interview Profile.

Students describe a generally Conservative view of the goal of education held by Teacher D: "(The teacher stresses) Reading, Writing, Math, and things like that ... because when we go out in the world we have to know how to do things like that to get a job."

There is, however, no clear picture emerging regarding the teacher's general view of students as learners, or his view of the nature of the teaching-learning situation. The practices of the teacher indicate behaviour appropriate to many educational ideologies. For example, one student reports frequent note-giving: "(The teacher) dictates notes because this keeps order." But they also see the teacher as recognizing the need to allow children to discover things on their own, and to 'clown around'. Children are regarded as talkative: "a bit clownish at our age (junior high)," and Teacher D would say that all teachers have to learn to accept and tolerate this

because "kids are all different." However, another describes the teacher as stressing the academic requirements of school as necessary for survival in society. As all these responses come from an attempt on the part of the interviewer to obtain the most general picture possible from each student, it would appear that it is not possible to determine a consistent educational ideology here from student descriptions of this teacher's behaviour.

Two students agree that, if the teacher were in a position of influence on the way schools are organized and administered, the teacher would be likely to continue practices which would indicate Conservatism. However, one student thought there would be more emphasis on things which hold a personal interest for this teacher, such as wildlife and nature. In general however, all students describe Conservative practices, in that the teacher does not stray from the curriculum and avoids discussion of matters other than those on topic.

However, one student thought the teacher would create more interest, if in a position of control over the curriculum, by utilizing television programs and using computers more. Such a desire on the part of the teacher might indicate a Liberal ideology, if the student is correct in observing a sense of constraint

on the part of the teacher with respect to the curriculum.

Descriptions of methodology and evaluation indicate generally Conservative practices. There is some leaning towards Liberalism, as the teacher does not evaluate merely on a factual basis, but stresses understanding on an individual basis and is more aware of individual differences. However, in the absence of practices which are open and experimental, it would appear that the teacher is largely following a Conservative practice of adapting whatever methods which might be most effective, without departing much from traditional classroom practices. Thus, the behaviour might be described as generally Conservative.

Finally, students describe behaviour depicting the teacher as following standard Conservative practices with relation to discipline that is, authority supplemented by reason. Students thus present a picture of a teacher who is generally Conservative, despite some lack of clear perspective on the teacher's views of students and the nature of the teaching-learning situation.

General Summary: Teacher D.

In the Ideologies Inventory, the teacher declares

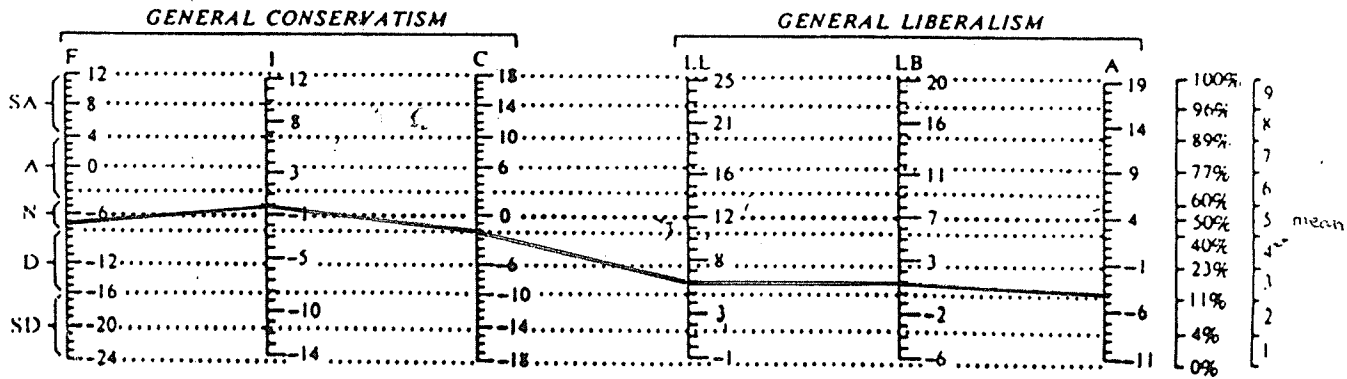
disagreement with all educational ideologies, showing only slight agreement with Intellectualism. However, the teacher largely describes himself as Conservative in the interview. Colleagues do not always agree, particularly with respect to items 4 and 7, where there is a degree of Liberalism evident. Student interviews show disagreement with the teacher data on items 3, 6, and 7. Thus it appears from this data that colleagues' and students' observations of behaviour would rate the teacher as more Liberal in some respects than would be evident from the teacher's interview. However, there is some indication of an overriding sense of compulsion on the part of this teacher to follow Conservative practices, both declared by the teacher and described by colleagues.

Figure 7

Teacher E

EDUCATIONAL IDEOLOGIES PROFILE

	FUNDAMENTALISM (F)	INTELLECTUALISM (I)	CONSERVATISM (C)	LIBERALISM (LL)	LIBERATIONISM (LB)	ANARCHISM (A)
Raw Score	<u>-7</u>	<u>0</u>	<u>-2</u>	<u>6</u>	<u>1</u>	<u>-4</u>
Mean Score	<u>-6</u>	<u>-1</u>	<u>0</u>	<u>12</u>	<u>7</u>	<u>4</u>
Standard Deviation	<u>8</u>	<u>6</u>	<u>8</u>	<u>6</u>	<u>6</u>	<u>7</u>



GENERAL IDEOLOGICAL ORIENTATIONS

	General Conservatism (GC)		General Liberalism (GL)	
Raw score	<u>5</u>	(agree)	<u>3</u>	(disagreement)
Mean score	<u>0</u>		<u>7</u>	
Standard Deviation	<u>6</u>		<u>4</u>	

Ideologies Inventory Profile.

Teacher E shows agreement with General Conservatism and disagreement with General Liberalism. As figure 7 shows however, on the six specific scales this teacher is neutral in both Fundamentalism and Intellectualism, borders on disagreement with Conservatism, disagrees with both Liberalism and Liberationism, and borders on strong disagreement with Anarchy. There is thus no agreement on any of the six specific ideologies.

Teacher Interview Profile.

Response to the questions on the aim of education and the goals of the school (Items 1 and 2) would indicate a leaning towards Intellectualism, as there is a stress upon knowledge both for its own value and for its utility value in serving as a tool for entry into further education at the university level. As well, there is an expressed belief that respect must be fostered for traditions and processes in school.

The teacher's descriptions of the general characteristics of the teaching-learning situation and the nature of children indicate a belief in the teacher as an authority figure in terms of social position and superior knowledge, and present a view of the learner as being in need of guidance, views which are consistent with Conservatism. "(There is an assumption of knowledge on the part of the teacher, an assumption of interest on the part of the learner. The teacher is the source of knowledge, but also the sparker of enthusiasm. Students come to learn, and, even if reluctantly, they expect to learn."

The teacher's description of a teacher-centered administration of classes, and an emphasis on teacher-directed assignments for students confirm a typically Conservative ideology.

In fact there is a consistently Conservative academic emphasis on the curriculum, as well as a desire by the teacher not to reveal personal views on special subject matter. However, the teacher states "I will intercede to impose what I see as appropriate standards." The practice of imposing what the teacher sees as "appropriate moral standards" in class reveals a tendency to subscribe to the Fundamentalist emphasis on proper moral character.

In methodology and evaluation, and in matters of discipline, this teacher reveals behaviour which is consistently Conservative as there is emphasis on the traditional formal methodology and on standard compliance with rules and proper behaviour in the school.

Thus, the description provided by this teacher is consistently Conservative, both in professed beliefs, and educational practices, but there is some underlying emphasis on the Intellectualist ideology, with a leaning towards the Fundamentalist perspective with respect to moral standards.

Colleagues' Interview Profile.

Descriptions from colleagues regarding Teacher E's perspective of the goal of education show that emphasis is placed on the promotion of effective

personal behaviour: "(There is) an academic emphasis, but interaction and behaviour (are stressed) too. (The teacher seeks to) socialize, to make good citizens .." Overall, the teachers' behaviour reveals Conservative practices, as colleagues describe a stress on the importance of a knowledge base and on responsible behaviour in terms of socialization skills.

Conservatism is also evident in terms of the teacher's perspective of the nature of children as learners, as colleagues describe a teacher-centered (source of knowledge and authority) stance. Colleagues also indicate a view which considers children more individualistically, as willing learners, but with impediments to learning caused by parental influence. If this implies a view which sees children as naturally good when raised in appropriate circumstances, then this would appear to be a Liberationist stance, but if the teacher simply holds the view that individual differences are more important than similarities, then the teacher would appear to hold a Liberal view. Taken in perspective with colleague's descriptions from elsewhere in the the interviews, particularly item 5, it would appear likely that the teacher holds views consistent with Conservatism, but with Liberal tendencies.

There is a clear emphasis on structure and order, and on rule-governed behaviour, as well as standard Conservative classroom practices such as lecture and testing in the descriptions of Teacher E's methodology and evaluation. Conservatism is also reflected in the teacher's emphasis on the curriculum and descriptions of the teacher's unwillingness to discuss special subject matter where controversy might be evident.

In disciplinary matters (Item 8), colleagues describe behaviour appropriate to Conservative ideology: teacher-dominated, rule governed control. "A rule is a rule." Thus, descriptions of Teacher E's behaviour indicate a consistently Conservative ideological profile.

Students' Interview Profile.

Descriptions from students of an academic emphasis and discussion of goals restricted to class-work or the way in which class-work is perceived as a tool for entry into society via an occupation such as medical doctor or accountant, reveal a Conservative emphasis by Teacher E.

This ideological perspective is also evident with respect to the teacher's view of the nature of children as learners, where the teacher is described as viewing children as in need of supervision in terms of

learning: "(The teacher) would say that you would have to keep an eye on them." The nature of the teaching-learning situation is one in which the teacher is in charge. This does not preclude some empathy towards students: "If you were a new teacher, kids would push you to see how far they could go. (This teacher) would say they want their own way and you should never give in to them! But after a certain amount of pushing you could kind of give a little bit their way."

In fact, the general profile developed from students descriptions of Teacher E is one which shows a Conservative ideology. The teacher reportedly never introduces special subject matter, and concentrates firmly upon the task in hand, thus stressing the importance of the mandated curriculum. The teacher also uses predominantly Conservative teaching methods, such as teacher-directed written assignments and dictation of notes. There is also a reliance upon a use of formal seating plans, as well as teacher-dominated rule-governed expectations in relation to discipline. Students thus describe a consistently Conservative ideological profile for Teacher E.

General Summary: Teacher E.

It is evident that there is much agreement

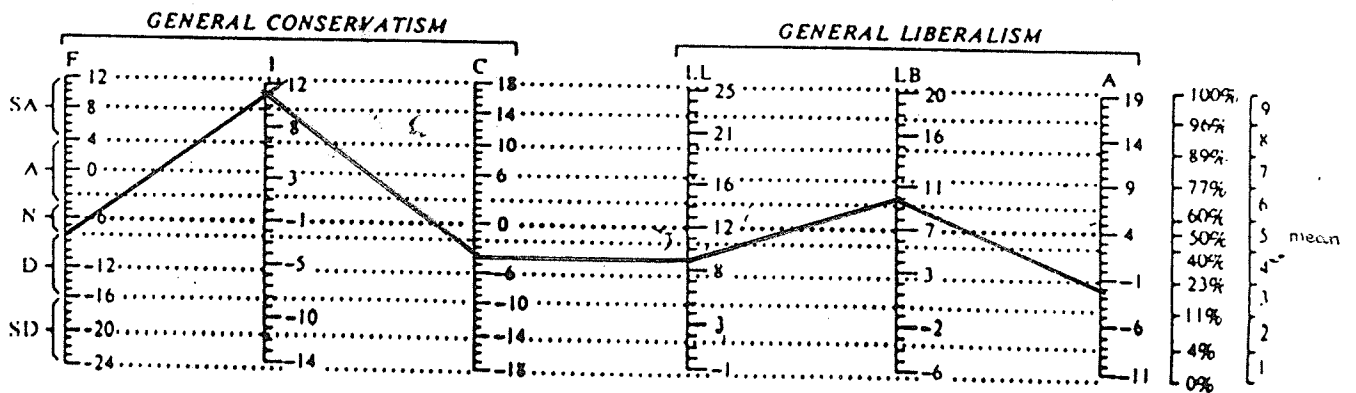
between all three interview data sources, indicating a general, and in most cases, specific ideological preference for practices reflecting Conservatism by this teacher. It is interesting however that the Ideologies Inventory profile reveals only general agreement with Conservatism, and a rather reticent commitment (if indeed commitment is the appropriate term for pervasive neutrality) on specific ideological scales.

Figure 8

Teacher F

EDUCATIONAL IDEOLOGIES PROFILE

	FUNDAMENTALISM (F)	INTELLECTUALISM (I)	CONSERVATISM (C)	LIBERALISM (LL)	LIBERATIONISM (LB)	ANARCHISM (A)
Raw Score	-8	11	-4	9	10	-2
Mean Score	-6	-1	0	12	7	4
Standard Deviation	8	6	8	6	6	7



GENERAL IDEOLOGICAL ORIENTATIONS

General Conservatism (GC)		General Liberalism (GL)	
Raw score	-2 (disagree)	Raw score	9 (agree)
Mean score	0	Mean score	7
Standard Deviation	6	Standard Deviation	4

Ideologies Inventory Profile.

Teacher F shows disagreement with General Conservatism and agreement with General Liberalism. As figure 8 shows, on the six specific Educational Ideologies, the teacher disagrees with Fundamentalism, strongly agrees with Intellectualism, disagrees with Conservatism and Liberalism, agrees with Liberationism, and disagrees with Anarchy. This is somewhat contradictory in that the teacher expresses agreement with two specific ideological perspectives which hold conflicting views of the nature of reality. One stresses the objective value of knowledge and recognizes a need for the individual to pursue the Truth revealed by knowledge. The other stresses the value of human endeavour, and recognizes a need for the promotion of fulfilment through the recognition of human individuality - a much more 'open' perspective than would be held by one subscribing to the Intellectual ideology. Thus, despite a commitment to General Liberalism, there is an apparent inconsistency in this teacher's ideological profile.

Teacher Interview Profile.

Teacher F describes a desire to create: "Functional, thinking students, who are literate and

knowledgeable and who are able to communicate and understand others." Despite describing a somewhat broad goal, the teacher would appear to indicate a stance appropriate in many respects to Intellectualism.

The teacher's description of the more immediate goals of schools as social institutions (Item 2) reflects a concern by this teacher for the promotion by schools of 'appropriate moral standards' and the production of 'moral citizens', who "uphold the values of society". The teacher displays an overriding sense of defeat in that schools are perceived as being unable to succeed in achieving this goal: "We don't create moral citizens, we cannot produce conscience." Although there is of course an overriding Conservative stance in this response from the teacher, a feeling that things are not quite what they should be, reflected in other responses by the teacher (item 4 in particular), suggest a Fundamentalist ideology.

The teacher's view of the teaching-learning situation also reveals a Fundamentalist perspective: "Even in the USSR they can't produce functionally literate, politically literate citizens." Such views are indicative of the Fundamentalist concern for moral regeneration. In describing the general characteristics of the teaching-learning situation, the teacher

stated that controls do not seem to be working and that merely giving students responsibility would not create responsible citizens. "There are even (teachers) 30 years and older who don't act responsibly." These perspectives would indicate a Fundamentalist stance, although the teacher makes no reference to a prior model of moral excellence to be followed, something which is central to the Fundamentalist ideology. As the emphasis here seems to be on moral regeneration however, the view being expressed is appropriate to Fundamentalism.

The teacher also declares that there is no real way to generalize adequately about the nature of children as learners. Some students are described as "wallowing in ignorance" while others are seen as striving to achieve "simply to respond to the competitive environment and outdo others, not to learn." It is possible to ascribe a Conservative perspective to these views, although their orientation is not really clear, other than that implied by the general tone of disillusionment.

Classroom control and organization reveals standard Conservative emphasis on the teacher as authority figure in terms of control and knowledge. There is a stress upon curricular objectives, and an insistence upon maintaining pace with a rigid plan of progress.

Discussion of special subject matter (Item 6) is seen by this teacher as a responsibility of all teachers, but this is qualified with the comment that such discussion must relate to what is covered by the curriculum and that discussion must not interfere with progress through curricular objectives. Such a view would reflect a Conservative stance.

The teacher describes a teacher-dominated methodology, employing lectures and dictation of notes, thus revealing practices consistent with Conservative ideology.

Similarly, with respect to discipline, the teacher describes practices which show the teacher in charge, and behaviour consistent with teacher-dominated expectations reflected in Conservatism.

There is thus a generally Conservative ideological profile emerging from this teacher's description of his educational practices. However, there are also areas of behaviour which indicate an agreement with Intellectualism, and some attitudes which reflect definite Fundamentalist tendencies.

Colleagues' Interview Profile.

One colleague stated that it was difficult to state what the teacher would see as the main objective

of education. However, from descriptions of the teacher's emphasis on a knowledge base, and a desire to "get kids through", it would appear that there is an emphasis on an academic approach to education, incorporating aspects of both Intellectual and Conservative ideology.

In terms of the goals of schools as social institutions, colleagues described behaviour which shows a Conservative perspective. They describe a concern of the teacher for developing emphasis on citizenship in a practical way, as well as discussing this need with other staff. However, one colleague felt the teacher would stress the development of reason and the importance of a knowledge-base more, an Intellectual ideological perspective.

Colleagues describe Teacher F's view of the general characteristics of teaching as an ambivalent one. There is no firm commitment on the part of the teacher to any particular ideology, although two described a stance generally appropriate to the Conservative perspective. One colleague thought that the teacher would stress the need for interaction and sharing between teachers and students, which might imply a Liberal tendency, but only if this meant that students would explore the nature of reality through a more individualistic perspective. Thus, generally a

Conservative perspective is evident.

There is definite agreement between colleagues however, when describing this teacher's views on the nature of the child as learner. All colleagues report a negative view. One stated that the teacher sees most students as being in school to socialize rather than to learn, and that the teacher often compares the present student body unfavourably with past student bodies. This would indicate a Fundamentalist perspective.

Colleagues' descriptions of the teacher's control and organization of classes would indicate practices consistent with the Conservative ideology, largely teacher dominated. "(The teacher organizes and administers his classes) strictly. He expects compliance, students are to do as they are told. Dogmatic. Will go after students almost to the end of the earth to ensure the student gets the work done or receives punishment." As the colleague making the latter statement expressed his own view that students should have "some room to make up their own mind to work etc." it would appear that Teacher F certainly stresses a teacher-dominated methodology which is appropriate to Conservatism.

In sharp contrast however, colleagues describe the teacher's willingness to discuss special subject

matter as likely to depart from curricular objectives, and definitely so with politics. As there is an apparent emphasis on socio-economic reform, there is a definite Liberationist view in evidence. However, it is not always apparent that emphasis is upon 'identification and analysis of underlying values and assumptions', despite a stress upon controversial problems: "The teacher gives the impression that he gives his own views in class. I'm sure he gets involved in political arguments in class ...". Another colleague states: "(The teacher) gives political views as facts, not as a matter of opinion." A third suggests that the teacher is not aware of his bias or of the need to consider underlying philosophical perspectives in such discussion: "He says he never moralizes but in actions (the teacher) is doing that--(the teacher) says our job is not to teach morality--but we all have to teach this, it is the nature of our job. All teachers reveal views on morality even when they don't teach it (directly)." Thus, a Liberationist stress upon controversial issues is evident, but not necessarily appropriate emphasis upon exploration of those issues. This teachers treatment of special subject matter is thus indicative of an ambivalent ideological perspective.

Apart from the above, all colleagues agree that

methodology is generally quite formal with lecture and dictation of notes as standard practice. This would indicate behaviour appropriate to Conservative ideology. Discipline is also described as rule-oriented, with the teacher serving as an authority figure, thus behaviour would be consistent again with Conservatism.

Thus colleagues describe Teacher F with generally inconsistent examples of ideological commitment, as they show practices which are appropriate to Fundamentalism, Intellectualism, Conservatism, and in one case potential Liberationism.

Students' Interview Profile.

Descriptions from students show this teacher as largely holding Conservative views on the objectives of education. The students describe an emphasis on school work or on job-preparation via an academic emphasis, that is, on subjects which will prepare the student for entry into an occupation.

However, in describing the teacher's behaviour with respect to his view on the general nature of learners there is no clear ideological stance. For example, one student describes an emphasis on exploration by the student to enable learning: "(There

has to be) a natural environment, with lots of questions for students to work out the answers." Another states that the teacher holds the view that there is an inherent ability level which cannot be altered in each individual, and thus "Some students will never pass (a particular course) no matter how many times they repeat it."

Similarly, students describe a propensity on the part of the teacher to readily discuss political and other matters, although one student stated that this was only done in context with class work. In conjunction with a question on curriculum (Item 6, Appendix D) this teacher's stance is less clear still, as one student's description reveals that the teacher encourages individual expression of political protest, an obviously Liberationist, potentially Anarchist ideological perspective. "(The teacher tells us to) state your own mind, say what you think, bring it out, don't keep it in your head if you want to protest about something, don't keep it in the back of your head and ignore it."

In addition, despite the statement made by one student to the effect that discussion of special subject matter was related to class-work, there is confirmation of the Liberationist description coming from another student in an unrelated interview.

(Whilst discussing a different teacher, a student made reference to the fact that he wished the question (on special subject matter) had been made with respect to Teacher F, whom he considered "very political" and thus an easier person to discuss in terms of this question.) As the latter student was a senior, and the student making the Conservative observation a junior, it might be that younger students feel more cautious in expressing things which might be somehow interpreted as criticizing the teacher. Discounting such speculation, as there was not agreement among all students on this question, it would appear that there is a mixture of Conservative, Liberal, and Liberationist perspectives in evidence. Generally speaking however, students describe the methodology of the teacher as largely Conservative in that there is much note dictation and largely formal lectures, interspersed with teacher-dominated discussion on the notes and on other material.

Discipline is described as being important to the teacher and as emphasis appears to be on the teacher as 'a duly constituted authority figure', this would rate the teacher's behaviour as Fundamentalist, particularly as there is no indication of 'authority supplemented by reason' appropriate with Conservatism.

Students thus present a generally inconsistent picture of a mixture of ideological perspectives evident from the behaviour of Teacher F. They see the teacher as espousing perspectives appropriate to several ideologies including Conservatism, Fundamentalism, and Liberationism.

General Summary: Teacher F.

It is interesting to note that there is agreement from all data sources where ambiguity is evident in the teacher's ideological profile. In other words, ambivalence in the teacher's ideology, revealed in data coming directly from the teacher, is also revealed in data coming from observations of that teacher by colleagues and students.

What is also striking about data for Teacher F is the perception of the teacher that special subject matter is dealt with in a manner which would be rated Conservative, whilst colleagues and students reveal a definite Liberationist stance. This is something which is also reflected in the Ideologies Profile, where the teacher shows a decided agreement with the Liberationist specific scale, despite showing strong agreement with Intellectualism too. It would appear from the data collected that the ambivalent stance on Intellectualism and Liberationism is also evident in

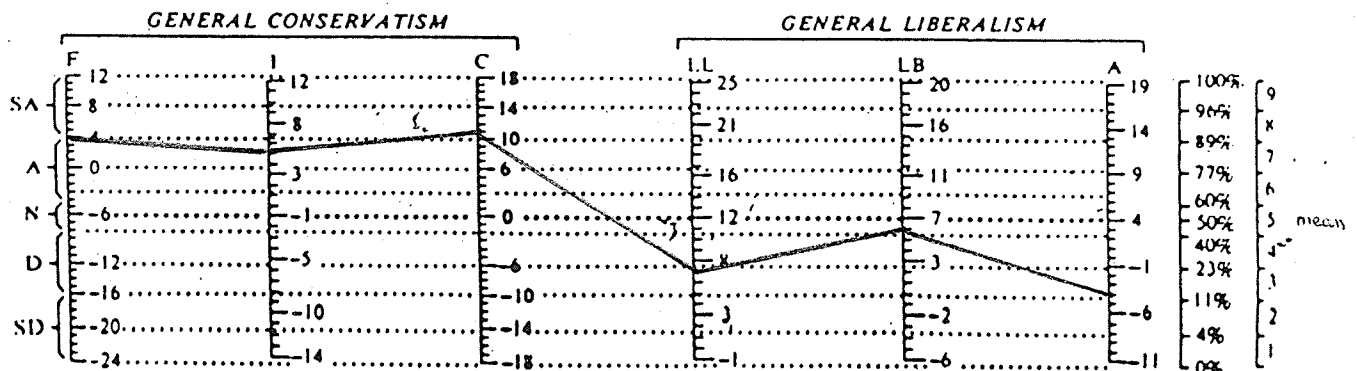
the behaviour of this teacher.

Figure 9

Teacher G

EDUCATIONAL IDEOLOGIES PROFILE

	FUNDAMENTALISM (F)	INTELLECTUALISM (I)	CONSERVATISM (C)	LIBERALISM (LL)	LIBERATIONISM (LB)	ANARCHISM (A)
Score	4	5	11	7	6	-4
Mean Score	-6	-1	0	12	7	4
Standard Deviation	8	6	8	6	6	7



GENERAL IDEOLOGICAL ORIENTATIONS

	General Conservatism (GC)		General Liberalism (GL)
Raw score	6 (agree)	Raw score	2 (disagree)
Mean score	0	Mean score	7
Standard Deviation	6	Standard Deviation	4

As figure 9 shows, Teacher G agrees with General Conservatism, and disagrees with General Liberalism. On the six specific ideological scales, there is agreement on all three Conservative scales, with the teacher bordering on strong agreement with Fundamentalism and with Conservatism, and showing agreement with Intellectualism. Disagreement is revealed with respect to Liberalism, and the teacher borders on neutrality with Liberationism, and on

strong disagreement with Anarchy. Thus, the teacher would appear from this data to hold a generally consistent Conservative ideological perspective of the nature of reality.

Teacher Interview Profile.

The description of the main goal of education given by this teacher is not entirely clear in that the teacher states the goal in somewhat general terms as obtaining "The best out of students ... to give the best education possible to the student while in school." It would appear that the teacher is implying a traditional emphasis on both reason and the traditional Conservative or Intellectual concerns for an academic education. However, in describing the more immediate goals of schools, he implies a desire to return to older, and better ways: "We don't just teach academics any more ... we used to be academic. (We are) taking on the part of parents now; a lot of social aspects (are expected to be developed in school rather than at home) such as manners and the work ethic." This is an attitude more appropriate to the Fundamentalist ideology.

Even in his perspective of teaching and the nature of children as learners, the teacher describes himself as an authority figure in terms of imparting

knowledge to students, but with a Fundamentalist concern for the revival and reaffirmation of 'older and better' ways. The teacher expresses concern that students are not the passive recipients he remembers in earlier days: "But now kids question what they learn." Thus a Fundamentalist perspective is evident, or a Conservative stance with Fundamentalist leanings.

In general however, the teacher describes his control, organization and administration of classes as largely Conservative: "I'm a lecture-type person, using the blackboard and the overhead projector, but I give lots of individual attention too." Thus, as the major method of control and organization would follow standard Conservative emphasis on teacher-control and lecturing in class, a Conservative ideological position is apparent.

However, this is somewhat ambiguous because of a relaxed attitude admitted by the teacher with respect to classroom discipline practices, for the teacher admits that the strict exterior exhibited is rightly perceived as merely a veneer by the students: "I have a strict face but the kids know I don't mean it." There is, in fact, an implicit recognition of the moral equality of all people, and an implicit respect for individual intrinsic worth of students, evident from descriptions of behaviour, views appropriate to

the Liberal ideology.

However, there is a generally Conservative perspective evident from the teacher's description of the treatment of special subject matter in class. The teacher states that he deals with none, but he includes a view that, indirectly, all teachers deal with such matters as morality by their reaction to things done or said in school. Generally, because of a stress upon basic learning skills, and adherence to the curriculum, the teacher follows Conservative ideology with respect to his emphasis on the curriculum.

Overall, methodology and evaluation reveal standard Conservative emphasis on lecture and drill, but with much individual attention for students, and a somewhat less clear stance on discipline. Also, the teacher's general profile is qualified by the following statement: "Sometimes I think the longer we are in education the less we look at why we do things ... that we have done things so often we don't think about what we do any more. We just do what has worked for us in the past."

Teacher G thus describes himself as generally subscribing to Conservative practices, but also describes Fundamentalist views regarding the aim of education.

There is some ambiguity in terms of discipline however, with some questioning by the teacher of his own practices, perhaps indicative of a Liberal perspective on the necessity for students to be accountable for their own actions, without any established absolute moral standard. In the context of the interview as a whole however, this teacher reveals standard Conservative practices, with some degree of leniency in matters affecting discipline.

Colleagues' Interview Profile.

Colleagues describe Teacher G as favouring an academic emphasis to learning, but also seeing the goal of schools as promoting appropriate social behaviour, hence a generally Conservative perspective. In fact, the teacher's behaviour is described as generally favouring a Conservative emphasis, for the attitude to children as learners and the nature of the teaching task indicates an academic emphasis on knowledge combined with a social purpose (socialization to the established system). However, with the teacher being described as exercising an authoritarian stance while at the same time recognizing a need for emphasis on individual differences in class, as well as a wide margin of tolerance regarding student behaviour, there is a somewhat ambivalent stand with respect to the

control, organization, and administration of classes, indicating aspects of both Conservatism and Liberalism.

Colleagues' descriptions of the teacher's attitude towards the curriculum however indicate a standard emphasis on curricular objectives, implying a belief in the inherent value of material covered, and an unwillingness on the part of the teacher to touch upon controversial material or to introduce open or critical exploration of such questions as politics, religion, philosophy, or morality. Thus, the stress of the teacher upon an academic approach to knowledge would suggest a generally Conservative stance with respect to methodology.

Again however, there is an apparent ambivalence in the teacher's behaviour related to discipline, in that the teacher will sometimes adopt an authoritarian, rule-governed stance, and at other times reveal a toleration of disciplinary infractions and allow students to make decisions affecting the administration of classes, which suggests a Liberationist view (Liberationism recognizes the need to have students determine their own standards of conduct, democratically.) Thus, from the descriptions of the teacher by colleagues, there is an ambivalent stance which reflects both Conservative and Liberationist perspectives

with respect to discipline.

Teacher G is thus shown as generally inconsistent in terms of ideological perspective. There is evidence of a general tendency towards Conservative educational practices, but also indications of Liberalism.

Students' Interview Profile.

Students describe Teacher G as emphasizing knowledge acquisition and the importance of responsibility and respect", with stress on punctuality and effective personal behaviour. There is thus a mixture of Liberal and Conservative perspectives on the aim of education and the social goal of schools, as respect for traditional patterns of behaviour would indicate a Conservative outlook, and the development of effective personal behaviour, a Liberal approach.

Ambiguity is evident from student descriptions relating to the view held by the teacher of the nature of students as learners, and the general characteristics of the teaching-learning situation, as students perceive two contrasting stances on the part of this teacher. One stresses drill techniques to foster learning, implying an emphasis reflective of Conservative concerns for basic skills and practical knowledge in the curriculum, tied to a very real need for teach-

er control. The other stresses a recognition of individual differences and the need to account for them, and a treatment of students more as friends than subordinates--a view appropriate to Liberalism. These are obviously quite opposite perceptions of the teaching-learning situation, and the nature of children as learners, and are thus reflective of ambivalent ideological commitments.

Student descriptions are quite frank in relation to the control, organization and administration of classes by Teacher G. They once again reflect ambivalent ideological stances on the part of this teacher. The general description which emerges is one which shows the teacher as vacillating between the authoritarian teacher-dominated stance reflective of a Conservative ideology, and the emphasis on human rights and freedom extolled by Anarchism. For example, one student commented upon this teacher's behaviour, describing it as "OK (but only) because there is (someone else) in charge if (things get out of hand)". This surprising comment was of interest because it could reflect an observation even from the students' perspective that somehow a Conservative emphasis on order is important to education.

This importance would also appear to be at the back of the teacher's mind in going about daily tasks,

because the teacher is described as tending to 'run hot and cold', changing from one stance to another, firmly stressing discipline in a Conservative manner, then adopting a far more tolerant and open stance. This behaviour may be attributable to an underlying awareness on the teacher's part that he apparently acts in accordance with an ideological perspective which conflicts with the prevailing Conservative perception of appropriate control and administration. This conflict (between the teacher's preferred actions and the prevailing contrary expectations of society, and of, perhaps, peers, may thus lead the teacher to bring his actions back into a Conservative focus, albeit temporarily.

However, students reveal that the teacher never becomes involved in discussing special subject matter, such as religion, politics, philosophy, or morality, either in or out of class. There is a generally Conservative emphasis on the curriculum. In fact, student descriptions of the teacher's methodology and evaluation indicate a largely Conservative emphasis on skill training and an academic emphasis to learning, despite a report from one student of leniency in class control.

There is however a definite ambivalence with respect to discipline, as all students report behaviour

which would reflect both the Conservative emphasis on conformity and rules, and also the fostering of a sense of accountability for individual actions consistent with Liberalism. The teacher is regarded by students as 'putting on a show' of concern for discipline (in the traditional Conservative sense) but as really being much more patient and understanding of the nature of children than this pose would suggest.

Thus students portray a generally inconsistent ideological perspective with relation to Teacher G's behaviour in matters of general discipline and classroom control, revealing both Liberal and Conservative practices. However, there is a generally Conservative description of methodology.

General Summary: Teacher G.

Perhaps the most significant aspect of data relating to Teacher G is that ambivalence in the teacher's profiles developed from the inventory and teacher interview is also reflected in observations of the teacher's behaviour as reported by both colleagues and students. This would suggest that behaviour can indeed reflect ideological perspective. The ambivalence between Liberalism and Conservatism is quite apparent to students, as the interview responses

clearly indicate.

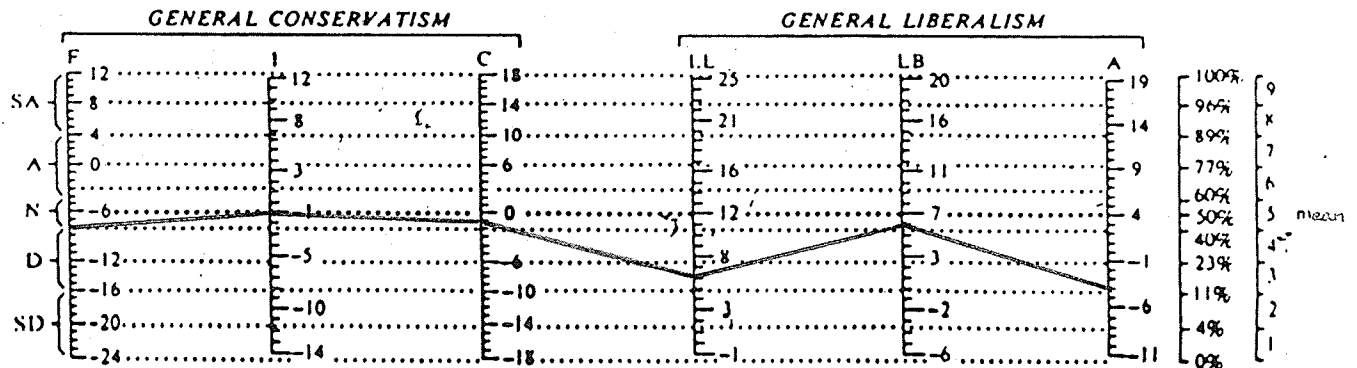
In addition, the ideological preferences of the teacher revealed in the Ideologies Inventory for Conservatism and Fundamentalism are also reflected in the behaviour of the teacher as reported by the teacher himself, and by both the teacher's colleagues, and students.

Figure 10

Teacher H

EDUCATIONAL IDEOLOGIES PROFILE

	FUNDAMENTALISM (F)	INTELLECTUALISM (I)	CONSERVATISM (C)	LIBERALISM (LL)	LIBERATIONISM (LB)	ANARCHISM (A)
Raw Score	-8	-1	-1	6	6	-4
Mean Score	-6	-1	0	12	7	4
Standard Deviation	8	6	8	6	6	7



	General Conservatism (GC)		General Liberalism (GL)
Raw score	6 (agree)	Raw score	4 (disagree)
Mean score	0	Mean score	7
Standard Deviation	6	Standard Deviation	4

Ideologies Inventory Profile.

The Ideologies Inventory Profile for Teacher H (figure 10) reveals agreement with General Conservatism and disagreement with General Liberalism. However, there is no agreement on any of the six specific Ideological scales; the teacher is neutral on the three Conservative scales of Fundamentalism, Intellectualism and Conservatism, and on the three Liberal scales disagrees with Liberalism and Anarchism, but borders on neutrality on Liberationism. The most noteworthy aspect of this profile is the lack of commitment to any specific ideological perspective, but with a general agreement towards Conservatism.

Teacher Interview Profile.

As Teacher H stresses a humanistic perspective of the main goal of education with an emphasis on development of effective learning for the individual (despite the confines of a Conservative curriculum and school setting), it is apparent that this teacher's behaviour would indicate a Liberal or Liberationist stance. This is supported by the following statement made during the interview: "(There is a) pressure felt by the schools to conform to the type of individuals the community wants to see. Society doesn't

want radical graduates! Society is conservative and schools have to cater to what Society (parents) want. Teachers have (their) own objective though ... the (goals listed above) are concentrated upon without thinking about (the objectives of schools as social institutions)"

The teacher's concern for individual differences in students: "Varied abilities demand varied approaches to teaching" exhibit a view of the general characteristics of teaching which is consistent with the Liberal ideology. Students are viewed under this ideology as unique personalities, and stress is placed upon individual differences in teaching, rather than similarities.

This ideology is also reflected in the teacher's description of the nature of children as learners where it is evident that the teacher concurs with the Liberal perspective, that is, seeing children as generally disposed towards good behaviour and being aware of the consequences of actions: "(Children) are inquisitive, curious, ask questions such as 'Why?' or 'Why not?' ... They have a great sense of justice among themselves ..."

In terms of organization of classes, and the control and administration of daily routine however, the teacher declares typically Conservative proced-

ures, including the establishment of rules, organization of time-frame, and so on. This contrasts with the teacher's treatment of special subject matter as he describes definite Liberationist approaches to a more open discussion of social problems and an attempt to analyze the underlying values and assumptions behind those problems. As the teacher states a readiness to discuss such matters and stresses this readiness as a necessity for all teachers there is certainly a Liberationist perspective in evidence here. However, the statement that "(All teachers) have to develop responsibility in kids, telling them what they should and should not do" would indicate perhaps a more Conservative leaning towards teacher-determined and teacher-directed learning, which obviously would conflict with Liberationist ideology as the latter would stress student exploration with teacher guidance. Hence, the teacher's stance is ambivalent and indicates no clear commitment to any specific educational ideology.

The teacher's description of methodology reveals practices which are largely Conservative (teacher directed), but with a leaning towards individual learning coming as a side effect of meaningful activity (avoidance of drill and emphasis in evaluation upon daily observation and individual progress),

a Liberal perspective.

However, the teacher's behaviour with respect to discipline would indicate a typically Conservative (rule-governed) stance, perhaps weakened somewhat by the tendency on the part of the teacher to make it appear from his descriptions that this is more a perceived obligation, rather than something chosen freely by the teacher: "I TRY to talk to kids to TRY and see things from my point of view. I TRY to make them feel responsible for actions ... I TRY to be consistent ... I TRY to fit the punishment to the crime." Such statements suggest that the teacher is not really comfortable when having to discipline students.

The description emerging from the teacher would thus appear to be a generally Liberal one, as practices consistent with Liberalist ideology occur frequently. There are however examples of Conservative methodology, but with some element of doubt over the degree of commitment here, as well as examples of ambivalence on the nature of the curriculum.

Colleagues' Interview Profile.

Colleagues' descriptions of Teacher H's behaviour indicate a general framework of Conservative ideology,

(the preservation of established social behaviour), but also indicate a preference for the promotion of effective personal behaviour, a Liberal perspective. "Generally (the teacher) has liberal views and allows kids a lot of freedom. This is maybe how he views society--we have rules but lots of flexibility and freedom within these rules." However, there is agreement between all three colleagues regarding their description of Teacher H's perception of the objectives of schools (Item 2). Fostering independence in students and attempting to give skills helping them to develop the ability to learn effectively for themselves is described, thus implying a generally Liberal ideological commitment.

Also, in terms of describing the nature of the teaching learning situation, behaviour consistent with Liberalism emerges: "(The teacher) would initiate a lot of student ideas, not operate a 'one man show'..." "The teacher is not domineering. Kids have to work with the teacher ... a (kind of) partnership ..." One colleague thought that the teacher was finding "a growing need for strictness and the need for "a separation between teachers and students" but stated that this approach was not one the teacher preferred.

A question on how the teacher would describe the general nature of children as learners reveals a

generally optimistic picture of children being naturally motivated and keen to learn. This is a perspective which would imply an ideological preference consistent with Liberalism, as the latter does not stress a need for firm guidance as practiced in Conservatism. It is interesting to note here that two of the colleagues thought this stance was attributable to the younger age group of the teacher's students, a comment which might indicate their unwillingness to accept Liberalism as an appropriate ideology, as their comments elsewhere seemed to indicate disapproval of the teacher's generally lenient attitude towards students.

The teacher's control, organization and administration of classes would indicate a generally Liberal perspective, as the teacher is again described as non-authoritarian, not concerned for order, and stressing a more humanistic system of interaction with students. The teacher also uses "projects and student initiated activities rather than just talking to them." Taken strictly in context, this stance could be said to have leanings towards Anarchism, but in the larger context of the interview, would be rated as espousing Liberalism.

However, despite descriptions of possibly Liberalist preferences in general, colleagues describe a more

Conservative attitude by Teacher H towards the curriculum and the introduction of special subject matter. "The teacher would talk about things not in the curriculum, but I think he would avoid anything students would find sensitive, especially religion for example." "(The teacher) would be very hesitant in this area (local pressures perhaps). I think he would like to discuss things but feels constrained by the pressures of this area ..."

Descriptions of the teacher's methodology indicate practices consistent with both Liberal and Conservative ideology, implied by a general emphasis on evaluation of daily activity and individual progress, but with some testing too. However, testing is seen by Teacher H as being less important than student activities and individual work. With respect to discipline in general, colleagues' descriptions reveals a generally Liberal perspective as the teacher is described as preferring discussion to action, and as being reticent in dealing with first offences, indicating to some extent a tolerance for individual differences, consistent with Liberalism. Thus colleagues descriptions of Teacher H reveal a generally Liberal ideological pattern of educational practices, but with some Conservatism evident too.

Students' Interview Profile.

Responses from students with regard to the teacher's main goal of education and the more immediate goals of schools were somewhat vague. However, with descriptions of an individual emphasis to student work, and a picture of the teacher as helper not director, there is an implicit Liberalism evident. One student stated that the teacher would like to include more freedom into daily routine and introduce liberalizing influences such as more physical activity and not so much emphasis on "work work work!" Generally, students report an attempt by the teacher to make learning "interesting and funny" and indicate a lack of emphasis on classroom control (eg in terms of noise level), implying a toleration for individual differences appropriate to Liberalism.

Student descriptions of the teachers' attitude towards control, organization, and administration of schools are somewhat vague, (Item 4 Appendix D - younger students: "If Teacher H were controlling all schools, what would schools be like?") One student stated that things would likely be the same as presently existing (thus largely conservative), another had no response for the question (did not know how the teacher would behave) and the third said: "Rotten! If (the teacher) had his own way we'd be

writing spelling words (sometimes used as a disciplinary tool) for a thousand years!" This might of course imply a strictly Conservative perspective on the part of this teacher. However, the student's response may simply indicate that the student believes that a change in character accompanies an assumption of power.

Responses to a question on how the teacher stresses the curriculum indicate that the teacher does not talk about moral matters, religion, politics or philosophy, except to discuss behaviour occasionally. However, the students' description of the teacher's view of the curriculum; "If (the teacher) were in charge of all schools, what kinds of things would schools teach?" (Item 6 Appendix D, younger students), indicate a Liberal perspective. Students state that the teacher would likely include more physical education, and introduce Industrial Arts and Home Economics for younger students, not just junior-high grades. This may reflect insight into the teacher's current attitude to the existing curriculum, and may reveal a liberalizing desire, somehow passed on to the students by the teacher's actions.

Students describe a methodology which reflects a generally Liberal ideology. They describe an emphasis by the teacher on individual learning, and a lack of

formal classroom structure or practices. Also, practices with respect to discipline describe a tolerant, perhaps permissive attitude which, taken in context of interview data as a whole, would indicate a generally Liberal perspective. The students thus describe Teacher H as consistently Liberal, but much of their description relates more to permissiveness than to any particular ideological perspective.

General Summary: Teacher H.

Despite the emphasis on General Conservatism in the Ideologies Profile, this teacher evidently reveals himself in the interview as much more leaning towards a Liberal ideology in his educational practices. This would appear to be confirmed in both colleague and student interviews, as both groups describe behaviour which is generally consistent with Liberalism.

V. DATA ANALYSIS: RELATING IDEOLOGICAL PERSPECTIVE TO
EDUCATIONAL PRACTICE.

Introduction.

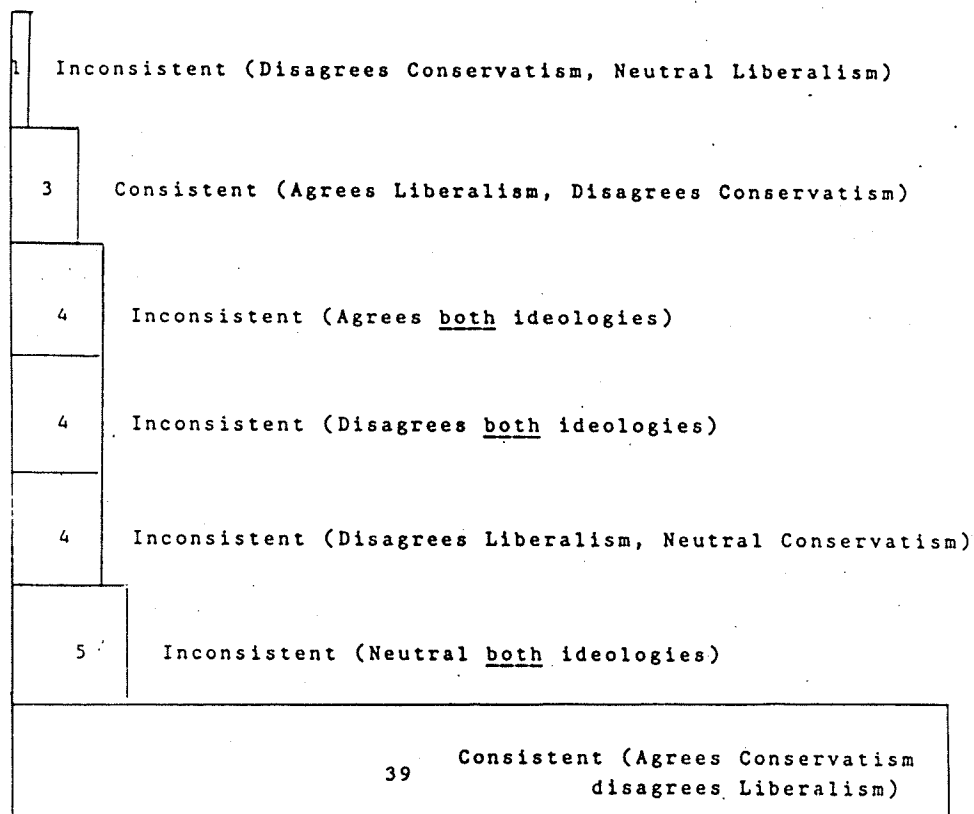
This chapter relates data to the two main objectives of the study. Each group of data is examined for insight into the general consistency or inconsistency of teachers' ideological perspectives. Data is then examined to see if such perspectives are reflected in teachers' behaviour.

Ideologies Inventory Profiles.

The initial survey of teachers resulted in 60 responses from the 90 teachers and administrators approached, and included data from 7 principals and 53 teachers. As figure 11 shows, it is clear from these responses that there were some individuals who showed no clear Ideological profile: for example, four agreed with both Conservatism and Liberalism, indicating an uncritical acceptance of conflicting ideological stances. Another four disagreed with both Conservatism and Liberalism, revealing a lack of commitment to either of the two general philosophical perspectives. This lack of commitment was also revealed by another individual who disagreed with Conservatism, but

revealed only a neutral stand on Liberalism. A similar lack of agreement with either general ideologies was revealed by four teachers who disagreed with Liberalism, but revealed only a neutral stance on Conservatism. There were also five others who were neutral on both Conservatism and Liberalism. Thus, eighteen of the group were generally inconsistent in terms of ideological perspective, showing no logical commitment to an ideological perspective even on the most general scales of Conservatism and Liberalism.

Figure 11



It is obvious however from these results that the majority of the group of 60 responses reveal consistent general Ideological perspectives (39 generally Conservative, and 3 generally Liberal). About three in ten teachers would thus have inconsistent ideological preferences if the sample taken here were valid (A ratio of 3 Inconsistent teachers to 7 Consistent).

As a point of interest, the teachers selected for interview responded to the questionnaire administered in the initial survey as follows: five were generally Conservative; one generally Liberal; one generally Conservative but remaining neutral on the general Liberal scale; and one disagreeing with both scales. Thus, as far as data shows from the Ideologies Inventory, teachers in this study reflect a similar degree of consistency experienced in the wider initial sample.

Although the Ideologies Inventory Instrument is not designed to examine the reflection of ideological perspective in behaviour, it does reveal the philosophical assumptions inherent within a teacher's opinions about educational objectives. Implicit within such assumptions are the 'most appropriate' means of achieving such aims. For example, a teacher who reveals a Liberalist ideological perspective would

be expected to use educational practices appropriate to the Liberalist ideology, such as an emphasis upon 'responding to student interests', or student-directed learning. Conversely, a teacher revealing a Conservative ideological perspective would be expected to use educational practices which are appropriate to the Conservative ideology. Such practices include an emphasis on the mandated curriculum, or 'teacher-directed learning'. Thus, the Ideologies Inventory Instrument was useful in presenting a concise picture of the consistency or inconsistency of a teacher's ideological perspectives. It can also be used, to some extent, to predict probable educational practices of that teacher.

However, on its own the inventory is limited by the constraints of its structure. For example, the wording of some items led to a neutral response because the teacher did not fully comprehend the wording. Many of those surveyed felt the need to clarify their responses or to put some items into context. This is clearly not possible using inventories. The teacher interviews served to compensate for these difficulties by allowing the teacher to ask for clarification of questions and, conversely, allowing the researcher to obtain a more detailed description of the teacher's opinions about educational

objectives. The resulting profile of the teacher's educational ideology is thus more reflective of the context of the teacher's responses. In other words, the reasons for the teacher's opinions or practices are also considered.

Teacher Interview Profiles.

There is a picture of a generally consistent Conservative ideology evident in much of the data from teacher interviews as there is only one example of a predominantly Liberal emphasis in the eight teachers studied. However, there are also three examples of generally inconsistent profiles, where the teachers show no clear degree of agreement with either general Conservatism or general Liberalism.

The way teachers see themselves is complicated yet further when behaviour and attitudes are subjected to closer examination. Then, educational behaviour reveals a more eclectic picture of ideological perspectives, embracing aspects of Conservatism and Liberalism, and often including Intellectualism. There are some individuals who show Fundamentalist tendencies, and some who reveal Liberationist views in their educational practice, and there are some who do both.

It would appear that there is a general framework of Conservatism for the majority of the teachers stud-

ied, but no definite consistency when their opinions or practices are analyzed in detail.

Colleagues' Interview Profiles.

Colleagues' descriptions of the teachers revealed a general agreement with the descriptions provided by teachers themselves. Thus, the ideological profiles developed from colleagues' observations of behaviour and teachers' declared ideological perspectives were generally in agreement. This was the case even where ambivalent perspectives existed. There was however, a slight tendency on the part of colleagues to rate teachers more emphatically on specific scales: for example if a teacher revealed a Conservative rating on an interview item, colleagues' descriptions often rated the teacher as Intellectual, a greater emphasis on the Conservative scale. There was also a noteworthy disparity between the rating on some specific items developed from teacher data and the rating developed from colleagues' data: in one case a teacher's interview response to a question (Item 4, Appendix B) relating to the nature of children as learners was rated as Liberationist, tending towards the Anarchy scale, but analysis of colleagues' observations of that teacher's behaviour overwhelmingly rated this teacher as Conservative. This may be

an example of ideological perspective suppressed by an overriding social pressure for conservatism in the school, as the teacher was expressing an ideological preference which was not reflected in behaviour. However, what is most significant about colleagues' observations is that there was predominant agreement among them as to the general ideological perspective of the teachers, and that these perceptions generally reflected the teacher's own descriptions of his/her philosophical perspective.

Students' Interview Profiles.

When student data are compared to data provided by colleagues, it is apparent that to a large extent agreement exists between these two groups. It is also apparent that a teacher's declared ideological perspective, and observations of that teacher's behaviour by students, largely agree with one another. This appears to be the case even where the teacher's perspective is vague, inconsistent, or contradictory. In other words, analysis of colleagues' and students' observations of a particular teacher's behaviour also reveals such ambivalence. Thus, student interviews revealed that general consistency exists between colleague and student observations of teacher behaviour, even where ambivalence exists within a particular beh-

avioural trait.

These findings may require verification through more detailed interviews, within a similar public school setting, to map ideological perspectives more closely. However, O'Neill's (1981) observation of American schools, that such schools are "predominantly conservative with a strong secondary commitment (perhaps largely rhetorical) in the direction of liberalism" (p. 297) could well apply to Canadian schools.

To illustrate the above point, one teacher in this study, who has more than twenty years of experience including administrative positions, appears to feel obliged to confine his potential for educating students to a narrowly defined Conservative emphasis on order and quantifiable (factual) knowledge, giving visible results for grade purposes. Yet this individual reveals Liberal perspectives in terms of his view of the nature of children as learners, a perspective which is also apparent in colleagues' and in students' descriptions of that teacher's behaviour.

Summary: Consistency of Ideological Perspective.

Generally speaking, there would appear to be agreement between the ideological perspective declared by a particular teacher and the ideological perspective developed from observations by colleagues and

students of that teacher. However, this is true only in terms of general overall Conservatism or Liberalism. When colleague and student observations are related to specific items in teacher profiles, it is clear that these observations of behaviour do not always agree with the teacher's declared ideological stance with respect to that specific item in the profile.

Interestingly enough, ambivalence in particular items of teacher responses is reflected in profiles developed from both colleagues and student interview descriptions. If a teacher profile indicates ambivalence such as both Liberal and Conservative perspectives on a particular question, this ambivalence is reflected in the interview profiles developed from observations of that teacher's behaviour.

It would appear to be the case that teachers largely hold consistent general ideological perspectives--that is general Conservatism or general Liberalism. Most teachers in this study tended to be either consistently Conservative or Liberal in terms of general ideological perspective, whether viewed from the initial survey of teachers, the responses to teacher interviews, or from the perspective of colleagues and students. However, there were significant

exceptions when specific aspects of educational practice were investigated, particularly ideological perspectives of children as learners. There were also three teachers who revealed eclectic ideological perspectives, as specific aspects of behaviour were so varied in ideological emphasis that, when the whole profile was summarized, inconsistent general profiles resulted.

Reflection of Ideological Perspective in Behaviour.

It would appear that a particular teacher's behaviour can reveal the inherent ideological perspectives of that teacher. This is clear from the analysis of colleagues' and students' observations, despite a possible trend among teachers to give a more conservative or a more restrained estimate of their ideological preferences in surveys or interviews than would be evident from an analysis of teacher actions. Also, where general Liberalism exists in data provided by a particular teacher's interview, both colleague and student observations of behaviour predict a Liberal ideological perspective for that teacher.

Thus, in general terms, the data from observations of teacher behaviour by colleagues and students indicated overall agreement with most ideological profiles developed from teacher inventory and inter-

view data and it would appear that teachers' ideological perspectives are indeed reflected in behaviour.

The fact that teachers and students verified the presence of ambivalent perspectives evident in teacher data further supports the notion that behaviour verifies belief. That is, ideological perspective is evident in our behaviour.

VI. OBSERVATIONS, CONCLUSIONS AND IMPLICATIONS.

Observations

The interviews elicited some interesting observations from students and teachers. For example, it is evident that if a teacher dislikes a course then the teacher will not be effective in teaching it. As the rural school divisions generally have smaller student numbers, there is a general need to spread the course-work over a smaller staff--hence many teachers have the possibility of teaching at least one course which is not really to their liking. In such circumstances, there could be a tendency for teachers to adopt the more traditional, Conservative emphasis on methodology, such as dictated notes, textbook and workbook assignments.

Interview responses raised questions about such variables as the age of students and their willingness to respond frankly to questions. A reluctance was displayed by younger (grade 5) students when asked about the teacher's discussion of special subject matter in class, indicating a potential reticence on the part of some students, possibly related to age.

This is perhaps an appropriate point to introduce a note on the inherently sensitive nature of this study. Herein lies a problem for the researcher; how

far can a researcher go in 'opening the eyes' of interviewees to the perceptions others have of their behaviour? More than one teacher expressed the desire to know what those perceptions were. It became obvious that teachers desire feedback on their performance. Some are well capable of accepting critical perceptions of their performance and would welcome opportunities to improve effectiveness. Equally, there are those who would not. Perhaps all participants in the complex society of public schools could benefit from more open research if for no other reason than opening each other's eyes to the possibility of inconsistency in philosophical perspective, or incongruity of behaviour and ideological perspective.

The latter is supported in part by a comment from one very experienced teacher in the current study when this teacher indicated a tendency for teachers to use methods of practice which have worked in the past, rather than consider such questions as ideological perspective. This would indicate a need for continued dialogue between teachers and administrators, to develop an open approach to the problems posed by the current lack of concern for the ideological foundations to educational practice.

There are some apparent constraints upon teachers which would provide psychological barriers to

effectively behaving in accordance with teacher-held philosophical perspectives. One interviewee particularly noted social and economic restraints: "Money, marital status, and the availability of other jobs (mean that) some people can afford to be more 'open' than others--and risk losing their job." This teacher goes on to state that these factors stop the majority of teachers from expressing their 'real' views: "We can't afford to think beyond practical day-to-day matters ... we never discuss philosophical ideals or objectives as staff."

Such comments from working teachers bring to light an unexpected and disturbing perspective on teacher behaviour. When the availability of teachers is good, as it is currently in Manitoba, then the lack of teacher vacancies may lead to a deeper entrenchment of practices which do not reflect an appropriate consideration of educational ideology. This will occur because teachers have become more aware of the restricted potential for movement in the province: 'moving on', one means of resolving ideological differences between a teacher and the school, has become impossible. Thus, the potential exists for two situations; teachers may express vocally their ideas about ideology and educational practice so that an appropriate exploration of the importance of such questions

can take place, or, sadly more likely, teachers can subjugate such ideals to a more pragmatic stance whereby they become 'technicians', operators of a system, who simply do what is required and keep their opinions to themselves.

One of the peripheral benefits of this study has been the challenging of both researcher and teachers to explore behaviour and its relation to ideology. Shortly after being interviewed for example, one teacher was heard asking a more experienced colleague about evaluation of oral work, quite possibly a reflection of the question on instructional methods and evaluation (Item 5, Appendix B). Thus discussion among colleagues may have been stimulated by the interviews. This is further supported by another example; teachers diametrically opposed on the status of women in education began to exchange ideas on the philosophical stance behind their respective views. Whilst neither of these examples may appear significant in terms of educational research, they both illustrate the potential of interviews to stimulate thought on an important aspect of educational practice: the philosophical foundations behind much teacher behaviour.

The need for such stimulation is evident when considering one of the more disturbing revelations of

this study which came from one of the teacher interviews. This experienced teacher said that the longer teachers were in the profession, the less they would think about the reasons for their actions. It was felt that, rather than think about their actions, teachers "... just keep doing the things that have worked for (them) in the past." It would appear from this perspective that practical expediency is seen by the teacher as a significant determining factor in educational behaviour despite any consistency in ideological perspective.

Even 'new' teachers can benefit from an exploration of their ideological perspectives, as there appears to be a tendency on the part of less experienced teachers to emphasize a control orientation to promote order. Younger teachers apparently perceive such an orientation as a necessary initial step before enabling learning to take place in accordance with the teacher's ideological perspective. However, from the data gathered in this study, it would appear that any later attempt to reflect in practice what is held ideologically is replaced by an adaptation of behaviour based on institutional and social constraints. Examples of this come from several references to the need for caution in discussing anything outside the curriculum, something which was

stressed repeatedly in the schools studied. Thus, those teachers who feel constrained by the school cannot behave as they believe, particularly if their prevailing ideological perspective is Liberal. (Presumably, a teacher holding a Conservative ideological perspective would find a Liberal school difficult to work in, for different reasons, but with equal effect in terms of behaviour contrary to belief.)

Adaptations of behaviour by the teacher to suit the perceived school ethos may be unnecessary. In one interview for example, a teacher had expressed a generally Conservative stance in terms of methodology but with Liberal tendencies. In both colleague and student interviews, there was a much stronger Liberal emphasis on that teacher's methodology. In other words this teacher was rated, from observations of behaviour, as overwhelmingly Liberal by colleagues and students. This might indicate that the teacher was revealing in the interview a perceived Conservatism which that teacher not only thought he exhibited but which was also thought to be expedient in the public school in which he was employed. However, his ideological preference for Liberalism was still apparent to the teacher's colleagues and students. In a comment made by this particular teacher at the time

of his interview, the teacher stated that he was giving the 'ideal' view when completing the Educational Ideologies Inventory (Appendix A) a year prior to the current study, but that in the interview, he was "giving it as it has to be". Comments by colleagues regarding constraints felt by the school due to the Conservative community in which the school is located further support the possibility that teachers feel a compulsion to reflect an ideological stance appropriate to the school in its social context.

The implications of political or social constraints upon teachers are also revealed by the interviews with colleagues and students. It is apparent that teachers reveal far more than they realize in their general behaviour in the school. Students may well recognize the more subtle implications of hypocrisy in teacher behaviour. Thus, to adapt one's behaviour to avoid potential social or political repercussions may be more evident than teachers realize. It is presumably more difficult for teachers to convince students of the value of, for example, honesty or ethical behaviour, if the teachers are not more willing to discuss the restraints he or she feels, and allow students to recognize that teachers cannot always behave as they believe.

Conclusions

Within the limitations of the interview instrument and its reliance upon one major source as theoretical template, and despite the difficulty of eliciting complete details using only one interview with each interviewee, it is apparent that a fairly detailed picture of ideological perspective is possible using interviews. It is evident from data gained from colleagues and students that observations of teachers will reveal inherent ideological perspectives in teacher behaviour. From the data gathered here, colleagues' and students' observations appear to indicate that teachers hold identifiable ideological perspectives which are generally consistent, although the nature of that declared consistency is qualified by an evident degree of compulsion. At the same time, it appears that teacher behaviour can reveal ambivalent ideological perspective, as well as ambivalence in some specific ideological stances relating to educational questions. Also, while there is much to suggest that ideological perspective is reflected in behaviour, little is known about the effect of inconsistent ideological perspectives on students.

It is possible that ideological inconsistency evident in teachers' behaviour in this study is due to a lack of confidence in expressing liberal views

because teachers in this particular school division perceive society as overridingly conservative, resulting in pressures upon teachers to conform to social expectations of Conservatism in schools.

Consistency of Philosophical Perspectives.

There is evidence to suggest that teachers in this study are generally consistent in terms of their ideological perspective, but that such consistency is compromised by the influence of social pressures, particularly if a teacher has a predominantly Liberal perspective. However, when teachers are subjected to more specific analysis of educational ideologies related to the aims and methodology of public education, a much less consistent picture emerges, and teachers appear to embrace a more eclectic range of ideologies.

Despite the generally consistent profiles developed for teachers subject to this study, it is quite apparent that there is a considerable degree of inconsistency in specific areas, particularly related to such questions as the most appropriate teacher-student relationship for effective education, (Item 3, Appendix B), and perspectives of children as learners (Item 4, Appendix B). If there is no clear ideological perspective for these important questions for many teachers, it might be pertinent to ask how such inconsist-

ent views may bar effectiveness in the classroom. From what has transpired in the interviews conducted in this study, students and colleagues do perceive inconsistency in some teacher behaviour, that is, behaviour which does not seem to reflect a consistent preference in terms of educational practice. Whether this affects the overall education of students is another question, not currently addressed by this study, but one which is an obvious potential focus for the future.

There is evidence to suggest that ideological perspectives are compromised by the teacher's desire to survive in a less mobile, socially vulnerable, predominantly Conservative society. Perhaps inevitably, there are constraints which public schools feel obliged to adopt in the face of public scrutiny. If there is a prevailing 'public' perception of the role of schools, then that perception may affect the relationship between educational practice and an individual teacher's educational perspective and thus may not allow a closer reflection of ideological perspective in teacher behaviour than currently exists.

Philosophical Perspective in Behaviour.

It is apparent that a teacher's ideological perspective is revealed in behaviour; both colleagues and

students describe practices which reveal both consistency and ambivalence. There is some evidence too that teachers and students expect consistency in teachers, and that teachers, whether they believe so or not, reveal ethical and aesthetical bias in their behaviour. It is also apparent that, while there is evidence to suggest teachers believe it is a responsibility of all teachers to be aware of educational ideologies, there is evidence to suggest that teachers are willing to ignore philosophical questions and are content to become more 'technicians' than 'educators'.

Implications.

Those concerned with school administration might wish to consider the implications of educational ideology in the allocation of teachers to teaching positions. In rural schools particularly there is a potential for impaired effectiveness when allocating teachers courses which are inappropriate to the teacher's skills, interests, and preferences. By becoming more aware of the teacher's educational ideology as well as the more obvious aspects such as the teacher's strengths and experiences, administrators could help teachers become more effective in their educational practices.

Teacher-educators might wish to undertake their

own steps to consider more closely the influence of a teacher's ideological perspective on educational practice. Certainly, teachers would benefit from an exploration of their own ideological preferences, particularly if they teach in a public school.

Suggestions for Further Research.

It is evident that the sensitive nature of studies involving ideology and behaviour, particularly bearing in mind the defensive stance possibly taken by teachers and a possible reticence in some students, cautions the researcher to adopt as frank and open an atmosphere as possible in interviews. Without this, it may not be possible to gain the kinds of insight necessary to explore the relationship between ideological perspective and behaviour more fully. Future research could adopt the structure of 'New Paradigm Research' and attempt a collaborative inquiry:

"(Where) both the researcher and the respondents grow in awareness and sensitivity to the issues that emerge during the study." (Edwards. (1985) p. 3) Using New Paradigm Research, administrators, teachers, students, and even parents may be made more aware of the complex nature of the teaching and learning process, leading to an awareness of the importance of ideological perspective in education.

To clarify further the nature of ideology and its relationship with behaviour, it would be interesting to ask teachers to describe their behaviour carefully and from these descriptions build up a framework of practices and their underlying assumptions, to see if a different ideological framework emerges than that used for the current study. Thus, instead of applying descriptions of behaviour to a theoretical template, a template would be produced from the behaviour. It might also be relevant to conduct a comparative study between urban and rural teachers to examine educational ideology and determine any possible similarity between schools and settings.

Perhaps more pressing however, is the need for research into the effects on students of inconsistency in ideological perspectives among teachers.

There is also a need for a comprehensive survey of teachers to discover what their opinions are of the pressures experienced in public schools, and on the difficulty of comprehending the major goal of education from a public school perspective. Recent changes in the Canadian Constitution, emphasizing the rights of all individuals, including those under the legal age of majority, indicate the possibility of increasing pressures on teachers, particularly those in the public school system. As students question the

values held unquestioningly by many teachers and administrators, the latter groups may find it increasingly difficult to respond, unless they have carefully examined their ideological perspective, and assessed their actions in the classroom accordingly.

The potential for pressure is obviously more likely on teachers who espouse Conservative beliefs, as these teachers are unlikely to welcome a challenge of traditional values and procedures. This is something to be considered seriously by school boards, and by school administrators too. More emphasis may have to be placed upon an examination of the underlying philosophical assumptions of education if public schools are to meet the challenges posed by changes to the Canadian Constitution.

Even without the obvious social implications of changes in society's treatment of young people, teachers need to reconsider their influence on students, for it is evident that students perceive ambivalent ideological stances through teachers' behaviour. We must take account of such ambivalence; administrators and school boards must recognize a need for a more frank discussion among staff and students alike of the various ideological perspectives underlying educational practice.

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Appendix A

Educational Ideologies Inventory

from

Educational Ideologies

by W.F. O'Neill, 1981, Santa Monica, Goodyear
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Administered as Initial Survey to 90 teachers and
administrators, with the following instructions:

EDUCATIONAL ORIENTATION INSTRUMENT

INSTRUCTIONS

Please complete the inventory with marks in the
appropriate place (pre-test column only)

Bear in mind the fact that your answers are not
to be considered as statements of what exists, but are
to be philosophical responses--either describing the
unchanging nature of reality or prescribing changes
which can and should be instituted in order to make
the world a better place.

You should give your immediate response to each
question rather than use a great deal of reflection.
It is your overall response pattern on all of the
questions which is of interest rather than any
specific answers.

SA A U D SD	() () () () ()	27. The schools should emphasize those changes in the present social system that are required in order to bring about a more humanistic and humanizing society.	() () () () ()
() () () () ()	() () () () ()	28. The school should emphasize the utopian vision of a world in which it will be possible for people to function as self-regulating moral beings.	() () () () ()
() () () () ()	() () () () ()	29. Democracy must be supplemented by some more abiding system of moral standards if it is to be effective as a means for directing education.	() () () () ()
() () () () ()	() () () () ()	30. The highest good is to live in accordance with natural and/or cosmic law.	() () () () ()
() () () () ()	() () () () ()	31. Thinking and learning are basically collective undertakings which ordinarily occur in various sorts of group interactions.	() () () () ()
() () () () ()	() () () () ()	32. Education should be conducted with a full awareness of the fact that virtually all personal belief is ultimately determined by the sort of socioeconomic conditions that prevail within a given culture.	() () () () ()
() () () () ()	() () () () ()	33. Too much learning and thinking frequently undermines and interferes with a person's underlying common sense.	() () () () ()
() () () () ()	() () () () ()	34. The school should exist primarily to transmit the information and skills that children will find necessary in order to survive and succeed within the existing social order.	() () () () ()
() () () () ()	() () () () ()	35. The democratic (majority rule) method is the best means of resolving interpersonal differences which do not lend themselves to clear-cut intellectual resolution on rational, scientific grounds.	() () () () ()

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SA A U D SD	() () () () ()	17. Education requires the restoration of more traditional principles and practices.	() () () () ()
() () () () ()	() () () () ()	18. Science must be supplemented by a more authoritative system of knowledge, such as religion or traditional philosophy, if it is to serve as a satisfactory basis for human values.	() () () () ()
() () () () ()	() () () () ()	19. The teacher should be a model of both moral and academic excellence.	() () () () ()
() () () () ()	() () () () ()	20. The school should work to develop the sort of students who will be capable of operating effectively in a society which will no longer require compulsory schooling or most other formal constraints on individual freedom.	() () () () ()
() () () () ()	() () () () ()	21. The best society is a democratic socialism which seeks the maximum degree of social justice for all.	() () () () ()
() () () () ()	() () () () ()	22. A deep respect for law and order is the fundamental basis for constructive social change.	() () () () ()
() () () () ()	() () () () ()	23. The schools should place their basic emphasis on <i>man as man</i> ; that is, on the sort of abiding human nature which all individuals share.	() () () () ()
() () () () ()	() () () () ()	24. Education is essentially its own end; it <i>is</i> life, and is only incidentally a preparation for some future course of action.	() () () () ()
() () () () ()	() () () () ()	25. The elementary school should properly stress memorization and drill.	() () () () ()
() () () () ()	() () () () ()	26. The schools should promote a certain kind of reasoned conformity, relying on the best answers that have emerged out of the past as the most reliable guide to effective action in the present and future.	() () () () ()

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	SA	A	U	D	SD	SA	A	U	D	SD
46. The basic value of knowledge is its contemporary social utility; knowledge is primarily a means of adapting successfully within the existing social order.	()	()	()	()	()	()	()	()	()	()
47. The best act in any particular situation is ultimately the most intelligent act in that situation.	()	()	()	()	()	()	()	()	()	()
48. The school should restrict itself, insofar as possible, to cultivating the intellect, leaving other important aspects of individual development to other social institutions, such as the church and the family.	()	()	()	()	()	()	()	()	()	()
49. The psychological is an aspect of the biological, the mental of the physical.	()	()	()	()	()	()	()	()	()	()
50. The best way for a person to satisfy his future needs is to learn how to resolve his present needs satisfactorily.	()	()	()	()	()	()	()	()	()	()
51. Psychotherapy conducted under the auspices of the school is generally a disguised form of social control and conformity-training.	()	()	()	()	()	()	()	()	()	()
52. Education must necessarily be based upon certain implicit and unresolvable assumptions about the nature of truth and value.	()	()	()	()	()	()	()	()	()	()
53. Knowledge is ultimately a tool, a means to be used in solving the problems of everyday living.	()	()	()	()	()	()	()	()	()	()
54. Formal education is basically unnecessary and contributes little or nothing to the vast sum of human experience.	()	()	()	()	()	()	()	()	()	()
55. The school should emphasize the present rather than the historical past or the anticipated future.	()	()	()	()	()	()	()	()	()	()

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	SA	A	U	D	SD	SA	A	U	D	SD
36. Under present conditions, control over education should be invested in an enlightened minority of responsible intellectuals who are capable of implementing required social changes through the schools.	()	()	()	()	()	()	()	()	()	()
37. The study of philosophy is a very important aspect of proper education.	()	()	()	()	()	()	()	()	()	()
38. The school should be community-centered; it should reflect the needs and interests of the locality in which it resides.	()	()	()	()	()	()	()	()	()	()
39. Conventional teaching ordinarily subverts the child's capacity for self-learning.	()	()	()	()	()	()	()	()	()	()
40. All learning involves feeling, the emotions.	()	()	()	()	()	()	()	()	()	()
41. The overriding goal of education should be to help students identify, preserve, and transmit Truth, the objective meaning of life.	()	()	()	()	()	()	()	()	()	()
42. America is in danger of losing the organic structure of ideas, values, and beliefs that constitutes a faith common to Americans as Americans.	()	()	()	()	()	()	()	()	()	()
43. Learning how to think is generally more important than what one thinks.	()	()	()	()	()	()	()	()	()	()
44. There are certain constant elements in human experience which help us to understand the present and to anticipate the future.	()	()	()	()	()	()	()	()	()	()
45. Problems associated with student control and discipline are frequently caused by a society which blocks the development of personal responsibility by overcontrolling everyone, including students.	()	()	()	()	()	()	()	()	()	()

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PRE-TEST		POST-TEST		SA A U D SD		SA A U D SD	
SA	A U D SD	SA	A U D SD	SA	A U D SD	SA	A U D SD
56.	The schools should emphasize the unique personality of each child, adapting themselves to the specific nature of each individual.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
57.	The teacher should be a model of intellectual excellence.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
58.	The elementary teacher should attempt to cover a specified curriculum in a systematic and comprehensive way.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
59.	The secondary schools should stress controversial social problems and issues, emphasizing the identification and analysis of underlying values and assumptions.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
60.	Schooling must necessarily attend to all aspects of the child's experience, the inter-personal, the emotional, and the physical as well as the cognitive.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
61.	Since truth, value, and human nature are relatively unchanging, the curriculum should not ordinarily vary to any significant extent.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
62.	The history of this nation is preeminently a spiritual history, guided by Providence.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
63.	Decisions about the nature and conduct of schooling should be arrived at primarily by means of reflective reason (logical analysis) rather than by popular opinion or professional expertise.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
64.	Intelligent action in pursuit of social justice is the most important characteristic of an educated person.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
65.	In formal education, the cognitive properly takes priority over the affective.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
66.	Compulsory instruction should be replaced by free but unforced access to educational opportunities for all people.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
67.	We should seize upon the child's own needs and interests as they occur, using them as the basis for modifying instructional programs and practices.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
68.	Control over education should be invested in mature and responsible educators who have a deep respect for due process and who are sufficiently prudent to avoid sudden changes in response to popular demand.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
69.	The teacher should be a model of intellectual commitment and social involvement.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
70.	The best government is the least government.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
71.	Patriotism should be fostered by introducing children to a set of more or less sacred persons, events, beliefs, rituals, and symbols.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
72.	Students should be trained to be good citizens in terms of prevailing cultural views about the nature of good citizenship and proper conduct.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
73.	Complete objectivity is not possible.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
74.	Education should be based on certain clearly recognized philosophical certainties and on the sort of conduct which is logically implied by such certainties.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()
75.	At all levels, the school should be primarily concerned with the child's ability to solve his own personal problems successfully.	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()	() () () () ()

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	PRE-TEST				POST-TEST			
	SA	A	U	D SD	SA	A	U	D SD
76. The secondary school should provide most students with occupational training which makes them adept at some socially useful trade or skill.	()	()	()	()	()	()	()	()
77. The teacher should be basically an organizer and expediter of learning activities and experiences.	()	()	()	()	()	()	()	()
78. The child is predisposed toward error and antisocial behavior unless he receives firm guidance and sound instruction.	()	()	()	()	()	()	()	()
79. Children should be encouraged to apply relevant classroom learnings to the solution of real out-of-school problems by involving themselves in community improvement projects, social action movements, and so on.	()	()	()	()	()	()	()	()
80. Learning, in the traditional sense of acquiring academic information and skills, is not important for everyone.	()	()	()	()	()	()	()	()
81. Education should stress prudent and responsible action directed toward the preservation of existing social institutions.	()	()	()	()	()	()	()	()
82. Science is capable of providing a viable system of human values.	()	()	()	()	()	()	()	()
83. Schools should be run in a manner consistent with the conventional wisdom (the common sense beliefs) of society at large.	()	()	()	()	()	()	()	()
84. The schools should stress the critical analysis and evaluation of prevailing social beliefs and behavior.	()	()	()	()	()	()	()	()
85. Effective thinking should be the natural byproduct of effective living in a society reorganized along truly enlightened and humanistic lines.	()	()	()	()	()	()	()	()
86. The students' immediate interests should be properly subordinated to the long-range requirements of society.	()	()	()	()	()	()	()	()
87. A central purpose of education should be to revive and reaffirm an almost religious commitment to certain profound national goals.	()	()	()	()	()	()	()	()
88. Time-tested ideas and practices are a more reliable guide to educational activities than those which are grounded in intellectual speculation.	()	()	()	()	()	()	()	()
89. Individual differences (physical, psychological, and social) are generally more important than individual similarities, and they should be given priority in determining educational programs.	()	()	()	()	()	()	()	()
90. The school should encourage a return to the simple and straightforward virtues of an earlier day, to the older and better ways.	()	()	()	()	()	()	()	()
91. The ability to choose freely is more important than the nature of the choices made.	()	()	()	()	()	()	()	()
92. The best government is a representative democracy founded upon a system of free and unhampered economic enterprise.	()	()	()	()	()	()	()	()
93. Education should concentrate on the "generative" subjects, like mathematics and language, which create the sort of intellectual potential which allows the student to deal more effectively with increasingly more difficult realms of experience.	()	()	()	()	()	()	()	()

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SA A U D SD
() () () () ()

SA A U D SD
() () () () ()

POST-TEST
SA A U D SD
() () () () ()

PRE-TEST
SA A U D SD
() () () () ()

104. The schools should emphasize cultural stability over the need for change; they should encourage only changes which are basically compatible with the established social order.

94. Individual similarities (physical, psychological, and social) tend to be more important than individual differences, and should therefore be given priority in determining appropriate educational programs.

95. The fullest realization of human happiness requires the development of new and more person-centered social institutions.

96. Education should stress creative individuality rather than group conformity.

97. The individual finds his greatest fulfillment in a voluntary subordination to the ends of the State.

98. The curriculum should be continuously adapted to the changing needs of both the students and the community.

99. The schools should encourage students to recognize and respond to the need for particular kinds of liberalizing social reforms.

100. At the secondary level, general evaluations of intellectual ability (as in essay-type examinations) are ordinarily better than those which stress factual content (as in objective-type examinations).

101. The schools should emphasize the virtues of the historical past as a way of correcting the existing overemphasis on the present and the future.

102. Man is essentially a product of his culture who is shaped by the norms and standards of the society in which he lives.

103. The present system of schools should be replaced by voluntary and self-directed learnings.

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To score the test it is necessary (1) to identify the educational ideologies represented by the various items and (2) to determine the numerical weight of the responses assigned to the various items. (For a fuller interpretation of the Inventory, see Appendix 2, Manual for the Educational Ideologies Inventory.)

Scoring Key (Educational Ideologies)

Educational Fundamentalism	F
Educational Intellectualism	I
Educational Conservatism	C
Educational Liberalism	LL
Educational Liberationism	LB
Educational Anarchism	A
General Conservatism	GC
General Liberalism	GL

Scoring Key (Numerical Scores)

Strongly Agree	+2
Agree	+1
Undecided	0
Disagree	-1
Strongly Disagree	-2

Score	F	I	C	LL	LB	A	GC	GL
5	2	4	1	3	6	7	16	
17	10	12	8	15	11	9	40	
19	14	22	13	21	20	18	47	
25	23	34	24	27	28	26	49	
33	37	46	31	32	39	29	60	
42	41	55	35	36	45	30	73	
52	48	68	38	51	54	44	82	
62	57	72	43	59	66	58	89	
71	61	76	50	64	70	86	98	
78	63	81	53	69	80	94	102	
87	65	83	56	79	85			
90	74	88	67	84	91			
97	93	92	75	95	96			
101	100	104	77	99	103			

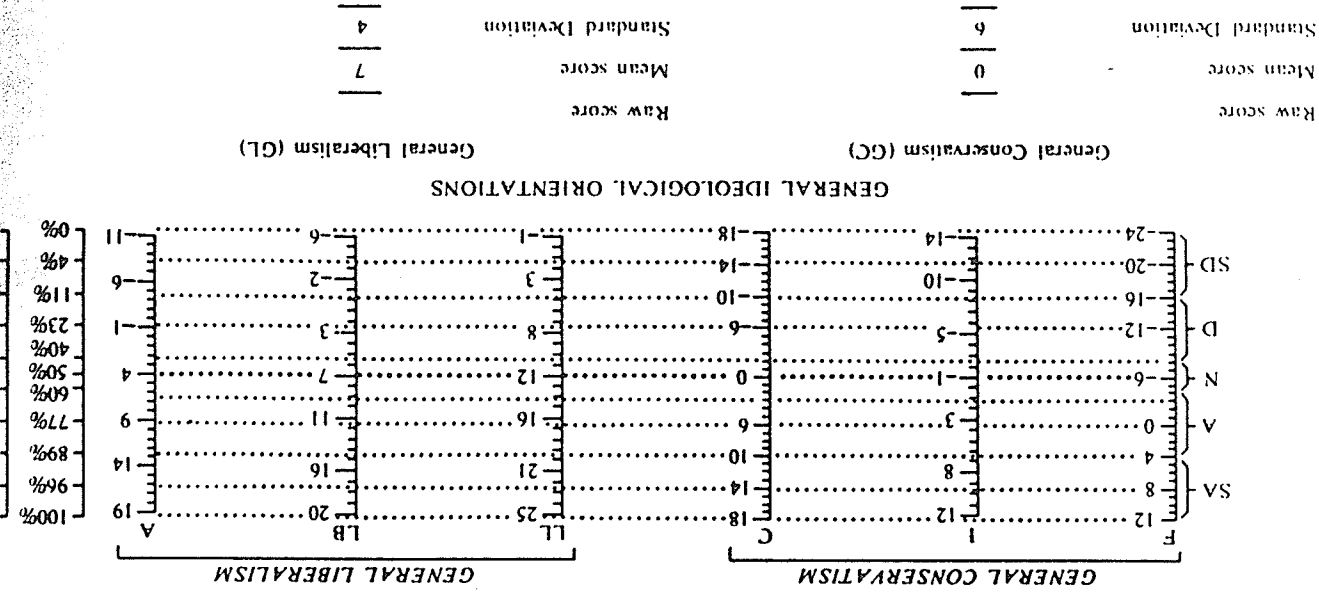
Score

F I C LL LB A GC GL

EDUCATIONAL IDEOLOGIES PROFILE

FUNDAMENTALISM	(F)	Raw score	Standard Deviation
INTELLECTUALISM	(I)	Raw score	Standard Deviation
CONSERVATISM	(C)	Raw score	Standard Deviation
LIBERALISM	(LL)	Raw score	Standard Deviation
LIBERATIONISM	(LB)	Raw score	Standard Deviation
ANARCHISM	(A)	Raw score	Standard Deviation

GENERAL IDEOLOGICAL ORIENTATIONS



Appendix B

Interview Items

Teachers

Teacher Interview Categories.

1. What would you say is the overall goal of education?
2. What do you see as being the more immediate objectives of schools as social institutions?
3. What are the general characteristics of the teaching-learning situation?
4. What would you say is the general nature of the child as learner?
5. How do you
 - 1) control your classes? Your extra-curricular activities?
 - 2) organize your classes and your extra-curricular activities?
 - 3) administer your classes and your extra-curricular activities?
6. Would you say you include special subject matter (religious, philosophical, political, or moral) in your classes or during your general interaction with students?

7. What kinds of instructional methods and evaluative procedures do you use?

8. What methods do you use to maintain discipline?

Appendix C

Colleague Interview Items

Colleague Interview Categories

1. If you were to derive the overall goal of education from (teacher x's) actions, what would that goal be?

2. What would you say is (teacher x's) viewpoint of the more immediate goals of schools as social institutions, taking into account his/her actions?

3. Taking into account the actions of (teacher x), what would be his/her view of the general characteristics of the teaching-learning situation?

4. What would you say is the general nature of the child as learner in the view of (teacher x)? What aspects of behaviour/speech of (teacher x) make you think this?

5. How would you say (teacher x) controls students in class? In School? How would you say he organizes and administers classes and extra-curricular activities?

6. Would you say (teacher x) includes special subject matter (philosophical, political, religious, or moral) in his classes or during general interaction with students?

7. How does (teacher x) evaluate? What kinds of instructional methods does he use?

8. How does (teacher x) maintain discipline?

Appendix D

Student Interviews

Categories have been reversed in order of general and specific items, when compared to teacher interviews, but in all other respects are identical to the other interview instruments used in this study.

Student Interview Categories

(*Younger students*)

You have lots of teachers in the school who have different ways of looking at students and different ways of teaching, but what I'm interested in doing is this; I want to find how teachers talk to students and what they think about schools and students. I've already talked to some teachers and other students and I would like to ask you some of the same questions.

1. Describe how (teacher x) teaches his/her classes. How does he/she keep track of students' progress?
2. Does (teacher x) talk about such things as political matters in class? Moral matters (right and wrong)? Religion? Make statements about life in general?
3. How does (teacher x) go about keeping order (maintaining discipline) in school?
4. If (teacher x) were controlling all schools, what would schools be like? (to discover how he/she thinks schools should be controlled, administered, organized.)

5. How does (teacher x) treat kids? What does he think kids are like? How does he think all kids should learn?

6. If (teacher x) were in charge of all schools, what kinds of things would schools have to teach? (to determine views on curriculum)

7. Other than lessons, what things does (teacher x) really consider to be important in the normal daily classes or school activities of all schools? (to determine role of schools as social institution)

8. What does (teacher x) think is the most important thing that all schools (education) should be trying to do?

Student Interview Categories

(Higher grade students)

1. Describe how (teacher x) teaches his/her classes and how he/she evaluates students' work.

2. Does (teacher x) discuss such things as political matters in class? Moral matters? Religion? Statements about life in general (philosophy)?

3. How does (teacher x) go about keeping order (maintaining discipline) in school?

4. If (teacher x) were in charge of all schools, how would schools be:
 - controlled?
 - organized?
 - administered? (eg financed, run, as now? or different?)

5. Looking at (teacher x), how would he/she be likely to answer these questions:
What are learners like? How should learners learn?

6. If (teacher x) were in charge of all schools, what kinds of things would schools teach (what would he/she think should be the curriculum in general)?

7. Through his/her actions, what appears to be (teacher x's) views about the more immediate goals of all schools in our society?

8. Describe to me the actions or behaviour of (teacher x), as if we were trying to see what he/she thinks should be the main objective of education.