

PUPIL CONTROL IDEOLOGY OF STUDENT TEACHERS
AND THEIR COOPERATING COUNTERPARTS

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Stewart Gourlay Black

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ABSTRACT

The main intention behind this study was to determine the effect that the Pupil Control Ideology of cooperating teachers had on a student teacher's conceptualization of pupil discipline. Furthermore, the investigator wished to establish whether a significant difference existed in the post-test questionnaire between male and female student teachers with respect to their ideas on classroom control. Finally it was hypothesized that the more a cooperating teacher demonstrated relatively strict classroom discipline, the more "custodial" or discipline orientated the student teacher would become.

The data were collected by the Willower et al (1967) Pupil Control Ideology questionnaire. This instrument comprised twenty items to which both the cooperating and student teachers were requested to respond. Because of the design of the study, both pre-test and post-test measures were required by all student teachers, but the cooperating teachers were only asked to complete one copy of the questionnaire. From the random sample of ninety-nine student teachers who returned the pre-test, the number of usable replies to the post-test numbered seventy-eight.

The statistical design used in testing the various hypotheses was an analysis of covariance. No significant difference was found between either the attitudes of males against females with respect to Pupil Control Ideology or between the pre-test and post-test scores of the entire student teacher sample when the Willower et al (1967) questionnaire was employed. Finally it was revealed that a significant difference in attitude towards pupil control was discovered with student teachers

assigned to work under a cooperating teacher who believed in relatively strict discipline; whereas the influence of an experienced teacher who was not disposed toward strict classroom control had little effect in changing the initial attitude of a student teacher toward the orientation of that cooperating teacher.

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CHAPTER I

THE PROBLEM

I. INTRODUCTION

The North American public school can be regarded as a special kind of organization in which neither clients nor organization can exercise a choice in their relationship. The central importance attached to pupil control in the organizational life of the school should not be wondered at for, as pointed out by Carlson (1964), schools, prisons and mental hospitals belong in the same category in that the clients have no choice in their participation within the organization and that the organization has equally little control in client selection. Such a sweeping allegation needs some qualification. Etzioni (1961, pp. 3-66) commented on one important difference, namely that schools are normative organizations while prisons are coercive organizations. Both Goffman (1961, pp. 3-104) and Jackson (1966) (as in Silberman, 1970, p. 146) pointed out that schools resembled "total institutions" in a number of respects one of which was that one sub group of the clientele (pupils) were involuntarily committed to the institution whereas another sub group (staff) had a greater freedom of movement. Jackson further commented that even when teachers operated "democratic" classrooms, their responsibilities bore some resemblance to those of prison guards. However, the comparison between the functional nature of schools and prisons is worth noting before an attempt is made to understand the client-organization relationship.

Etzioni (1961, p. 3) described the school as an "organization deliberately constructed to seek specific goals." Student teaching provides an introduction for the student to the organizational structure of the school. During this time, the student teacher is exposed to the practical aspect of classroom management in the form of pupil control. Discipline or pupil control is a concern for most teachers, a fact evidenced by the many contributions written over the years in educational journals and other related literature. It was a source of concern in the time of Whitehead (1957) and according to the second latest American Gallup Poll on Education reported in the Manitoba Teacher it was still the number one problem facing schools (December, 1972).

Silberman (1970, p. 122) expressed it thus:

The most important characteristic schools share in common is a preoccupation with order and control. In part this preoccupation grows out of the fact that school is a collective experience requiring in the minds of those who run it, subordination of individual to collective or institutional desires and objectives.

With a completely inexperienced teacher or a student teacher sent out on his or her first practice assignment, the problem of class control can be a primary concern. Possible reasons for this may include the desire of the student teacher to appear likeable to the pupils. This results in a loosening of class control which pupils immediately sense and quickly use to the disadvantage of the beginning teacher. Also the sheer inexperience of not knowing how to cope with a situation leaves a beginning teacher at a loss when the unexpected occurs in class. As a final observation, the lack of confidence frequently displayed by an inexperienced teacher finds no sympathy when confronted by an unruly

class. In short, it can be a rather traumatic experience to stand in front of a class of pupils for the very first time--especially if it is obvious from the start that the group does not wish to offer any respect. It can now be more readily understood why the establishment of the teacher's authority in a classroom is considered by many as being of the utmost importance. It could be a time of high stress and tension for the student teacher but nevertheless, as written by Stenhouse (1967, pp. 57-61),

The whole structure of the teaching situation depends on the teacher's being accepted as a fair authority, worthy of respect; and if his authority is called into question, found wanting and undermined, control of the class will inevitably escape him....A teacher who has allowed undesirable standards to develop will often be best advised to make a fresh start in a new school.

As previously justified, the difficulty encountered by some teachers in pupil control is not a new problem, yet there seems to be a lack of studying it systematically, with particular emphasis on viewing the school as a social system. When Faculty students begin their first days in practice teaching they are being provided with a socialization opportunity, during which time they can begin to acquire values considered to be professionally desirable with regard to pupil control. The acquisition of these organizational values and norms at the outset of their teaching careers can do much to relieve role conflict when the inexperienced teacher is subjected to the "real" teaching world. According to Hoy (1967, p. 318),

More experienced teachers tend to oppose permissiveness and embrace a more custodial pupil control ideology than do inexperienced teachers.

The attitude of a teacher toward pupil control can be examined by either observing the actual behaviour of the teacher in a classroom situation or endeavouring to understand his ideology. The intent of this study was to identify the characteristic ideology of student teachers and their cooperating teachers with a view to exploring their interrelationships. Hence, the investigation which follows focused attention on the relationship between teaching experience and the pupil control ideologies of the student teacher and his or her experienced counterpart.

II. STATEMENT OF THE PROBLEM

An instrument of proven reliability was devised by Willower et al (1967) in an attempt to measure the Pupil Control Ideology of school personnel as it related to pupil discipline. In this study a value of 0.91 was obtained for the Pearson product-moment coefficient and a value of 0.95 was obtained for the Spearman-Brown formula. These high correlation values showed the reliability of the instrument used. The findings of two additional studies, one by Appleberry and Hoy (1969), the other by Helsel (1971), further supported the validity and reliability of the Pupil Control Ideology scale, so it appeared possible to identify attitude change by means of this instrument. The study of Appleberry and Hoy (1969, p. 75) revealed that the phenomenon of pupil control ideology apparently existed along a spectrum ranging from "custodialism" at one extreme to "humanism" at the other. Both of these terms described abstract types of individual ideologies and types of school organizations. The old traditional school, which by word association implied strictness of working habits, served as a model for "custodial" orientation, whereas

the ultra modern school or "open" school (a term originally used by Halpin, 1966) identified well with "humanistic" orientation.

Earlier studies by Hoy (1967) had examined the relationship of pupil control ideology for beginning student teachers, student teachers immediately after Faculty training and teachers who had one year in the classroom. These studies revealed that a significant change occurred in the individual's pupil control ideology at the end of each period of experience. In all cases the change indicated a more "custodial" attitude towards student discipline. The reason suggested for the swing toward a more "custodial" attitude was explained by what was called "the influence of significant others" upon the beginning teacher. One such group of "significant others" was the experienced teacher who might be a disciple of a relatively "custodial" type of pupil control ideology (Willower, Eidell and Hoy, 1967).

The effect of pupil control ideology (hereafter called P.C.I.) of the experienced teachers on the student teachers' P.C.I. had not been tested by Hoy or any other researcher to date. Thus one purpose of this study was to explore the relationship between the P.C.I. of student teachers and the P.C.I. of those experienced teachers whom Hoy referred to as "significant others."

The study was directed at student teachers enrolled in the Elementary Certification Programme within the Faculty of Education at the University of Manitoba during the session 1972-73. Each student teacher was assigned to an experienced or cooperating teacher who assumed the major share for supervising, assisting and evaluating the student teacher with respect to his or her professional role. Hence the person

who provided the greatest influence should undoubtedly be the cooperating teacher.

This investigation was primarily aimed at determining the effect that the P.C.I. of cooperating teachers had on a student teacher's conceptualization of pupil discipline. Consequently, the following hypotheses were tested.

HYPOTHESES

- H₁ There is no significant difference between the Pupil Control Ideology pre-test and post-test of the student teacher.
- H₂ The more "custodial" the Pupil Control Ideology of the cooperating teacher, the more "custodial" the student teacher becomes.
- H₃ Student teachers who are supervised by low "custodial" cooperating teachers become significantly more "humanistic" in their Pupil Control Ideology than student teachers who are supervised by high "custodial" cooperating teachers.
- H₄ There is no significant difference between male pre-test and male post-test compared to female pre-test and female post-test for student teachers with respect to their Pupil Control Ideology scores.

III. DEFINITION OF TERMS

Ideology: Considered in this research as a manner of thinking characteristic of an individual or group. It was regarded as a continuum ranging from "custodialism" at one extreme to "humanism" at the other.

"Custodial": Traditional or rigidly controlled; primarily concerned with maintaining order. The decision of a teacher must be accepted by his students without question. Any misbehaviour by students was viewed by

the teacher as a personal affront. It ranged along a continuum from "High" to "Low."

"Humanistic": The importance of the individual was stressed; a democratic atmosphere existed with open channels so that a two-way communication between students and teachers was possible.

Norms: A generally accepted idea about specific ways of behaving in particular circumstances.

Sanction: Any particular role behaviour which had primarily a gratificational or deprivational significance.

"Cooperating teacher": A teacher who had agreed to undertake the responsibility of helping the student teacher become familiarized with the practical aspect of teaching.

Experienced teacher: A teacher who had a minimum of two consecutive years of full-time teaching at any grade level in a public school.

IV. SIGNIFICANCE OF THE STUDY

Although much controversy had been expressed about teacher training and the value of the student teacher experience, there appeared to be relatively little known about the effect that cooperating teachers had on the beliefs and attitudes of student teachers. The topic of Pupil Control Ideology seemed to be worth investigating because it had been recognized that pupil control was an essential feature in the organizational life of school and an instantly recognized source of concern for a high percentage of inexperienced or student teachers. For many years it had been accepted that before any learning could take place in schools, it was necessary for a teacher to employ measures which resulted in an acceptable degree

of pupil control. It was totally unrealistic to expect that teachers could attain the desired school goals by always displaying an openly congenial disposition. Although it seemed desirable from a theoretical point of view, in practice it was contrary to human nature. Mass instruction demanded a certain amount of enforced behaviour otherwise the subsequent lack of control would result in the students' failure to attain the goals of the school. A teacher's function was to maintain or improve his established position within the organizational framework of the school. The image which had been prevalent for years was that of a teacher always being in complete command of the various classroom activities. Thus P.C.I. seemed worthy of consideration since comparatively little research had been directed towards exploring the independent variables which could affect the attitude of student teachers towards pupil control. One such variable would include the degree of student teacher and pupil interaction. Direct student teacher - pupil interactions had an effect on the P.C.I. and behaviour of student teachers over and above the influence exerted by the cooperating teacher and other school staff members.

V. DESIGN OF THE STUDY

The instrument employed in this study was a modification of the Pupil Control Ideology developed by Gilbert and Levinson (1957). The original questionnaire which contained fifty-seven items was refined by Willower, Eidell and Hoy (1967) to twenty items and it was this modified form which was used in this study. The instrument measured responses along a continuum which ranged from "humanistic" to "custodial."

Responses were made to it on the basis of a five-point, Likert-type scale with categories which ranged from "strongly agree," "agree," "undecided," "disagree" to "strongly disagree." These categories were awarded five, four, three, two and one point respectively for positive items while the numerical assignment was reversed for those items that were negatively stated. The questions were designed so that the higher the overall score obtained from the questionnaire, the more "custodial" was the ideology of the respondent.

An explanatory letter along with a copy of the Willower et al (1967) questionnaire was distributed to some 234 elementary student teachers enrolled at the University of Manitoba in the Faculty of Education during the session 1972-73. A copy of the questionnaire and the letter appear in Appendices A and C respectively. After two weeks the usable replies numbered only thirty-eight. This was equivalent to 16.2 percent. Upon obtaining a complete list for all the elementary student teachers, an additional 110 names were randomly selected. The selection started from the surname of the student teacher nearest to the beginning of the alphabet who had already responded to the first questionnaire distribution. Thereafter every second name listed was taken until a total of 110 names had been obtained. To these individuals was mailed a follow-up letter along with another copy of the questionnaire. A copy of this letter can be seen in Appendix D. The number of usable replies which resulted from this reminder numbered sixty-one. This was equivalent to 55.5 percent. In all, a sample of ninety-nine usable returns was obtained from the pre-test measure.

The questionnaire was given as a pre-test to a number of randomly

selected student teachers prior to their taking command of a classroom situation. After about five months of irregular exposure between the student teachers and their cooperating counterparts, the completion of a second copy of the questionnaire used in the pre-test, was requested. A copy of the letter which accompanied the questionnaire can be seen in Appendix E. Each student teacher had now completed two copies of the same questionnaire. By comparing the responses, an attempt was made to discover if there had been any change in the student teacher's attitude towards pupil control, the predication being that if any change in attitude toward pupil control had taken place, the agent partially responsible was the cooperating teacher. Of the ninety-nine student teachers who were mailed a post-test questionnaire, the number of usable responses totalled seventy-eight. This was equivalent to 78.8 percent. Each cooperating teacher was also asked to complete the questionnaire so that the attitude of an experienced teacher toward pupil control could be ascertained. According to the score awarded as a result of completing the questionnaire, the cooperating teachers were classified into High P.C.I. and Low P.C.I. sub-groups. The High P.C.I. were regarded as the more "custodial" type of individuals and they comprised the upper forty percent of the post-test responses. There were thirty-one members in this sub-group whose scores ranged from fifty-one to seventy-three. At the other extreme, the Low P.C.I. were regarded as relatively more "humanistic" and consisted of the lower forty percent of the post-test responses. There were also thirty-one members in this sub-group and their scores ranged from twenty to forty-seven. In an attempt to stratify the two diametrically orientated sub-groups, it was necessary to eliminate the

remaining middle twenty percent of the post-test replies. Hence the seventy-eight post-test responses were cut down to sixty-two and it was this reduced sample which was dichotomized into the High P.C.I. and Low P.C.I. sub-groups. For the purpose of identification, the student teachers were simply referred to as High P.C.I. associate or Low P.C.I. associate on the basis of their cooperating teacher's P.C.I. orientation.

In addition, certain demographic information was requested when each respondent completed his or her questionnaire. This included details of age, sex, level of education, and where appropriate, years of experience. A copy of the form used for this collection appears in Appendix B.

The raw scores from all the usable returned questionnaires were transferred onto computer cards and this data when arranged as required, provided the necessary information for the two computer programmes used for calculation of results. A t-test was carried out on the "original" sample for the first hypothesis, but for the remaining three hypotheses, the more statistically sound analysis of covariance was used on the "reduced" sample after the High and Low sub-groups had been established. By the more powerful analysis of covariance, the post-test sub-group means for student teachers were adjusted and consequently provided an F ratio which was examined for significance. Sufficient analyses were computerized to obtain the necessary results which led to the acceptance or rejection of the previously formulated hypotheses.

VI. DESCRIPTION OF THE SAMPLE

It should be clearly understood at this point that there were actually two different samples on which separate analyses were performed. In order to avoid any confusion it was felt necessary to introduce some simple code terminology. The "original" sample was understood to mean the seventy-eight usable responses which resulted from the post-test questionnaire. As a result of the division of the "original" sample into High P.C.I. and Low P.C.I. sub-groups, the middle twenty percent had to be eliminated, hence the sixty-two members who remained were referred to as the "reduced" sample. It was this "reduced" sample which was evenly divided into the classified High P.C.I. and Low P.C.I. sub-group.

In the "original" sample there were twenty-six male and fifty-two female student teachers while the cooperating teachers were composed of twenty-five males and fifty-three females. As far as the "reduced" sample was concerned there were twenty-four male and thirty-eight female student teachers. The cooperating teacher breakdown for the "reduced" sample consisted of twenty-three males and thirty-nine females. Although it was purely a coincidence, it was interesting to note that the ratio of male to female was almost identical in both the "original" and "reduced" samples of the cooperating and student teachers.

In the "original" sample the average number of years of experience completed by a cooperating teacher was 8.8 compared to 8.4 for the cooperating teacher in the "reduced" sample. As far as the maximum and minimum years of experience for a cooperating teacher were concerned, both samples had identical values namely a minimum of two years and a maximum of thirty-five years.

VII. DELIMITATIONS OF THE STUDY

The first delimitation found expression in the grade level selected. Student teachers at the elementary school level were considered to be a good choice since at this level each class of pupils had only one teacher for all subjects so it gave a better opportunity for teacher-pupil or student teacher - pupil rapport to develop.

The second delimitation placed on this study was the length of time that the student teacher was directly under the control of the same cooperating teacher. Because of the way that student practice teaching assignments are structured, it was realized that there was little possibility for the existence of any kind of uniformity in the allocation of student teachers to schools. The time and frequency of contact between experienced teachers and student teachers varied considerably. Some student teachers visited their assigned schools on a weekly basis while others on a monthly basis and even then the placement of the student teacher within the school was made entirely at the discretion of the principal, not the Faculty of Education. A copy of the student teacher practice schedule appears in Appendix F.

VIII. LIMITATIONS OF THE STUDY

A number of limitations were recognized by the researcher as demanding consideration.

Perhaps one of the most significant limitations would be the influence of other educators upon the student teacher. Many agencies could be involved including peer group, faculty, supervisor, principal, etc.

The personality of the student teacher was something over which there was no control and this was a second limitation.

Although it might be difficult to predict the extent that a "significant other" could influence a student teacher, it had been shown in another study (Rosenfield, 1969) that there was a reciprocated influence, i.e., the student teacher could in some cases alter the opinions of a cooperating teacher regarding pupil control.

Finally one has to consider the possibility of a student teacher who had been working under more than one cooperating teacher during his practice teaching. Since the design of the study required information from only one cooperating teacher, it was assumed that the student teacher would select the cooperating teacher who had influenced him the most. This was a limitation in that the student teacher was required to select the cooperating teacher or "significant other" who had the greatest influence in changing the student teacher's attitude toward pupil control, i.e., the result of the study relied on the student teacher's ability to select the "significant other" and this was a non-controllable variable.

IX. ORGANIZATION OF THE STUDY

The purpose of the study has been promulgated. Chapter II comprises a sectional review of the relevant literature and related research. A reasoned explanation for the study design selected is outlined in Chapter III, along with a description of the sample, the instrumentation used in the investigation, the procedure followed for data collection and the statistical method employed in the analysis. Chapter IV contains the results of the analysis. The final chapter presents a summary of the major

findings of the study, renders some conclusions, suggests some implications and submits some recommendations for additional research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

I. INTRODUCTION

The review of the related literature is presented in four sections. First, a brief history of the development and validation of Pupil Control Ideology as a research instrument is outlined. Second, the theoretical studies which relate to a teacher's involvement with P.C.I. are surveyed. Third, the influence of the cooperating teacher upon the student teacher is discussed. The chapter is concluded by looking at studies of P.C.I. applied to student teachers, including those studies which have recognized the student teacher as the focal point in the phenomena of attitude change.

II. DEVELOPMENT AND VALIDATION OF P.C.I.

Pupil Control Ideology can be described in this thesis as a manner of thinking which characterizes an individual's perception of himself as an agent of classroom control. The concept of Pupil Control Ideology, henceforth referred to as P.C.I. was originated by Gilbert and Levinson (1957) in a study which involved the control ideology of mental hospital staff toward their patients. It took the form of a questionnaire composed of fifty-seven items. The challenge to extend the usefulness of the term P.C.I. to pupil discipline was undertaken by Willower et al (1967). Since many of the questions posed in the original questionnaire were not applicable, it was found necessary to refine it to a more appropriate form where the resulting twenty items dealt with statements

based on literature, the author's experience, and control conceptualization. Examples of items used included: "It is desirable to require pupils to sit in assigned seats during assemblies" and "Pupils can be trusted to work together without supervision."

The reliability of the P.C.I. questionnaire was tested by calculating the product-moment and split-half reliability coefficients. They were found to have values of 0.91 and 0.95 respectively.

When one considers some of the numerous studies undertaken since 1967 which have used the Willower et al questionnaire - Hoy (1967, 1968), Appleberry and Hoy (1969), Roberts and Blankenship (1970), Helse1 (1971), Goldenberg (1971), Leppert and Hoy (1972) and Hamil (1972), the validity and reliability of P.C.I. as a research instrument has been well supported.

As initially proposed by Gilbert and Levinson (1957) and later adapted by Willower et al (1967) and Appleberry and Hoy (1969), Pupil Control Ideology can be conceptualized as a phenomenon which exists along a spectrum ranging from one extreme of "custodialism" to the other extreme of "humanism." Both of these terms contrast abstract types of ideologies held by an individual and the kinds of school organizations they sought to rationalize. The hyper-traditional school, served as a model for the "custodial" prototype whereas the ultra modern "open" school served as a model for depicting the "humanistic" orientation. Appleberry and Hoy (1969, p. 75.), described the contrasted orientations as follows:

a custodial pupil control ideology is characterized by stress on the maintenance of order, distrust of students, and a punitive, moralistic orientation toward the control of students.

a humanistic orientation....indicates an orientation which stresses the importance of the

individuality of each student and the creation of an atmosphere to meet the wide range of student needs...(and)... is marked by an accepting trustful view of students, and confidence in students to be self-disciplining and responsible.

Thus P.C.I. which sought information along a "humanistic - custodial" continuum, was measured by a twenty item questionnaire. The responses to it were made on the basis of a five-point, Likert-type scale with categories which ranged from "strongly agree," "agree," "undecided," "disagree," to "strongly disagree." These categories were for positive items awarded five, four, three, two and one point respectively and reverse scored for negative items. Totalled scores ranged theoretically from a minimum of twenty to a maximum of one hundred and the responses were coded so that the higher the raw score, the more "custodial" was the respondent's control ideology. Willower et al (1967) calculated a split-half reliability coefficient by correlating even item subscores with odd item subscores. One hundred and seventy completed questionnaires were returned. When the Pearson product-moment coefficient revealed a value of 0.91 and the Spearman Brown formula a value of 0.95, the reliability of the P.C.I. questionnaire was recognized.

A check was made on the validity of the P.C.I. Form, by comparing the mean scores of personnel in two schools known by reputation to be "humanistic," with the P.C.I. Form scores of personnel in other schools at the same grade level as in the sample. A cross-validation was carried out on the P.C.I. Form based on the principal's judgement of the teacher's ideology. In both instances the P.C.I. Form appeared relatively valid.

The majority of studies so far discussed or merely alluded to,

appear to support the P.C.I. Form questionnaire as reliable and valid. The direction the chapter will now take is to look at those studies which have focused attention on how teachers attempted to gain research information from the Willower et al (1967) questionnaire.

III. TEACHERS' USE OF THE P.C.I. FORM

In many studies, frequent reference was made to the supreme importance attached to the necessity of a teacher possessing good classroom control. Discipline or pupil control was a source of concern in the time of Whitehead (1957) and according to the Gallup Poll in Education (1972) it was still considered the number one problem facing teachers. Silberman (1970, p. 122.) expressed it thus:

The most important characteristic schools share in common is a preoccupation with order and control.

Appleberry and Hoy (1969, p. 74.) stated:

Pupil control is a salient feature in the organizational life of a school and a real source of concern to beginning and student teachers.

The difficulty lies in the fact that an inexperienced teacher may not have enough control to demand standards nor has the novice the necessary experience to make use of sanctions to support such demands.

Pupil control can be regarded as one aspect of school culture which has played a major role in the teacher-teacher or teacher-administrator relationship (Willower et al, 1967). The study was directed at a comparison between the staffs of elementary and secondary schools in an attempt to discover their P.C.I. orientation. Because of the variation in size, age and pupil immaturity, it was believed that secondary teachers

would be more "custodial" than elementary teachers; that secondary school principals would be more "custodial" in their P.C.I. than those at the elementary level and that those directly responsible for the control of pupils would be more "custodial" in their ideology. It was finally hypothesized that as a teacher gained more experience the trend would reveal a more "custodial" attitude toward classroom management. This comprehensive study confirmed all four hypotheses, and it was concluded that both organizational and personal factors had been shown to be related in predictable ways to the P.C.I. Form.

A recent investigation by Williams (1973) substantiated the finding of Willower et al (1967), namely that both elementary and secondary teachers were more "custodial" than their respective principals. Barfield (1973) went further and stated that according to her finding it was junior high teachers who had the highest "custodial" orientation toward pupils. Earlier research on pupil control attempted to show that the concepts of "humanism" and "custodialism" were contrasting types of school organization. Appleberry and Hoy (1970) attempted to show that "humanistic" schools would be significantly more open in teacher-principal relationships than "custodial" schools. Through an analysis of variance their hypothesis was confirmed.

In a previous study by Hoy (1968) it was shown that a beginning teacher's P.C.I. score increased as a teacher gained more experience, the implication being that a teacher becomes more "custodial" as he becomes socialized by the teacher sub-culture. This was in agreement with the finding of Willower et al (1967). The opinion held was that good pupil control was an essential antecedent to good teaching. Speaking

from the writer's experience, any teachers viewed as having poor class control are regarded with only marginal status by their colleagues. At this juncture one would ask whether student teachers, who were known to have difficulty in class control, encountered this shunned attitude by the regular staff in a school. If they did, then perhaps this was the reason which caused their change toward a more "custodial" attitude. In other words it was a question of "wanting to belong" and a desire on the student teacher's part to do what was necessary in order to make them more acceptable in the eyes of the regular school staff.

Blankenship and Jones (1970) investigated the relationship between the teacher's P.C.I. and the method used in teaching a modern biology course (B.S.C.S.). The programme could be taught by either of two methods. One method would employ strict lectures which would offer the pupils little opportunity for class discussion or experiments of a practical consideration. The other approach would be to present the material in a much less formal manner and have many hours devoted to interesting laboratory work. It was found that the more "humanistic" the teacher's P.C.I. the greater was the use made of the latter method. In a follow-up study, Blankenship and Hoy (1972) compared the ideological orientations and personality characteristics of teachers as "acceptors" or "rejectors" of the B.S.C.S. biology programme. The former term described a teacher who favoured the philosophy and method of teaching B.S.C.S. whereas the latter term was descriptive of a teacher who was in disagreement with the B.S.C.S. methodology. The finding revealed that the "acceptors" of B.S.C.S. were generally teachers who were more "humanistic" in their P.C.I. than teachers who rejected the programme. They

concluded that if pupil control was a central aspect of the organizational life of a school then further study of it, as it related to aspects of science teaching, was desirable. The conceptualization and operational definition of P.C.I. developed might prove highly rewarding in subsequent research into science teaching methodology.

Helsel (1971) sought a positive relationship between what was called a teacher's "status obeisance" and a custodial P.C.I. Status obeisance was defined as the value placed on authority for its own sake and the deference shown for positions higher than one's own. It concentrated on the idea of respect given, due to a position rather than respect deserved, because of proved ability. It is to be expected that several sociological and personal variables could be related to differences in the pupil control orientations of school personnel. One such variable was status obeisance.

By multiple regression analysis, it was discovered that there was a strong positive relationship between custodial P.C.I. and status obeisance. The results of the study suggested that psychological variables may be important in determining the direction of an educator's view toward pupil control. It is noteworthy that in this study, agreement was found with Willower et al (1967) in that secondary teachers were reported to be more "custodial" than elementary teachers.

Leppert and Hoy (1972) followed the same line of thought as Helsel (1971) in an attempt to investigate the relationship between P.C.I. and teacher personality. The previous study by Willower et al (1967) had stressed the importance of the relationship between role factors and P.C.I. The finding tended to support the belief that P.C.I. was a function

of both personality and social system factors. A most surprising discovery was the lack of a strong relationship between P.C.I. and the individual's personality. Although none of the personality needs was strongly related to P.C.I. it seemed reasonable to believe that certain personality characteristics such as authoritarianism would be more relevant in ideology formation. This, however, was not found to be the case. Contrary to the findings of Leppert and Hoy (1972) but in partial agreement with Helsel (1971) a study by Barfield (1973) showed that teachers with a high sense of personal effectiveness appeared less "custodial," irrespective of the teacher's age. The characteristics of a "custodial" teacher were consistent with the findings of Willower et al (1967). A "custodial" teacher was depicted as a less educated, egotistical person who preferred non-intellectual to intellectual pursuits. The conclusion reached by Helsel (1971), Leppert and Hoy (1972) and later by Williams (1973) supported an earlier finding by Gilbert and Levinson (1957) that P.C.I. was a function of both personality and social system factors. In addition Williams (1973) felt that the position educators occupied and the perception they had of their role, influenced their ideological disposition toward the aspect of pupil control.

Before the next section is introduced it is appropriate to recapitulate what has so far been discussed since the beginning of Chapter II. After having briefly defined P.C.I. and reported the reliability and validity of the instrument, the orientation extremes of "humanism" and "custodialism" were explained and the method of scoring the questionnaire was delineated. This was done before an attempt was made to relate the utilization of P.C.I. by teachers and administrators.

It had been suggested in several studies that the school could be regarded as an organization. The members of the organization would try to maintain or improve their status relative to others and this in part explained the social behaviour of the members within the organizational frame. The concept of P.C.I. formed the basis of several studies which have explored the relationship of the teacher's social behaviour in schools, the teacher's personality and the school atmosphere or "climate." Recent findings of Helsel (1971), Leppert and Hoy (1972) and Williams (1973) have given credence to the hypothesis that P.C.I. was a function of both personality and social system factors. The one theme which occurred in several studies was that as a teacher gained more experience, he became more "custodial" in his P.C.I. orientation.

IV. THE INFLUENCE OF THE COOPERATING TEACHER

The attitude of experienced teachers toward beginning teachers is very important, especially during student teaching practice, for at that time a student teacher is particularly vulnerable to the demands of the school organization. As Waller (1932, p. 389.) stated:

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

If inexperienced teachers are assigned to cooperating teachers who are disposed toward a "custodial" philosophy and if these experienced teachers make up a group of "significant others," it would seem reasonable to forecast a positive relationship between the cooperating teacher

and a change toward a more "custodial" ideology.

In an exhaustive study, Hoy (1968) carefully examined the P.C.I. of student teachers at the beginning and end of their practice teaching semester and compared any attitude change to that discovered when the same group was tested the year immediately following their graduation from Teachers' Training College. The original sample was composed of one hundred and seventy-five subjects who had all completed the P.C.I. Form in group meetings just before the commencement of their student teaching assignments. After the conclusion of their eight week practice teaching session, each subject responded to the second P.C.I. Form. Approximately one year later the subjects were contacted by mail and each was asked to complete a third and final P.C.I. Form. It was a tribute to the perseverance of Hoy to report that he still maintained over ninety-two percent return of usable replies. When a t-test for the difference between the means of correlated samples was used, it was found that a significant change had occurred in the individual's P.C.I. at the end of each period of experience. In all cases the change indicated a movement to a more "custodial" attitude. This finding was corroborated in a later study by Roberts and Blankenship (1970). The reason suggested for the movement toward a more "custodial" attitude could be explained by what was called "the influence of significant others" upon the beginning teacher. The "significant other" was the experienced teacher who might be a disciple of a relatively "custodial" type of P.C.I. If this was the case, it would be expected that the student teacher would reveal by the P.C.I. Form score that he had been influenced in a "custodial" direction.

The second major hypothesis which guided the study was to see

if there would be any significant difference in an individual's P.C.I. if that person had not taught the year following graduation from teacher training. The finding showed that the P.C.I. of prospective teachers who did not teach the year following teacher training was not significantly more "custodial" after that year. The mean scores for that group of thirty-nine "teachers" remained virtually unaltered despite the fact that a significant change had occurred in the "custodial" direction during student practice teaching.

Williams (1973) reached the same conclusion as Hoy (1968) in that more experienced educators were found to be significantly more "custodial" in their pupil control orientation. Since Hoy's study (1968), considerable research effort has been directed toward the question of whether a cooperating teacher influenced the attitude of a student teacher in the matter of discipline and classroom management techniques. Despite the concentration of effort in this area, the findings were not uniform. It appeared that there were two diametrically opposed schools of thought. There were almost as many studies which concluded that the cooperating teacher had no significant influence on the student teacher's P.C.I. as there were studies that gave support to the opposite point of view. In a dissertation, Palmer (1964) stated that Dunham (1958), McAulay (1960) and Price (1961) all claimed that the supervising teacher can change the attitudes of the student teacher in areas of teaching methods and techniques of classroom management. However, results contradictory to the ones previously cited were reported by Troisi (1959) and Sanford (1960) in the same dissertation.

It could be speculated that perhaps the reasons for the inconsis-

tent findings could have been explained by carefully examining the experimental set-up for each study. It was first noted that all of the studies had been conducted between ten and fifteen years ago when perhaps some of the research procedures used were not as accurate as those of more recent times. In addition all of the investigations had been carried out before the existence of the Willower et al questionnaire (1967), therefore it was necessary to know what instrument had been used as well as the extent of its validity and reliability. Detailed knowledge of the experimental design was another requirement so that it could be determined if the important consideration of sample bias had been taken into account prior to reaching any conclusions. Another fundamental point was that the grade level for each study should be known, because what might be a finding at the secondary level might have no application at the elementary level, again producing inconsistency. Finally, the quality of each cooperating teacher, whether good or bad, would certainly vary as would the student teacher, hence the extent of the influence of the cooperating teacher on the student teacher would also vary so leading to different conclusions.

Fuhrman (1971) found that teacher interns with no previous teaching experience were most susceptible to the influence of a cooperating teacher. Quinn (1971) and Burton (1971) carried out independent studies which involved a videotaped procedure performed with both cooperating and student teachers. The videotaped procedure was used to identify teacher behaviour under four main categories. These were Group Alerting, Accountability, Reinforcement and Class Perception. By means of a series of codes each behaviour was identified as a teaching style. After the

videotapes had been watched and scored, a pairing process for compatibility followed. The videotaping of the student teacher was done in a micro teaching type of situation after four weeks and again after an eight week period. Quinn found that student teachers tended to move in the direction of the cooperating teacher's behaviour. Out of the twenty-nine pairs tested, twenty-three showed a positive effect. Burton's findings revealed that student teachers paired with cooperating teachers who displayed a great deal of a given behaviour tended to move significantly toward the style of the cooperating teacher, while student teachers paired with cooperating teachers who displayed very little of a given behaviour tended to move away from the cooperating teacher's style. The implication was that repetition of behaviour by a cooperating teacher was classified as desirable and so the student teacher tried to imitate that behaviour.

Roberts and Blankenship (1970) in a paper presented at the Annual Meeting of the National Association for Research in Science Teaching attempted to demonstrate a positive correlation between the change in P.C.I. of student teachers and the student teacher's perception of the cooperating teacher's P.C.I. The student teacher's perception of the cooperating teacher was measured using a further modified Willower et al questionnaire (1967). Their findings indicated that the P.C.I. Form scores of the student teachers as a group increased significantly during student teaching.

Kulawiec (1971) examined the relationship between the student teacher's perception of supervisory concepts and the resulting attitude toward teaching. Both cooperating and student teachers had openly

expressed the importance of these and any change noted in the student teacher's attitude was presumed to have been a consequence of the interaction between the supervisor and the supervised during the student teaching experience. The instrument used for measurement was the Minnesota Teacher Attitude Inventory. Kulawiec concluded that although the student teacher's perception of supervisory concepts and their attitudes toward teaching did not undergo marked changes, the cooperating teachers were identified as agents of influence.

Seperson (1971) and later Seperson and Joyce (1971) in a paper presented at the Annual Meeting of AERA in New York examined the connection between verbal behaviour teaching styles of elementary student teachers and their cooperating teachers. The results revealed that as student teachers gained more experience they tended to ask more questions that required pupils to make observations and inferences. It was also discovered that only at the initial stage of practice teaching was much influence exerted by the cooperating teacher on the student teacher. Therefore any deviation noticed from the initial attitude was proportional to the contact time between the two parties. In one of the most recently recorded studies, conducted at the University of Kentucky, Peters (1973) explored the influence of the cooperating teacher on the attitude of the student teacher, toward the teaching of English. The findings revealed that the attitude of the student teacher was influenced in the direction of the cooperating teachers who possessed the more progressive ideas. It was recommended by Peters that cooperating teachers should be carefully selected before any assignment of student teachers was made by the personnel responsible for teacher training.

Seperson (1971) noticed that the student teacher who spent all the practice teaching time with one cooperating teacher revealed a significantly closer orientation to that cooperating teacher both in questioning techniques and procedure handling behaviours. On the other hand, the student teacher who had been assigned to more than one cooperating teacher showed no significant similarities to the teaching style of any of the cooperating teachers. Kimborough (1971) studied the attitude changes of student teachers towards discipline in elementary schools. By use of the Minnesota Teacher Attitude Inventory twenty elementary student teachers were matched with an equal number of public school teachers. The assignment was made so that half of the student teachers were intentionally paired with cooperating teachers who were known to have "like" attitudes. The remaining student teachers were paired with cooperating teachers who were known to possess "unlike" attitudes. It was discovered that no significant change was found in expressed attitudes for either the "like" or "unlike" groups but that student teachers paired with cooperating teachers of "unlike" attitudes had a greater mean change than did the student teachers who had been placed with cooperating teachers of "like" attitudes.

The studies cited so far have revealed that the cooperating teacher was recognized in varying degrees of importance as an agent of change on the attitude of the student teacher. However, contrary to the studies quoted up until now, Dewald (1970), Lamb (1970) and Dowski (1971) all found that the supervising teacher was not an effective agent in bringing about a change in a student teacher's attitude toward Pupil Control Ideology. Each of these contributions is reviewed below.

Dewald (1970) used the Minnesota Teacher Attitude Inventory to

determine the factors which strongly influenced the change in attitude of a student teacher. The design of the study involved a pre-test and ten weeks later a post-test from which a residual gain score was obtained. Dewald concluded that psychological needs such as self-respect, love of one's fellow-beings as well as the establishment of a person's confidence performed an important function in attitude change but that age, years of teaching experience or the orientation of the cooperating teacher had no effect on the change in attitude of the student teacher toward the behaviour of pupils.

Dowski (1971) attempted to observe and assess the authoritarian tendencies in supervising teachers and student teachers. By means of the Californian F scale, Form 30 individual differences were estimated. There appeared to be little correlation between the observed attitudes of student teachers and their cooperating counterparts. Although the authoritarian level of student teachers decreased as teaching practice proceeded, Dowski felt that this was not attributable to the influence of the cooperating teacher. The major causes of change were listed in order of importance as the nature of the children, the school atmosphere and the supervising teacher.

As far as this last study was concerned it could be questioned how it had been decided that something was a causal effect in attitude change of the student teacher. It would appear that although the supervising teacher was ranked only the third most important factor in bringing about an attitude change, it listed both the nature of the children and the school atmosphere as both being more important. However, when it is considered how a school atmosphere is produced surely it is the

amalgamated effect of the principal and his staff working together, along with the interaction of the pupils and this total effect could possibly be measured by a group collective P.C.I. In other words the three factors cannot be easily isolated. It would appear that the three major causes listed by Dowski are indeed all interrelated and complementary to one another. For this reason it was felt that the conclusions reached in the Dowski study were not as clear cut as was made out, nor was the delineation of causal change as straightforward as presented.

Lamb (1970) looked into the factors which affected the cooperating teacher's influence upon the student teacher's attitude and role perception and concluded that student teachers were not influenced by their cooperating teachers to any significant degree. Wiley (1972) pointed out that student teaching was of little value unless the attitudes of the personnel involved with the teacher training programme and the cooperating teachers were compatible.

From the many studies which have been discussed in this section, it can be concluded that the attitude of an inexperienced student teacher can be influenced in varying degrees through the association of a cooperating teacher. The extent to which the influence was felt appears to depend on the behaviour exhibited by the cooperating teacher. If a great deal of a particular behaviour is demonstrated by a cooperating teacher it seems likely that the student teacher will tend to imitate that behaviour, especially if it is observed to be successful. The two major findings which appeared were that as a student teacher gained more experience there was a tendency for him to become more "custodial" and that those who were held to be directly responsible for pupil control

would tend to be more "custodial" than those who were less responsible for pupil control.

V. STUDENT TEACHERS AND P.C.I.

In an investigation somewhat similar in design to the present study Hamil (1972) compared the observed change in a student teacher's P.C.I. to that of an assigned cooperating teacher. A marked rise was noted in the student teacher's P.C.I. from the beginning to the end of the student teaching experience. However, when a similar analysis was carried out between the student teacher's post test and the cooperating teacher's scores, no significant difference was observed. These results indicated that the cooperating teacher had been quite successful in causing an attitude change on the part of the student teacher.

Education can be regarded as a series of learning experiences designed to effect desirable changes in students. One function of teacher training should be to mold attitudes that would help the inexperienced deal with the teaching role in a way that would allow students to think independently. Jacobs (1968) inquired into the role of attitudes in changing the behaviour of student teachers. It was found that a significant change in attitude toward becoming more strict did occur with student teachers. This study corroborated studies by Hoy (1968) and Roberts and Blankenship (1970) where it was perceived that student teachers became more "custodial" as teaching experience was gained. Also supportive of this opinion was the Willower et al (1967) study where the research had indicated that the process of socialization of teachers and student teachers within the organizational structure of schools resulted in a

more "custodial" orientation towards pupil control. However, Young (1971) investigated authoritarianism in elementary student teachers and their supervising teachers and his finding was contradictory in that he found the attitude of the student teacher became less "custodial" or more "humanistic."

In an attempt to reconcile these apparently contrary findings the samples used in the studies were examined and it was found that while Young (1971) had confined his experiment exclusively to elementary school children, Willower et al (1967) and Hoy (1968) had drawn their samples from both elementary and secondary schools. In fact less than half of the samples selected in the latter studies were taken from elementary schools so it would appear that this variation in sample selection could have been partly able to explain the difference in findings. Also, one of the conclusions reached by Willower et al (1967) stated that secondary teachers were more "custodial" than elementary teachers, so on reflection the apparent difference in findings between Young (1971) and Willower et al (1967) is not as contradictory as it first appeared. Another reason for the difference in findings under discussion could have been that in the Hoy (1968) study, the majority of teachers described their student teaching experience as one in which good discipline was a prerequisite for good teaching. It was looked upon as necessary to be a strict disciplinarian before one's merits as a teacher were even considered. In order to gain acceptance by the regular teachers it was essential to have demonstrated good class control. It would not therefore be surprising to find that student teacher's orientation became more "custodial."

One last suggestion to account for the discrepancies in the

findings of Hoy (1968) and Willower et al (1967) compared to Young (1971) would be that ideas change in education just as they do in other professions. The acceptable one year, becomes the rejected the following year and so it appears that the trend in education for the early 1970's at least, was for a more "humanistic" approach toward students. This would be in agreement with the finding of Young (1971). Whereas in the late 1960's when Willower et al (1967) and Hoy (1968) did their studies, "custodialism" was the acceptable orientation as far as society was concerned.

Although the influence of a cooperating teacher on a student teacher had been widely researched, the hypothesis that student teachers might influence their cooperating teachers had not yet been propounded. However, in a study by Rosenfeld (1969) where a Minnesota Teacher Attitude Inventory change score was used to measure the attitudes of cooperating teachers toward pupils, it was found that the cooperating teacher who had been associated with the more open-minded student teacher tended to develop a more favourable attitude toward the pupils. While the cooperating teacher who had been associated with a more close-minded student teacher developed a less favourable attitude. These findings were quite contrary to the traditional concept in that the student teacher was now regarded as being the agent that could bring about a change in the cooperating teacher's attitude.

Few studies have been found to complement Rosenfeld (1969), but Rich (1971) reached a similar conclusion that the student teacher's role could be two-fold, that of a learner and that of an agent of change on the cooperating teacher.

It is difficult to explain why so little research has been directed towards the Rosenfeld and Rich points of view, for it would appear that whenever vocal individuals with their own personalities are brought together, a certain amount of interaction must take place which could result in one person learning from the other. This could be illustrated as a symbiotic effect in that there is a living and developing together for mutual benefit. In other words, techniques in classroom management and methods of lesson presentations can be both learning and rewarding experiences for the student teacher and cooperating teacher alike.

The main theme in this last section of Chapter II has centred on the relationship between student teachers and their change of P.C.I. over time. The conclusion reached in the earlier studies already fully discussed was that as time progressed, student teachers became more "custodial" in P.C.I. orientation. In a more recent study it was found that the opposite trend in P.C.I. was observed. An attempt was made to explain this inconsistency from the point of view of school type, grade level involved and current educational philosophy. Before concluding this section brief reference was made to the studies which showed that student teachers could be instrumental in changing the P.C.I. orientation of the cooperating teachers.

In summary, the review of the available literature and related research largely concentrates on the realization that P.C.I. is a function of both personality and social system factors. In addition, research indicates that the position educators occupy in the hierarchy and the perception they have of their role, influence their ideological disposition toward the aspect of pupil control. For this reason, those who are

more directly responsible for a student's behaviour are more "custodial", i.e., teachers are more "custodial" in their P.C.I. orientation than principals.

A salient discovery made in the research covered was that a teacher's P.C.I. became more "custodial" as experience was gained and the reasons suggested for this finding were fully discussed. The chapter continued by exploring the influence that a cooperating teacher exerted on a student teacher. It was revealed that, if a cooperating teacher had any effect on a student teacher's P.C.I. orientation, it was the student teacher's first impression of the cooperating teacher that carried the most impact and that the extent of attitude change demonstrated by the student teacher was proportional to the strength of personality displayed by the cooperating teacher. A number of studies revealed that psychological needs performed an important function in attitude change but that factors like age and experience of the cooperating teacher were of little consequence in changing a student teacher's P.C.I. orientation. The chapter concluded with a short reference being made to the concept held that a student teacher could be operative in changing or reshaping the attitude of a cooperating teacher.

CHAPTER III

RESEARCH PROCEDURES

I. INTRODUCTION

The chapter is divided into six sections. First, a short introduction to the chapter. Second, a condensed statement of purpose of the study followed by the hypotheses to be tested. Third, a brief description of the sample used. Fourth, the instrument which was employed in the investigation is explained. Fifth, the procedure adopted for data collection and the subsequent treatment of the dichotomized sub-groups. Sixth and final, a brief rationale for having selected the analysis of covariance as the most appropriate statistical design followed by an explanation of how this analysis was used to elicit the required information which would accept or reject the previously formulated hypotheses.

II. THE PURPOSE OF THE STUDY

The study was undertaken to investigate the effect that the Pupil Control Ideology of an experienced teacher would have on a student teacher's attitude toward pupil discipline. The hypotheses were stated in the null form:

- H₁ There is no significant difference between the Pupil Control Ideology pre-test and post-test of a student teacher.
- H₂ The more "custodial" the Pupil Control Ideology of the cooperating teacher, the more "custodial" the student teacher becomes.
- H₃ Student teachers who are supervised by low "custodial" cooperating

teachers become significantly more "humanistic" in their Pupil Control Ideology than student teachers who are supervised by high "custodial" cooperating teachers.

H₄ There is no significant difference between male pre-test and post-test compared to female pre-test and post-test for student teachers with respect to their Pupil Control Ideology scores.

III. THE SAMPLE

The study was conducted on a random sample of student teachers matched with their assigned cooperating teachers. The student teachers were all enrolled in the Elementary Certification Programme within the Faculty of Education at the University of Manitoba during the session 1972-73. As was explained in Chapter I, there were actually two different samples on which separate analyses were carried out. The samples were designated "original" and "reduced." The "original" sample had been obtained by using all of the seventy-eight replies which had been returned in the post-test questionnaire. It was composed of twenty-six male and fifty-two female student teachers. The breakdown of the cooperating teachers in the "original" sample was twenty-five males and fifty-three females.

In the "reduced" sample which had resulted from the division of the "original" sample into High P.C.I. and Low P.C.I. sub-groups there were only sixty-two members since the middle twenty percent of the "original" sample had been eliminated. The "reduced" sample consisted of twenty-four male and thirty-eight female student teachers along with twenty-three male and thirty-nine female cooperating teachers.

In the "original" sample the average number of years of teaching

experience possessed by a cooperating teacher was 8.8 years compared with 8.4 years for the cooperating teacher in the "reduced" sample. Both samples have the same number of maximum and minimum years of teaching experience for the cooperating teacher namely, thirty-five and two respectively. Table I presents a description of the respondents in the "original" sample. Table II presents information of the respondents in the "reduced" sample.

TABLE 1.
DESCRIPTION OF RESPONDENTS IN THE "ORIGINAL" SAMPLE

	N	Age In Years			
		< 20	20-24	25-34	> 35
Student Teacher Male	26	-	18	7	1
Student Teacher Female	52	19	32	1	-
TOTALS	78	19	50	8	1
Cooperating Teacher - Male	25	-	2	16	7
Cooperating Teacher Female	53	-	11	24	18
TOTALS	78	-	13	40	25
Sex	Years of Experience for Cooperating Teacher				
		< 5	5-10	11-16	> 16
Male	25	10	10	4	1
Female	53	16	19	9	9
TOTALS	78	26	29	13	10

TABLE 2.

DESCRIPTION OF RESPONDENTS IN "REDUCED" SAMPLE

	N	Age In Years			
		< 20	20-24	25-34	> 35
Student Teacher Male	24	-	16	8	-
Student Teacher Female	38	11	26	1	-
TOTALS	62	11	42	9	-
Cooperating Teacher - Male	23	-	2	14	7
Cooperating Teacher - Female	39	-	10	16	13
TOTALS	62	-	12	30	20
Sex	Years of Experience for Cooperating Teacher				
		< 5	5-10	11-16	> 16
Male	23	10	9	3	1
Female	39	12	13	9	5
TOTALS	62	22	22	12	6

IV. THE INSTRUMENT

The study used a modification of the Pupil Control Ideology questionnaire developed by Gilbert and Levinson (1957). The instrument which originally comprised fifty-seven items was refined by Willower, Eidell and Hoy (1967) to twenty items and it was this modified form which was used in the investigation. Appendix A contains a copy of the questionnaire. It was designed to measure responses along a continuum varying from "humanistic" to "custodial." Answers were given on the basis of a five-point, Likert-type scale to categories which ranged from "strongly agree", "agree", "undecided", "disagree" to "strongly disagree". These categories were awarded five, four, three, two and one point respectively for items which were positive to the "custodial" viewpoint, while the score was reversed for those items which were negatively stated. The responses were designed so that the higher the overall score obtained from the questionnaire, the more "custodial" was the Pupil Control Ideology of the respondent.

V. PROCEDURE FOR DATA COLLECTION

Each of the 234 student teachers enrolled in the Elementary Certification Programme within the Faculty of Education at the University of Manitoba during the session 1972-73 was given a copy of the Willower et al (1967) questionnaire, along with a letter of explanation. Appendices A and C contain a copy of the questionnaire and letter respectively. After two weeks the number of usable responses only numbered thirty-eight so an additional one hundred and ten names of student teachers were randomly selected and to each of these was mailed a follow-up letter

enclosed with another copy of the questionnaire. A copy of this letter appears in Appendix D. The number of usable replies which resulted from this numbered sixty-one. The total responses received from the first and second questionnaire distributions was ninety-nine.

For approximately the next five months the student teachers were assigned to practice teaching. After their student teaching experience the ninety-nine student teachers who had previously responded were mailed another copy of the Willower et al (1967) questionnaire, along with a letter of explanation. A copy of this letter appears in Appendix E. The number of usable responses numbered seventy-eight. This constituted what was called the "original" sample and it was equivalent to a 78.8 percent return. The student teacher's pre-test and post-test scores were compared to see if there had been any significant change in the attitude of the student teacher towards pupil control. The assumption which underlay this prediction was that if any significant change in attitude had taken place, the agent partially responsible was the cooperating teacher. In addition each cooperating teacher was asked to complete a questionnaire so that the attitude of the cooperating teacher towards pupil control could be established. As previously stated the responses to the questionnaire were designed so that the higher the total score, the more "custodial" was the ideology of the respondent.

In order to test hypothesis two and hypothesis three it was necessary to dichotomize the cooperating teachers into High P.C.I. and Low P.C.I. sub-groups. Accordingly, twenty percent of the the responses from the middle range of raw scores were removed so that the cooperating

teachers whose scores ranged from forty-eight to fifty were eliminated. This division of the "original" sample into High and Low sub-groups was done in an attempt to clarify the boundaries between the sub-groups, so reducing the effect of overlap. The remaining sixty-two members taken from the "original" sample constituted the "reduced" sample and this was evenly divided into High and Low sub-groups. The High sub-group consisted of thirty-one members whose raw scores ranged from fifty-one to seventy-three. The cooperating teachers in this sub-group were regarded as being more "custodial" in their P.C.I. orientation. The Low sub-group also had thirty-one members whose raw scores ranged from forty-seven to twenty and was made up of cooperating teachers who were relatively more "humanistic" in their approach to P.C.I. Tables 3 and 4 present demographic descriptions of the respondents and their sub-groups.

VI. STATISTICAL DESIGN

Analysis of covariance, henceforth referred to as ANCOVA is used as a method of exposing the different sub-groups of student teachers to different treatments. By this manipulative technique, means and variances are found, main effects, interactions and error mean squares can be calculated and contrasted. The significance of differences in sets of means permitted inferences to be made. In psychological research, most of the variables are contaminated measures so that an analysis of the data can be improved by the removal of as much of this contamination as possible. In applications of ANCOVA, the uncontrolled variable is usually removed by linear regression and the remaining sums of squares are used to provide variance estimates which in turn are applied to make

TABLE 4.
 YEARS OF EXPERIENCE OF THE COOPERATING TEACHERS
 IN HIGH P.C.I. AND LOW P.C.I. SUB-GROUPS

	N	SEX	YEARS OF EXPERIENCE OF COOPERATING TEACHERS			
			< 5	5-10	11-16	> 16
HIGH P.C.I.	12	MALE	5	4	2	1
SUB - GROUP	19	FEMALE	8	4	4	3
TOTALS	31					
LOW P.C.I.	11	MALE	5	5	1	-
SUB - GROUP	20	FEMALE	4	9	5	2
TOTALS	31					

tests of significance. Thus ANCOVA can permit the researcher to study the performance of several groups which are unequal with regard to an important variable, as though they were equal in that respect. The control variable in the present study was the post-test raw score and this was the variable on which the statistical adjustments were carried out.

The preamble to this section has explained why it was decided to subject the collected data to ANCOVA. The rationale for taking such a step was founded on the understanding that by means of this more statistically sound test, the element of bias within a sample could be taken into consideration. The significant difference which had already been found by means of the t-test on the High P.C.I. associate sub-group could have been due to the fact that the sample was significantly different from the Low P.C.I. associate sub-group, even prior to the completion of the pre-test. As Ferguson (1971, p. 288,) stated,

One object of experimental design is to ensure that the results may be attributed, within the limits of error, to the treatment variable and to no other causal circumstance. Situations arise, however, where one or more variables are uncontrolled because of practical limitations associated with the conduct of the experiment. ANCOVA is the statistical method that can be used to adjust for the effects of one or more non-controllable variables.

The raw scores for the "reduced" sample of student teachers for both the pre-test and post-test along with their matched cooperating teacher's score and sex description of the student teacher were transferred onto computer cards. The ANCOVA programme selected, performed a complete regression as well as an analysis of covariance, with a one-way classification. The dimensions were set up so that the programme

handled the necessary groups and pairs of observations per group.

When ANCOVA was applied, the uncontrolled variable was eliminated by simple linear regression and the remaining sums of squares were used to calculate whether the results were significant. The post-test scores were adjusted to compensate for the initial differences between the High P.C.I. associate and Low P.C.I. associate raw scores in the pre-test. Table 5 shows how group means are adjusted for the student teachers in ANCOVA.

TABLE 5.

STUDENT TEACHER SUB-GROUP MEANS ADJUSTMENT ON
POST-TEST USING ANALYSIS OF COVARIANCE

SUB-GROUP	ORIGINAL MEAN	ADJUSTED MEAN
HIGH P.C.I. ASSOCIATE STUDENT-TEACHER	50.23	49.40
LOW P.C.I. ASSOCIATE STUDENT TEACHER	44.74	45.57

It was observed that the original mean for the Low P.C.I. associate sub-group had been increased slightly whereas the original mean for the High P.C.I. associate sub-group had been decreased. The reason for those particular adjustments could be inferred from the differences between the High P.C.I. associate and Low P.C.I. associate on the student teacher pre-test. The High P.C.I. associate sub-group mean was adjusted downwards because of the initial superiority of that sub-group over the Low P.C.I. associate sub-group, with respect to their ideas on pupil control.

The High P.C.I. associate and Low P.C.I. associate student teacher sub-groups were subjected to ANCOVA using the pre-test as the dependent variable. If a significant difference was found between the two sub-groups it would be interpreted that there had actually been a significant change in attitude of the student teachers between the times of the pre-test in October 1972 and the post-test administered in March 1973. This was the time span during which the student teachers had been exposed to the influence of the cooperating teachers.

CHAPTER IV

PRESENTATION OF THE RESULTS OF THE ANALYSIS

I. INTRODUCTION

The intention of this study was to determine the effect that the Pupil Control Ideology of an experienced teacher would have on the attitude and orientation of a student teacher towards pupil discipline.

The procedure which will be adopted for this chapter is to present each hypothesis and treat it separately.

II. INFERENCEAL ANALYSIS OF DATA

H_1 There is no significant difference between the Pupil Control Ideology pre-test and post-test of a student teacher.

The pre-test and post-test scores of the "original" sample were punched onto computer cards and then subjected to a programmed t-test for the difference between the means of two non-correlated samples. Table 6 presents a comparison of the pre-test and post-test scores for student teachers in the "original" sample.

TABLE 6.
COMPARISON BETWEEN PRE-TEST AND POST-TEST
P.C.I. OF STUDENT TEACHERS

N = 78		$t_{\text{CALCULATED}}$
PRE-TEST MEAN	45.94	
POST-TEST MEAN	47.15	
		1.60
CRITICAL VALUE $t_{1,77,0.05} = 1.99$		

Despite the success in the earlier findings of Willower *et al* (1967) and Hoy (1968) in Pupil Control Ideology analyses using a t-test as a means of statistical design, the data of the present study revealed that student teachers did become more "custodial" in their attitude toward pupil control but the change was not enough to be statistically significant at the 0.05 level of significance. The finding that there was no significant difference at the 0.05 level confirmed the first hypothesis, namely that there would be no significant difference between the Pupil Control Ideology pre-test and post-test of the student teachers.

H_2 The more "custodial" the Pupil Control Ideology of the cooperating teacher, the more "custodial" the student teacher becomes.

As explained in the previous chapter, before attempting to test the remaining hypotheses it was necessary to eliminate the middle twenty percent of the "original" sample. When this had been done the resulting student teachers in the study were classified as the "reduced" sample.

According to the score obtained in the questionnaire, the cooperating teachers were divided into High P.C.I. and Low P.C.I. sub-groups. The High P.C.I. sub-group consisted of those cooperating teachers whose scores ranged from seventy-three to fifty-one. This sub-group was representative of those teachers who were more "custodial" in their orientation. The Low P.C.I. sub-group members had scores which ranged from forty-seven to twenty and their philosophy of pupil control centred on a more "humanistic" approach to pupil control. Student-teachers paired with High P.C.I., called High P.C.I. associate and Low P.C.I. cooperating teachers, called Low P.C.I. associate were selected for analysis on the basis of their student teaching assignment. Mean pre-test and post-test scores for the two sub-groups of student teachers are summarized in Table 7.

TABLE 7.

MEAN SCORES OF STUDENT TEACHERS ON THE PRE-TEST
AND POST-TEST OF THE P.C.I. FORM

STUDENT TEACHER SUB-GROUP	N	MEAN SCORE PRE-TEST	MEAN SCORE POST-TEST
HIGH P.C.I. ASSOCIATE	31	46.90	50.23
LOW P.C.I. ASSOCIATE	31	44.77	44.74
TOTALS	62		

In order to allow for P.C.I. differences between the High P.C.I. associate and Low P.C.I. associate student teacher sub-groups, the student teacher pre-test P.C.I. scores were used as control and the data were then subjected to an ANCOVA analysis. Table 8 reports the analysis.

TABLE 8.

ANALYSIS OF COVARIANCE COMPARISON BETWEEN HIGH-LOW
ASSOCIATE STUDENT TEACHER'S SUB-GROUPS

SOURCE OF VARIATION	df	SS.	MS.	F
BETWEEN HIGH-LOW ASSOCIATE SUB-GROUPS	1	222.35	222.35	5.09*
ERROR WITHIN HIGH-LOW ASSOCIATE SUB-GROUPS	59	2577.13	43.68	
TOTAL	60			

CRITICAL VALUE: $F_{1,59,0.05} = 4.00$

* denotes significant F ratio.

The major hypothesis that:

the more "custodial" the Pupil Control Ideology of cooperating teachers,
the more "custodial" becomes the control ideology of student teacher was confirmed at the 0.05 level. It implied that the post-test raw score for the student teacher had revealed a marked increase in the "custodial" direction. It should be noted that from Table 7, the mean scores for the pre-test and post-test with the Low P.C.I. associate remained almost unchanged -- actually a decrease of 0.03 was recorded.

H₃ Student teachers who are supervised by Low "custodial" cooperating teachers become significantly more "humanistic" in the Pupil Control Ideology than student teachers who are supervised by High "custodial" cooperating teachers.

Separate ANCOVA analyses were performed on the High P.C.I. associate and Low P.C.I. associate sub-groups respectively. Before the

Low P.C.I. associate scores were programmed it was noted that since the pre-test and post-test means for this sub-group were almost identical it would not be expected to find a significant F ratio. The finding confirmed that expected result and the details are shown in Table 9.

TABLE 9.

ANALYSIS OF COVARIANCE BETWEEN LOW P.C.I. COOPERATING
TEACHERS AND STUDENT TEACHER ASSOCIATES

SOURCE OF VARIATION	df	SS.	MS.	F
BETWEEN LOW P.C.I. AND LOW P.C.I. ASSOCIATE SUB-GROUPS	1	0.0	0.0	0.0
ERROR WITHIN LOW P.C.I. AND LOW P.C.I. ASSOCIATE SUB-GROUPS	59	2221.86	37.66	
TOTAL	60			

CRITICAL VALUE: $F_{1,59,0.05} = 4.00$

Having verified that there was no significant difference between the pre-test and post-test scores for the Low P.C.I. associate student teacher it only remained necessary to programme an ANCOVA analysis on the High P.C.I. cooperating teacher and the High P.C.I. associate student teacher. This was done and the results appear in Table 10.

TABLE 10.

ANALYSIS OF COVARIANCE BETWEEN HIGH P.C.I. COOPERATING
TEACHERS AND THEIR STUDENT TEACHER ASSOCIATES

SOURCE OF VARIATION	df	SS.	MS.	F
BETWEEN HIGH P.C.I. AND HIGH P.C.I. ASSOCIATE SUB-GROUPS	1	171.05	171.05	2.46
ERROR WITHIN HIGH P.C.I. AND HIGH P.C.I. ASSOCIATE SUB-GROUPS	59	4104.49	69.57	
TOTAL	60			

CRITICAL VALUE $F_{1,59,0.05} = 4.00$

By examination of the pre-test and post-test mean scores for the High P.C.I. associate in Table 7 it was noted that there was a gain of 3.33 units. Because of this it was to be expected that the F ratio for pre-test and post-test student teacher of the High P.C.I. associate would be considerably larger than the Low P.C.I. associate counterpart. This was found to be the case but the value obtained for the F ratio was not statistically significant. On account of the findings obtained it was necessary to reject the third hypothesis.

H_4 There is no significant difference between male pre-test and post-test compared to female pre-test and post-test for student teachers with respect to their Pupil Control Ideology scores.

Further investigation of the relationships between the Pupil Control Ideology of student teachers and their cooperating teacher counterparts led to separate analysis of covariance by sex for each of the sub-groups. Mean scores by sex on the pre-test and post-test of the P.C.I. form are displayed in Table 11.

TABLE 11.
 MEAN SCORES BY SEX ON THE PRE-TEST AND
 POST-TEST OF THE P.C.I. FORM

SUB-GROUP	MALE			FEMALE		
	N	MEAN PRE-TEST	MEAN POST-TEST	N	MEAN PRE-TEST	MEAN POST-TEST
HIGH P.C.I. ASSOCIATE	11	52.36	54.18	20	43.90	48.05
LOW P.C.I. ASSOCIATE	13	44.69	45.00	18	44.83	44.56
TOTAL	24			38		

Before any ANCOVA analyses were performed on the male-female data, it was noted with interest from Table 11 that the mean scores for both the Low P.C.I. associate male and female student-teachers remained remarkably stable between the administration of the pre-test and post-test questionnaire. The High P.C.I. associates, however, did not reveal such stability. The mean scores for the High P.C.I. associates changed for both sexes with the increase in the females being particularly large, in fact it was almost twice the rise noted for equivalent High male sub-group. A number of ANCOVA analyses were carried out on several permutations of the High and Low sub-groups by sex and the results appear in Table 12 to Table 16.

TABLE 12

ANALYSIS OF COVARIANCE FOR THE TOTAL MALE STUDENT TEACHERS
AGAINST THE TOTAL FEMALE STUDENT TEACHERS

SOURCE OF VARIATION	df	SS.	MS.	F
BETWEEN TOTAL MALE-FEMALE ASSOCIATE SUB-GROUPS	1	1.96	1.96	0.04
ERROR WITHIN TOTAL MALE- FEMALE ASSOCIATE SUB-GROUPS	59	2797.52	47.42	
TOTAL	60			

CRITICAL VALUE: $F_{1, 59, 0.05} = 4.00$

From the F ratio obtained in Table 12 it was quite evident that there was no significant difference between the total male student-teachers and total female student-teachers with regard to their change in ideas on pupil control.

TABLE 13

ANALYSIS OF COVARIANCE FOR HIGH MALE STUDENT TEACHERS
AGAINST LOW MALE STUDENT TEACHERS

SOURCE OF VARIATION	df	SS.	MS.	F
BETWEEN HIGH-LOW MALE STUDENT TEACHER SUB-GROUPS	1	43.04	43.04	0.99
ERROR WITHIN HIGH-LOW MALE STUDENT TEACHER SUB-GROUPS	21	916.40	43.64	
TOTAL	22			

CRITICAL VALUE: $F_{1, 21, 0.05} = 4.32$

TABLE 14.

ANALYSIS OF COVARIANCE FOR HIGH FEMALE STUDENT TEACHERS
AGAINST LOW FEMALE STUDENT TEACHERS

SOURCE OF VARIATION	df	SS.	MS.	F
BETWEEN HIGH-LOW FEMALE STUDENT TEACHER SUB-GROUPS	1	167.59	167.59	3.54
ERROR WITHIN HIGH-LOW FEMALE STUDENT TEACHER SUB-GROUPS	35	1656.76	47.34	
TOTAL	36			

CRITICAL VALUE: $F_{1,35,0.05} = 4.11$

While it was quite apparent from Table 13 that there was no significant difference between the High male and Low male student teachers, when ANCOVA was applied to the equivalent female student teacher's sub-groups it is observed from Table 14 that some change had taken place but the difference was still not statistically significant.

TABLE 15.

ANALYSIS OF COVARIANCE FOR HIGH MALE STUDENT
TEACHERS AGAINST HIGH FEMALE STUDENT TEACHERS

SOURCE OF VARIATION	df	SS.	MS.	F
BETWEEN HIGH MALE-HIGH FEMALE STUDENT TEACHER SUB-GROUPS	1	19.38	19.38	0.39
ERROR WITHIN HIGH MALE-HIGH FEMALE STUDENT TEACHER SUB-GROUPS	28	1400.15	50.01	
TOTAL	29			

CRITICAL VALUE: $F_{1,28,0.05} = 4.20$

TABLE 16.

ANALYSIS OF COVARIANCE FOR LOW MALE STUDENT
TEACHERS AGAINST LOW FEMALE STUDENT TEACHERS

SOURCE OF VARIATION	df	SS.	MS.	F
BETWEEN LOW MALE-LOW FEMALE STUDENT TEACHER SUB-GROUPS	1	2.10	2.10	0.05
ERROR WITHIN LOW MALE-LOW FEMALE STUDENT TEACHER SUB-GROUPS	28	1096.82	39.17	
TOTAL	29			

CRITICAL VALUE: $F_{1,28,0.05} = 4.20$

Having surveyed Table 12 to Table 16 inclusive, the findings revealed that there was no sex-linked significant difference between any of the paired permutated sub-groups and so the fourth hypothesis was accepted that there was no significant difference between male and female student teachers on their pre-test and post-test scores of the respective Pupil Control Ideology.

The analysis undertaken in this study has been outlined in this chapter. Perceptions of Pupil Control Ideology exhibited by cooperating teachers were found to range considerably but it was revealed that only in the case of a High "custodial" cooperating teacher was there a significant change of attitude towards "custodialism" demonstrated by the student teacher.

Although the pre-test and post-test scores for most student teachers were observed to change, when the total effect was examined it showed that there was no significant difference between the scores.

This should be interpreted with caution, but it could mean that on the whole not too many of the techniques of classroom management and pupil control demonstrated by an experienced teacher were considered to be worth adopting by the student teacher.

Finally, when a comparison was made between male and female student teachers to see if there was any indication of a sex-linked difference between the pre-test and post-test scores, the value of F obtained was much smaller than the critical F value required, hence it was concluded that there was no significant difference between male and female student teachers with regard to their Pupil Control Ideology. Furthermore when the male and female student teacher sub-groups were each divided into High P.C.I. and Low P.C.I. associated sub-groups and then permutated to test for significance, it was found that there was no significant difference in any of the comparisons analysed.

CHAPTER V

SUMMARY AND CONCLUSIONS

I. THE PROBLEM RESTATED

The major purpose of this study was to ascertain the effect that the Pupil Control Ideology of cooperating or experienced teachers exerted on a student teacher's concepts of pupil discipline. Further, the study was designed to determine whether male student teachers were more "custodial" than female student teachers with respect to classroom management and whether a cooperating teacher, who was a strict disciplinarian, would be able to influence the attitude of an experienced student teacher toward the cooperating teacher's orientation.

Specifically, this study was designed to test the following hypotheses:

- H₁ There is no significant difference between the Pupil Control Ideology pre-test and post-test of the student teacher.
- H₂ The more "custodial" the Pupil Control Ideology of the cooperating teacher, the more "custodial" the student teacher becomes.
- H₃ Student teachers who are supervised by Low "custodial" cooperating teachers become significantly more "humanistic" in their Pupil Control Ideology than student teachers who are supervised by High "custodial" cooperating teachers.
- H₄ There is no significant difference between male pre-test and post-test compared to the female pre-test for student teachers with respect to their Pupil Control Ideology scores.

There were two samples used in the study and for clarification these were termed the "original" sample and the "reduced" sample. The former consisted of the seventy-eight randomly selected student teachers enrolled in the Elementary Certification Programme within the Faculty of Education at the University of Manitoba. After a preliminary statistical analysis, the "original" sample was dichotomized into two categories, each of thirty-one student teachers and this was termed the "reduced" sample. The original sample was made up of twenty-six males and fifty-two females while the reduced sample was composed of twenty-four males and thirty-eight females.

II. SUMMARY OF PROCEDURE

The instrument employed in this investigation was a refinement of the Pupil Control Ideology questionnaire originated by Gilbert and Levinson (1957), later modified by Willower, Eidell and Hoy (1967). Responses to each of the twenty items were made on the basis of a five-point, Likert-type scale which ranged from "strongly disagree" for items which were stated positively toward "custodialism" and vice versa for negative items. The questionnaire was so designed that the higher the overall raw score obtained, the more "custodial" was the ideology of the respondent.

As mentioned earlier in this chapter, there were two samples used in the study. The "original" sample, which consisted of seventy-eight, randomly selected student teachers was subjected to a t-test for an initial analysis. Thereafter the "original" sample was stratified to produce High and Low sub-groups. In the process of forming these classifications it was necessary to eliminate the middle twenty percent of

the "original" sample so that two distinctly orientated sub-groups could be produced. The result of this paring of the "original" sample was termed the "reduced" sample. Several computer programmed analyses of covariance were employed on the "reduced" sample to test Hypothesis Two, Hypothesis Three and Hypothesis Four.

III. SUMMARY OF FINDINGS

H₁ There is no significant difference between the Pupil Control Ideology pre-test and post-test of the student teacher.

It was found by means of a t-test for the difference between the means of two independent samples that the hypothesis was accepted, although the difference between the pre-test and post-test scores did approach significance at the 0.05 level.

H₂ The more "custodial" the Pupil Control Ideology of the cooperating teacher, the more "custodial" the student teacher becomes.

In order to test this hypothesis, an analysis of covariance was performed on the "reduced" sample which had been dichotomized into High and Low associated sub-groups. On comparing these two sub-groups it was found that the student teachers who were matched with the High "custodial" cooperating teachers did themselves become more "custodial", thus hypothesis two was accepted.

H₃ Student teachers who are supervised by Low "custodial" cooperating teachers become significantly more "humanistic" in the Pupil Control Ideology than student teachers who are supervised by High "custodial" cooperating teachers.

When an analysis of covariance was carried out separately on the student teachers assigned to the High cooperating teachers and those assigned to the Low cooperating teachers, it was found that the F ratio

for the High sub-group was much larger than the F ratio for the Low sub-group whose mean value had remained almost completely stable throughout the pre-test and post-test. The movement of the student teachers associated with the High sub-group toward a more "custodial" attitude, however, was not large enough to equal the critical F ratio required and so on this account Hypothesis Three was rejected.

H₄ There is no significant difference between the male pre-test and post-test compared to the female pre-test and post-test for student teachers with respect to their Pupil Control Ideology scores.

In order to test this hypothesis, five separate analyses of covariance were performed. The results indicated that not only was there no significant difference between the total male and total female student teachers with regard to the Pupil Control Ideology orientation, but that the analyses of the possible permuted sub-groups by sex and P.C.I. orientation also revealed no significance. The findings therefore indicated that Hypothesis Four should be accepted.

Before the present study was undertaken it was the writer's belief that an experienced teacher would have been able to influence the attitude of an inexperienced student teacher in matters concerning pupil discipline and classroom management. However, the findings revealed that on analysis of the "original" sample, the experienced teacher apparently exerted little or no influence on the student teacher's attitude toward pupil control. In an attempt to explore this somewhat unexpected result, the "original" sample was dichotomized into High and Low sub-groups. The cooperating teachers in the High sub-group were regarded as being more "custodial" in their pupil control orientation whereas those in the Low sub-group

were regarded as being more "humanistic." The reduction of possible overlap between the sub-groups was strengthened by the removal of the middle twenty percent from the "original" sample and the resulting members were classified as the "reduced" sample. There were thirty-one matched pairs of student teachers and cooperating teachers in each of the two sub-groups.

Previous research by Hoy (1968) had indicated that student teachers became more "custodial" in their orientation after a period of student teaching. The results of this present study appear to support that conclusion in terms of the student teachers who were supervised by High P.C.I. cooperating teachers but not for those supervised by Low P.C.I. cooperating teachers. It was further interpreted that the influence of a "humanistically" orientated cooperating teacher over the assigned student teacher was not statistically significant, when compared to a student teacher working under a High "custodial" cooperating teacher.

IV. CONCLUSIONS

This study suggests that at the elementary school level a cooperating teacher does not have much influence in changing the attitude of a student teacher in matters of pupil control, unless the cooperating teacher demonstrates a lot of High "custodial" behaviour. In this situation the experienced teacher was found to exert our influence which was statistically significant at the 0.05 level. In addition student teachers who were supervised by Low "custodial" cooperating teachers did not become significantly more "humanistic" in their pupil control ideology than did those student teachers who were supervised by High "custodial" cooperating teachers. It was also concluded that there was no significant difference

between males and females regarding their orientation towards the control of pupils in elementary schools.

One should not necessarily be surprised by the fact that there was no significant difference between the pre-test and post-test scores in three out of the four major hypotheses tested. In an attempt to explain this, one has either to find fault with the statistical design selected or else consider what other contributing variables may have been responsible. The former possible source of error can be immediately disregarded since the analysis of covariance is eminently suited for obtaining the information sought. ANCOVA adjusts the post-test score for each individual in light of any possible bias which may have been present in the pre-test score. Thus it would appear that any source of error would more likely have been present in the raw data collected, prior to the computer analysis. It was noted that the questionnaire contained a few items which did not appear to be as realistic in 1973 as they were at the time the 1967 questionnaire was composed. A case in point is the statement, "It is desirable to require pupils to sit in assigned seats during assemblies." With the recent change experienced by societal pressure, students are being given much more freedom and with the lessening of pupil restraint, the accuracy of the above statement is certainly questionable. Six years ago the response would probably have been "strongly agree" but times have changed so that a student teacher responding today would probably answer the same statement by marking "strongly disagree." The end result would be a difference of four percentage points for this particular response. If this kind of situation is repeated with several more statements it can be readily understood why the total raw scores per individual

were not very high. The highest mark actually recorded was only seventy-three compared to the theoretical maximum of one hundred. It now appears that the category of a high "custodial" teacher is already a figment of the past.

The t-test design used in Hypothesis One was not really adequate for the purpose intended since there was no means of allowing for sample bias in the subsequent treatment of the raw scores. The appearance of any variation between the student teacher's pre-test and post-test scores was cancelled when the group as a whole was statistically analysed. For this reason it was found necessary to use the more statistically sound analysis of covariance for the remaining three hypotheses.

The reason that there was no significant difference in the pre-test and post-test measures for the student teacher compared to the cooperating teacher's raw score, could be explained by the reciprocated influence exerted by the student teacher on the cooperating teacher, as well as vice versa. This observation was first noted by Rosenfeld (1969). Thus while the student teacher's pre-test score might be quite different from the cooperating teacher's score, due to a symbiotic effect on the interaction between the two individuals, the attitude reflected in the post-test might reveal a decrease for one but an increase for the other, so that the net effect indicated a merging towards each other rather than a sole movement by the student teacher towards the cooperating teacher's raw score.

Cooperating teachers who were associated with a high "custodial" attitude towards students, probably behaved in this manner because this was what they had found by experience to have been the most successful.

Presumably the cooperating teachers had tried alternative methods but had found that the high "custodial" approach produced the best results as far as they were concerned.

Having proved by Hypothesis Four that there was no significant difference between male and female student teachers with regard to their P.C.I. orientations, it seems to indicate that there is basically no difference in the discipline approach taken by these two groups of individuals. It puts an end to the myth that just because a person is a male it does not necessarily mean that the individual will adopt a "custodial" approach in handling a class of pupils.

V. IMPLICATIONS

The acceptance of Hypothesis One, that there was no significant difference between the pre-test and post-test P.C.I. Form, recognized that there were many contributing factors, other than the cooperating teacher which could have been responsible for the lack of any change in attitude towards pupil discipline. Some of these factors might include the interaction of the student teacher's peer group as well as the school climate into which the student teacher was sent for his practice teaching assignment. In addition, with the recent change in educational philosophy, the strict, impersonal classroom teacher would soon be made aware of his shortcomings and would be compelled to yield to the prevailing societal pressures which presently indicate that the educational pendulum has swung in favour of "humanistic" schools. What was the acceptable norm for student teachers in the time of the Willower et al (1967) questionnaire would be quite unrealistic for the educational philosophy propagated in

the early 1970's.

The question of the number of cooperating teachers to whom the student teacher was exposed would also have a bearing on the acceptance of the first hypothesis. In previously cited research, Seperson (1971) noticed that the student teacher who spent all of his practice teaching time with one cooperating teacher showed a significantly close orientation to that cooperating teacher. On the other hand where a student teacher had been assigned to several cooperating teachers, no significant teaching style similarities were observed. From this it was implied that if it was desirable for a student teacher to develop certain manipulative techniques, it must be ensured that only one cooperating teacher of the desired P.C.I. orientation should be involved.

It was also recognized that where a student teacher had been exposed to more than one cooperating teacher the outcome of this would be reflected in the questionnaire score which in turn would be transferred onto computer cards for data analysis. The acceptance of the first hypothesis depended on the ability of such student teachers to accurately select the cooperating teacher who had influenced the novice the most.

On the basis of the findings of this study, a number of implications seem defensible:

1. While it may be true that while there might be a profound influence exerted in many areas by a cooperating teacher over a student teacher during a practice teaching session, the influence of the cooperating teacher over the student teacher in the specific area of pupil control was not so obvious. It is possible that student teachers have

firmly established attitudes toward pupil control at the outset of the student teaching experience and that the student teaching experience has little effect on the alteration of these attitudes. Only in the sub-group where a cooperating teacher had demonstrated a High "custodial" approach to pupil control was there any indication that the exposure of the cooperating teacher had played an important part in shaping the attitude of the student teacher towards pupil control. On the other hand, the period of time during which the student teacher works under the cooperating teacher is perhaps too short the way it is presently structured at the University of Manitoba. If student teachers were all required to serve a year of internship, the influence of the cooperating teacher over the student teacher might then become statistically significant.

2. It is conjectured that one reason for a well experienced teacher having a more "custodial" attitude (Hoy 1968) could be explained by considering that when these other teachers took their own teacher training, the development of a "custodial" attitude was regarded as a desirable asset. Nowadays, with the increasing trend toward lowering of the pupil-teacher ratio, taken in conjunction with the present day philosophy of encouraging individuals to progress at their own rate, perhaps "custodialism" as a value will have become a thing of the past and pupil control will cease to be a salient feature in the classroom.

3. It should be noted that in the present study one observation made was that the cooperating teacher in the High "custodial" sub-group was characterized by an older, more experienced teacher. The average P.C.I. score for a teacher with 8.8 years of experience was 57.3. This finding was in agreement with Willower et al (1967) who found that the

prototype "custodial" educator was the older, more experienced teacher. This study, however, also revealed that almost seventy percent of the Low "humanistic" cooperating teacher had an average of 8.3 years of experience with an average P.C.I. score of 40.4. The latter observation seems to partially discount the view held in the earlier studies of Willower et al (1967) and Hoy (1968) that the degree of "custodialism" was proportional to the years of teaching experience.

4. The direction education is taking today is toward making schools more "humanistic." With this advent of change it was to be expected and is already perceived that the role of the pupil will also change to accommodate societal pressures and values. The anticipated result will hopefully produce a reduction in conflict between student culture and teacher ideology and the lessening of status differences between the two might provide a greater opportunity for introducing better teaching methods and technical skills.

5. Since many of the investigations in the field of Pupil Control Ideology are only voiced opinion rather than matters of fact, the conclusions reached from the empirical data should not be relied upon too heavily because all of the research covered revealed that the investigations had all taken place in schools within the North American continent. However, these findings can offer insights into understanding the social behaviour of teachers and perhaps be of some assistance in identifying a school's climate.

VI. RECOMMENDATIONS FOR FURTHER RESEARCH

The findings of this investigation point to several additional avenues of inquiry.

1. If it is desirable to develop elementary student teachers who possess "humanistic" ideologies, then it is appropriate to consider the assignment of student teachers to schools where such a climate is known to exist. For the most part, student teachers are placed randomly in the classroom of a cooperating teacher for their practice teaching. This placement is random with respect to the needs of the student teacher and the competencies of the cooperating teacher. Perhaps a major concern in the assignment of student teachers should be to place them in the type of cooperating school that best fits their needs. The more creative student teacher should be placed in a school where that creative potential can be germinated in the proper environment. Directors of student teacher training who wish to optimize the assignment of student teachers to a particular type of cooperating teacher might be advised to consider the possible development of a mathematical model for predicting success in a student teacher's practice teaching assignment.

2. The controlling of pupils either by "custodial" or strictly "humanistic" methods is a very important feature in the organizational structure of a school. Especially with the upsurge of student-militancy at secondary levels together with an increased emphasis on student freedom and individual rights at both secondary and now elementary levels, student teachers are in a vulnerable position to be influenced by norms and values of the teacher sub-culture during this period of change in schools. Hopefully it should be possible to conduct research which would enable planners to develop strategies which would facilitate the role acquisition and socialization of student teachers.

3. One additional path of investigation could be to research a design similar to the one which was used in this study but taking the random sample from student teachers functioning at (a) junior and (b) senior high school levels.

4. A suggested area for further research could involve the designing of a new Pupil Control Ideology questionnaire which would contain items more in keeping with current educational philosophies.

5. It would appear desirable to ascertain how vital a factor the Principal's influence could be in bringing about an orientation in the staff's attitude towards pupil control, hence indirectly the climate of a school.

6. One of the most absorbing studies researched was carried out by Rosenfeld (1969) where it was shown that the cooperating teacher was prepared to learn new classroom management techniques from the student teacher which resulted in a change in attitude toward Pupil Control. To the author's knowledge there has been only one other study researched in a similar area (Rich, 1971). It would therefore appear that there is still much room for additional research in this area of reciprocated attitude change exerted by a student teacher on an experienced counterpart.

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APPENDICES

APPENDIX A

THE P.C.I. FORM QUESTIONNAIRE

FORM: PCI

Information

On the following pages a number of statements about teaching are presented. Our purpose is to gather information regarding the actual attitudes of practice teachers and their supervisors concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Your responses will remain confidential, and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

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

SA - Strongly Agree
 A - Agree
 U - Undecided
 D - Disagree
 SD - Strongly Disagree

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	U	D	SD
2. Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	U	D	SD
3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	U	D	SD
4. Beginning teachers are not likely to maintain strict enough control over their pupils.	SA	A	U	D	SD
5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	U	D	SD
6. The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD

- | | | | | | |
|--|----|---|---|---|----|
| 7. Pupils should not be permitted to contradict the statements of a teacher in class. | SA | A | U | D | SD |
| 8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application. | SA | A | U | D | SD |
| 9. Too much pupil time is spent on guidance and activities and too little on academic preparation. | SA | A | U | D | SD |
| 10. Being friendly with pupils often leads them to become too familiar. | SA | A | U | D | SD |
| 11. It is more important for pupils to learn to obey rules than that they make their own decisions. | SA | A | U | D | SD |
| 12. Student governments are a good "safety valve" but should not have much influence on school policy. | SA | A | U | D | SD |
| 13. Pupils can be trusted to work together without supervision. | SA | A | U | D | SD |
| 14. If a pupil uses obscene or profane language in school, it must be considered a moral offense. | SA | A | U | D | SD |
| 15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused. | SA | A | U | D | SD |
| 16. A few pupils are just young hoodlums and should be treated accordingly. | SA | A | U | D | SD |
| 17. It is often necessary to remind pupils that their status in school differs from that of teachers. | SA | A | U | D | SD |
| 18. A pupil who destroys school material or property should be severely punished. | SA | A | U | D | SD |
| 19. Pupils cannot perceive the difference between democracy and anarchy in the classroom. | SA | A | U | D | SD |
| 20. Pupils often misbehave in order to make the teacher look bad. | SA | A | U | D | SD |

-APPENDIX B

DEMOGRAPHIC INFORMATION

INFORMATION SHEET

Please complete this form by checking the appropriate boxes and filling blanks where indicated. All individual responses will remain confidential.

SECTION A

1. Name _____
2. Sex: male _____ female _____
3. Age in years _____
4. Position
 - (a) Practice teacher assigned to grade/s _____
 - (b) Elementary teacher (please state grade) _____
 - (c) Secondary teacher (please state grade, subject) _____
 - (d) Other (please state position) _____
5. Years of experience (as of September 1972)
 - (a) As a teacher _____
 - (b) As a principal, vice principal _____
 - (c) Other (please state position) _____

APPENDIX C

INTRODUCTORY LETTER

October 10, 1972.

Dear Student Teachers and Co-operating Teachers:

You are invited to assist in a research project in student teaching. Participation is on a strictly voluntary basis and no one is obliged to complete the enclosed Questionnaire, however, your co-operation would be greatly appreciated.

The actual Questionnaire does not take long to complete (about 10 or 15 minutes). Responses will be strictly confidential; all replies are anonymous and no individual school will be named in any report of the research. It is hoped that the study will reveal the kind of information that can be used to assist in the assignment of student teachers to schools.

The enclosed Questionnaire is designed to obtain:

1. Your opinions concerning certain aspects of teacher-pupil relationships.
2. Your opinions on a number of important social and personal questions.

Please complete all the items on the information sheet and respond to each statement in the Questionnaire as well as you can. It is essential that the student teacher and his or her co-operating teacher each fills out a Questionnaire and Information sheet and returns them in the envelope provided to the Student Teaching Office, c/o Prof. R. C. Brayne, Room 322, Faculty of Education.

The design of this study involves the administration of the Questionnaire to student teachers before they are given control of a classroom situation and again when they have had some experience.

Please note that the co-operating teachers are only requested to complete the Questionnaire once and this should be done as soon as possible after October 16th, 1972.

Your assistance in this attempted research would be greatly appreciated and a summary of the findings will be made available, if desired.

Yours sincerely,

Stewart G. Black,
Department Head of Science,
Elmwood High School

SGB/ee
Encls.

~ APPENDIX D
FOLLOW-UP LETTER

October 26, 1972.

Dear Student Teacher:

About two weeks ago you were one of a number of elementary student teachers who received a questionnaire type instrument (at the October 11th Large Group Session) in connection with a basic research project in educational administration being conducted through my association with The University of Manitoba. These forms do not take long to complete; the time required by most individuals varies from only ten to fifteen minutes.

I would again like to emphasize that any information written by you on these forms will be treated as strictly confidential and will be used only for my research purpose.

To clarify any misunderstanding in the original letter, I would like you, the student teacher to complete the enclosed forms and return them in the envelope provided. Your prompt attention and co-operation would be greatly appreciated as your information is needed to ensure the success of this study. Thank you.

Yours sincerely,

S. G. Black,
Department Head of Science,
ELMWOOD HIGH SCHOOL.

P.S. I am enclosing additional forms in case the original ones were inadvertently lost or misplaced.

SGE/ee
Encls.

APPENDIX E
LETTER ACCOMPANYING QUESTIONNAIRE
FOR THE POST-TEST

1001 Main Avenue,
Winnipeg, Manitoba.
R

March 12, 1973.

Dear Student Teachers:

In October 1972 I asked for your cooperation in assisting me with a research project in student teaching. Participation was on a strictly voluntary basis and no one was obliged to complete the Questionnaire. However, thanks to your response I have been able to proceed with my research and so reach a half-way stage in my attempted study. In order for me to complete my thesis I need your help again, otherwise my previous information is of no value.

The enclosed Questionnaire has a two-fold purpose:

1. To obtain your opinions concerning certain aspects of teacher-pupil relationships
2. To obtain your opinions on a number of important social and personal questions.

I realize that I am asking for some of your precious time, but the Questionnaire only takes 10 to 15 minutes to complete, and you showed by your last return that you are professionally responsible and you do care about the efforts of your colleagues even although you may never meet them personally. Who knows, at some later date you may be in a similar position of trying to research a problem and needing the cooperation of others otherwise your study is impossible.

Incidentally, since I began my study, considerable interest has been shown in my research by the Director of Student Teaching. It is to be hoped that when your responses have been analyzed, the study will reveal the kind of information that can be used in the assignment of student teachers to schools for their practice teaching and possibly a permanent appointment.

Again let me assure you that any information given will be used only in the strictest confidence. No individual or school will be named in any report resulting from this research.

You will find enclosed two copies of the Questionnaire which you previously answered. Please complete one yourself and give the other for completion to the cooperating teacher who has had the greatest influence on your approach to classroom management of pupils since October 1972.

When both Questionnaires have been completed please be good enough to place them in the stamped addressed envelope provided and mail them to me as soon as possible.

Since I need almost a one hundred percent response from these Questionnaires (both yours and your cooperating teacher's) your assistance in this attempted research is all the more appreciated. As it is not possible for me to thank you personally for your invaluable assistance, I will make available a summary of the findings when they become available, for those who do so indicate.

Thanking you in anticipation,

Yours sincerely,

S. G. Black,
Department Head of Science,
ELMWOOD HIGH SCHOOL.

SGB/oc
Encls.

APPENDIX F

STUDENT TEACHING SCHEDULE

STUDENT TEACHING SCHEDULE

	FIRST YEAR	PRIMARY	ELEMENTARY	SECONDARY
1972-73	M T W T F	M T W T F	M T W T F	M T W T F
Sept. 4 - 8				
Sept. 11 - 15	R R R C C	R R R C C	R R R C C	R R R C C
Sept. 18 - 22	C C C C C	C C C C C	C C C C C	C C C C C
Sept. 25 - 29	C C C C C	C C C C C	C C C C C	C C C C C
Oct. 2 - 6	C C C C C	C C C C C	C C C C C	C C C C C
Oct. 9 - 13	H C C C C	H C C C C	H C C C C	H C C C C
Oct. 16 - 20	C C C C C	S S S S S	S S S S S	S S S S S
Oct. 23 - 27	C C C C C	C C C C C	C C C C C	S S S S S
Oct. 30 - Nov. 3	C C C C C	S S S S S	S S S S S	S S S S S
Nov. 3 - 10	C C C C C	C C C C C	C C C C C	S S S S S
Nov. 13 - 17	C C C C C	S S S S S	S S S S S	S S S S S
Nov. 20 - 24	C C C C C	C C C C C	C C C C C	C C C C C
Nov. 27 - Dec. 1	C C C C C	S S S S S	S S S S S	C C C C C
Dec. 4 - 8	C C C C C	C C C C C	C C C C C	C C C C C
Dec. 11 - 15	C C C E E	C C C C C	C C C C C	C C C C C
Dec. 18 - 22	E E E E E	C C C C C	C C C C C	C C C C C
Dec. 25 - 29		VACATION		
Jan. 1 - 5	H H C C C	H H C C C	H H C C C	H H C C C
Jan. 8 - 12	C C C C C	C C C C C	C C C C C	C C C C C
Jan. 15 - 19	C C C C C	C C C C C	C C C C C	C C C C C
Jan. 22 - 26	C C C C C	S S S S S	S S S S S	C C C C C
Jan. 29 - Feb. 2	C C C C C	C C C C C	C C C C C	C C C C C
Feb. 5 - 9	C C C C C	S S S S S	S S S S S	C C C C C
Feb. 12 - 16	C C C C C	C C C C C	C C C C C	C C C C C
Feb. 19 - 23		STUDY WEEK		
Feb. 26 - Mar. 2	C C C C C	C C C C C	C C C C C	S S S S S
Mar. 5 - 9	C C C C C	S S S S S	S S S S S	S S S S S
Mar. 12 - 16	C C C C C	S S S S S	S S S S S	S S S S S
Mar. 19 - 23	C C C C C	S S S S S	S S S S S	S S S S S
Mar. 26 - 30	C C C C C	C C C C C	C C C C C	C C C C C
April 2 - 6	C C C C C	C C C C C	C C C C C	C C C C C
April 9 - 13	E E E E E	C C C C C	C C C C C	C C C C C
April 16 - 20	E E E E H	E E E E H	E E E E H	E E E E H

C - Classes
 S - Student Teaching
 H - Holiday
 E - Examinations or Evaluation
 R - Registration

Registration - Sept. 7-8, 11-13
 Yom Kippur - Sept. 18
 Thanksgiving - Oct. 9
 Vacation - Dec. 25 - Jan. 2

Study Week - Feb. 19-23
 School Spring - Mar. 26-30
 Vacation
 Good Friday - April 20